TEACH Public Schools

TPS Governing Board Regular Meeting

Date and Time
Wednesday March 6, 2019 at 6:00 PM PST

Location
TPS Governing Board Regular Meeting

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.
REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY
The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.
FOR MORE INFORMATION
For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898.
www.teachpublicschools.org

Agenda

	Purpose	Presenter	Time
I. Opening Items			**6:00 PM**
Opening Items			
A. Call the Meeting to Order		Lori Butler	
B. Record Attendance and Guests		Shawnna Lawson	1 m
C. Public Comment	Discuss	Lori Butler	5 m

	Purpose	Presenter	Time
II. CONSENT ITEMS			**6:06 PM**
Academic Excellence			
A. Consent Items	Vote	Lori Butler	1 m

Consent Items - Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any board meeting minutes will be done through consent and listed as items B-Z (as needed) under "Consent Items".

-Approval of the March 6, 2019 Regular Board Meeting Agenda
-Approval of January 31, 2019 Special Meeting Minutes
-Consolidated Applications Reporting (ConApp) for TEACH Tech & TEACH Academy
-CLA Independent Auditor Selection/Engagement Letter

B. Approval of January 31, 2019 Special Board Meeting Minutes	Approve Minutes		1 m
C. Consolidated Applications Reporting (ConApp) for TEACH Tech & TEACH Academy	Vote		1 m

Complete Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION			**6:09 PM**
CEO Support And Eval			
A. Board On Track Platform Introduction	Discuss	Matthew Brown	5 m

BoardOnTrack is an intuitive, easy-to-use, all-in-one online platform for your charter board. We provide the intuitive tools to help your board excel, and empower you to measure your performance through your own data, so you can govern for growth at every stage.

https://app2.boardontrack.com

Invite the board members to participate in the annual board assessment.
https://app2.boardontrack.com/boardAssessment/manage/543

B. Financial Report	FYI	Theresa Thompson	12 m

January 2019 Monthly Financial Report

C. 2nd Interim Reporting	Vote	Theresa Thompson	3 m

2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31

	Purpose	Presenter	Time
D. PCSGP Fiscal Training	FYI	Theresa Thompson	10 m

A required training as part of the TEACH Prep Public Charter School Grant Award.

E. TEACH Academy of Technologies LAUSD Oversight Report	Discuss	Matthew Brown	5 m

The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next Board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school.

F. TEACH Academy of Technologies Renewal Update & CCSA Site Visit	FYI	Matthew Brown	5 m

TEACH Academy of Technologies charter term ends June 30, 2020. A renewal petition will be submitted in the late summer/early fall of 2019. California Charter School Association (CCSA) visited to evaluate the TEACH Academy academic program and provide support. TEACH will continue to work with CCSA during the renewal process.

G. 2019 - 2020 Budgeting & LCAP	Discuss	Matthew Brown	5 m

Board will be presented with a preliminary budget in April for review with a final budget for vote in June.

H. Employee Benefits - Employer Contributions	Discuss	Matthew Brown	5 m

Discussion of employer contribution rates towards employee benefits in the 2019 fiscal year (July 1, 2019).

I. 2019-2020 TEACH Public Schools Academic Calendar	Vote	Enrique Robles	1 m
J. Request for Proposals (RFP)	Vote	Matthew Brown	2 m

2019-2020 RFPs for Janitorial Services, Meal Program, and Back Office.

K. Form 700	FYI	Shawnna Lawson	5 m

Filing a Form 700 - Statement of Economic Interests (SEI) is a state-mandated requirement for individuals who make decisions or advise on decision making at any government agency in California. The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Under the Act, these individuals are required to disclose assets and income, which may be materially affected by their official actions.

IV. Facilities Report **7:07 PM**

	Purpose	Presenter	Time
A. TEACH Prep Facility Update- 8505 S. Western Ave.	FYI	Jimmy Morales	2 m

Update on the site work for TEACH Prep future campus. Projected completion in July 2019.

B. TEACH Tech 10600 Property Update	FYI	Jimmy Morales	2 m
C. California Energy Commission 0% Interest Loan Program	Vote	Matthew Brown	5 m

Loan funds at 0% interest to benefit local educational agencies for energy efficiency & renewable energy projects

V. School Site Reports — 7:16 PM

A. TEACH Academy of Technologies	FYI	Greg Perez	5 m
B. Every Student Succeeds Act - Additional Target Support and Improvement	Discuss	Greg Perez	3 m
C. TEACH Tech Charter High School	FYI	Frank Williams	5 m
D. Overnight Field Trips - TEACH Tech Charter High School	Vote	Frank Williams	5 m

Camping Camp Whittle Big Bear CA May 3-5, 2019
Camping Senior Retreat San Onofre 5200 PCH San Clemente CA April 5-7, 2019
Prom May 25, 2019 700 Wilshire Blvd LA CA 90017
Grad Nite Magic Mountain May 16, 2019

E. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	FYI	Sharon Rhee	5 m

VI. Closed Session — 7:39 PM

A. Public Employee Discipline/Dismissal/Release (Gov. Code section 54957(b))	FYI	Raul Carranza	5 m

VII. Closing Items — 7:44 PM

A. Upcoming Meetings	FYI	Matthew Brown	1 m

Wednesday June 12, 2019 at 6pm

- 2019-2020 Budgets
- 2019-2020 LCAPS
- Approval of Executive Salaries
- Approval of RFP Vendors Contracts
- 2019-2020 Employee Handbook

B. BOARD MEMBER COMMENTS	Discuss	Lori Butler	5 m

Time for board members to make any public comments.

	Purpose	Presenter	Time
C. Adjourn Meeting	Vote	Lori Butler	

Coversheet

Consent Items

Section: II. CONSENT ITEMS
Item: A. Consent Items
Purpose: Vote
Submitted by: Matthew Brown

BACKGROUND:
Consent Items - Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any board meeting minutes will be done through consent and listed as items B-Z (as needed) under "Consent Items".

RECOMMENDATION:
Approve Consent Agenda

Coversheet

Approval of January 31, 2019 Special Board Meeting Minutes

Section:	II. CONSENT ITEMS
Item:	B. Approval of January 31, 2019 Special Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for TPS Governing Board Special Meeting on January 31, 2019

RECOMMENDATION:
Approve Consent Agenda

APPROVED

TEACH Public Schools

Minutes

TPS Governing Board Special Meeting

Date and Time
Thursday January 31, 2019 at 6:00 PM

Location
1846 W Imperial Highway, Los Angeles, CA 90047, Teleconference: (712) 451-0409 Access Code: 800073#

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www.teachpublicschools.org

Directors Present
J. Lobdell (remote), K. Piazza (remote), L. Butler (remote), S. Tucker (remote)

Directors Absent
E. Turner, J. Shahbaz

Guests Present
M. Brown (remote), M. Cunningham (remote), R. Carranza (remote)

I. Opening Items

A. Call the Meeting to Order

L. Butler called a meeting of the board of directors of TEACH Public Schools to order on Thursday Jan 31, 2019 at 6:02 PM.

B. Record Attendance and Guests

C. Public Comments

D. Board Member Comments

E. Changes to the Agenda

II. Consent Items

A. Board Adoption of Agenda

K. Piazza made a motion to approve the consent agenda.
S. Tucker seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Shahbaz	Absent
E. Turner	Absent
S. Tucker	Aye
J. Lobdell	Aye
K. Piazza	Aye
L. Butler	Aye

B. Approve Minutes

C. School Accountability Report Card

D.

Fiscal Report

E. P1 Attendance Report

F. Low Performing Block Grant

III. Items Scheduled for Information and Potential Action

A. TEACH Preparatory Board Resolutions STRS

K. Piazza made a motion to Approve the TEACH Preparatory Board Resolutions for STRS.
S. Tucker seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Shahbaz	Absent
E. Turner	Absent
K. Piazza	Aye
S. Tucker	Aye
J. Lobdell	Aye
L. Butler	Aye

B. TEACH Preparatory Board Resolutions LACOE

K. Piazza made a motion to Approve the TEACH Preparatory Board Resolutions for LACOE.
S. Tucker seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Tucker	Aye
K. Piazza	Aye
L. Butler	Aye
J. Lobdell	Aye
J. Shahbaz	Absent
E. Turner	Absent

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:31 PM.

Respectfully Submitted,
L. Butler
L. Butler made a motion to adjourn the meeting.

S. Tucker seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Piazza	Aye
J. Shahbaz	Absent
J. Lobdell	Aye
L. Butler	Aye
E. Turner	Absent
S. Tucker	Aye

Coversheet

Consolidated Applications Reporting (ConApp) for TEACH Tech & TEACH Academy

Section:	II. CONSENT ITEMS
Item:	C. Consolidated Applications Reporting (ConApp) for TEACH Tech & TEACH Academy
Purpose:	Vote
Submitted by:	
Related Material:	ESEAConsolidationofAdministrativeFunds.pdf TitleIPartASchoolAllocations.pdf FY1718 TIACyov.pdf Tittle II & HomelessEdPolicy Reports.pdf TI_PtASWPAuth.pdf FY1819 Consolidated Application.pdf FY1718 TIACyov.pdf TitleIPartASchoolAllocations.pdf FY1617 TIIAYTDExpRprt.pdf ESEAConsolidationofAdministrativeFunds.pdf TI_PtASWPAuth.pdf

RECOMMENDATION:
Approve Consent Agenda

California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 3:08 PM

2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov , 916-323-5595
Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	$13,405
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title IV, Part A	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title II, Part A funds transferred out	$0
2018-19 Title II, Part A entitlement after transfers out	$13,405

Title IV, Part A Transfers

2018-19 Title IV, Part A entitlement	$10,000
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title II, Part A	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title IV, Part A funds transferred out	$0
2018-19 Title IV, Part A entitlement after transfers out	$10,000

*****Warning*****
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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
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Date: 2/19/2019 3:08 PM

2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	$115,840
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2018-19 Title I, Part A LEA available allocation	$115,840

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$0
School parent and family engagement	$0
LEA parent and family engagement	$0
Direct or indirect services to homeless children, regardless of their school of attendance	$1

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
Indirect cost reservation	
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	$1
School parent and family engagement reservation	$0
Amount available for Title I, Part A school allocations	$115,839

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 3:08 PM

2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746
Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov , 916-323-5595

2018-19 Title II, Part A entitlement	$13,405
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
Total entitlement after transfers	$13,405
Repayment of funds	
2018-19 Allocation	$13,405
Administrative and indirect costs	
Equitable services for nonprofit private schools	
2018-19 Title II, Part A adjusted allocation	$13,405

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 3:08 PM

2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	$10,000
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
2018-19 Title IV, Part A allocation	$10,000
Indirect cost reservation	
Administrative reservation	
Equitable services for nonprofit private schools	
2018-19 Title IV, Part A adjusted allocation	$10,000

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California Department of Education **Consolidated Application**

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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California Department of Education

Consolidated Application

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 3:08 PM

2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes
a - Below LEA average and at or above 35% student low income
d - Desegregation Waiver on File
e - Grandfather Provision
f - Feeder Pattern

Low income measure	FRPM
Serving schools by	Highest to lowest within the LEA
LEA-wide low income %	92.14%
Available Title I, Part A school allocations	$115,839
Available parent and family engagement reservation	$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
TEACH Tech Charter High	0129627		369	340	92.14	Y	Y	Y	1		340.70	115838.00			115838.00	

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 3:08 PM

2017-18 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2017-18 allocation to determine funds to be carried over.

CDE Program Contact:

Kevin Donnelly, Title I Policy and Program Guidance Office, kdonnelly@cde.ca.gov , 916-319-0942
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

Carryover Calculation

2017-18 Title I, Part A LEA allocation	$99,497
Transferred-in amount	$0
2017-18 Title I, Part A LEA available allocation	$99,497
Expenditures and obligations through September 30, 2018	$99,497
Carryover as of September 30, 2018	$0
Carryover percent as of September 30, 2018	0.00%

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 6/28/2018 1:49 PM

2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2017-18 Title II, Part A entitlement	$11,079

Professional Development Expenditures

Professional development for teachers	$11,079
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$11,079
2017-18 Unspent funds	$0

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2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless

b) Includes a dispute resolution process

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Frank
Homeless liaison last name	Williams
Homeless liaison title	Principal
Homeless liaison e-mail address (format: abc@xyz.zyx)	fwilliams@teachpublicschols.org
Homeless liaison telephone number (format: 999-999-9999)	323-872-0707
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.00

Homeless Liaison Training Information

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2017-18 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	05/17/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2017-18 Title I, Part A entitlement	$97,938
2017-18 Title I, Part A direct or indirect services to homeless children reservation	$1
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	The school does not currently have any homeless children.

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California Department of Education

Consolidated Application

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 2/21/2019 1:49 PM

2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
TEACH Tech Charter High	0129627	Y	03/06/2019	92.00%		

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 6/28/2018 1:49 PM

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/28/2018

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 6/28/2018 1:49 PM

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Raul Carranza
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/26/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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TEACH Tech Charter High (19 64733 0129627)

Status: Certified
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Date: 6/28/2018 1:49 PM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.	
Charter Schools Enter the adoption date of the charter school LCAP	06/19/2018
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent

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2018-19 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/19/2018

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Raul Carranza
DELAC review date	06/19/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	https://www.teachpublicschools.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student Support)	Yes

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
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2018-19 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

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Date: 6/28/2018 1:49 PM

2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at http://www.cde.ca.gov/fg/ac/sa/.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 2:57 PM

2017-18 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2017-18 allocation to determine funds to be carried over.

CDE Program Contact:

Kevin Donnelly, Title I Policy and Program Guidance Office, kdonnelly@cde.ca.gov , 916-319-0942
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

Carryover Calculation

2017-18 Title I, Part A LEA allocation	$153,008
Transferred-in amount	$0
2017-18 Title I, Part A LEA available allocation	$153,008
Expenditures and obligations through September 30, 2018	$153,008
Carryover as of September 30, 2018	$0
Carryover percent as of September 30, 2018	0.00%

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California Department of Education

Consolidated Application

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 2:58 PM

2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes
a - Below LEA average and at or above 35% student low income
d - Desegregation Waiver on File
e - Grandfather Provision
f - Feeder Pattern

Low income measure	FRPM
Serving schools by	Highest to lowest within the LEA
LEA-wide low income %	95.71%
Available Title I, Part A school allocations	$156,986
Available parent and family engagement reservation	$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
TEACH Academy of Technologies	0122242		420	402	95.71	Y	Y	Y	1		390.51	156985.02			156985.02	

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
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2016-17 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746

2016-17 Title II, Part A entitlement	$1,298
2016-17 Title II, Part A total apportionment issued	$1,298

Professional Development Expenditures

Professional development for teachers	$1,298
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	$1,298
2016-17 Unspent Funds Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	$0

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 2:57 PM

2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov , 916-323-5595
Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	$17,919
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title IV, Part A	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title II, Part A funds transferred out	$0
2018-19 Title II, Part A entitlement after transfers out	$17,919

Title IV, Part A Transfers

2018-19 Title IV, Part A entitlement	$10,000
Transferred to Title I, Part A	$0
Transferred to Title I, Part C	$0
Transferred to Title I, Part D	$0
Transferred to Title II, Part A	$0
Transferred to Title III English Learner	$0
Transferred to Title III Immigrant	$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	$0
Total amount of Title IV, Part A funds transferred out	$0
2018-19 Title IV, Part A entitlement after transfers out	$10,000

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
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Date: 2/19/2019 2:57 PM

2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	$156,989
Transferred-in amount (+)	$0
Nonprofit private school equitable services proportional share amount (-)	$0
2018-19 Title I, Part A LEA available allocation	$156,989

Required Reservations

Parent and family engagement (If the allocation is greater than $500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	$0
School parent and family engagement	$0
LEA parent and family engagement	$0
Direct or indirect services to homeless children, regardless of their school of attendance	$3

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
Indirect cost reservation	
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	$3
School parent and family engagement reservation	$0
Amount available for Title I, Part A school allocations	$156,986

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 2:58 PM

2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746
Geeta Rezvani , Title II / Standards Implementation Support , grezvani@cde.ca.gov , 916-323-5595

2018-19 Title II, Part A entitlement	$17,919
Transferred-in amount	$0
Total funds transferred out of Title II, Part A	$0
Total entitlement after transfers	$17,919
Repayment of funds	$0
2018-19 Allocation	$17,919
Administrative and indirect costs	
Equitable services for nonprofit private schools	
2018-19 Title II, Part A adjusted allocation	$17,919

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 2:58 PM

2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	$10,000
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
2018-19 Title IV, Part A allocation	$10,000
Indirect cost reservation	
Administrative reservation	
Equitable services for nonprofit private schools	
2018-19 Title IV, Part A adjusted allocation	$10,000

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
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Date: 2/19/2019 2:58 PM

2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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California Department of Education

Consolidated Application

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 2/19/2019 2:58 PM

2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
TEACH Academy of Technologies	0122242	Y	06/19/2013	95.00%		

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Coversheet

Board On Track Platform Introduction

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: A. Board On Track Platform Introduction
Purpose: Discuss
Submitted by:

BACKGROUND:
https://app2.boardontrack.com

Coversheet

Financial Report

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: B. Financial Report
Purpose: FYI
Submitted by:
Related Material:
TEACH_New PPT Template for Monthly Board Presentations - January 2019V2.pdf

CHARTER IMPACT

TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Prep Elementary, TEACH Public Schools, and Cunningham & Morris, LLC

Monthly Financial Presentation – January 2019

January Highlights

- January's Financial Statement data will be submitted to the District as 2nd Interim Reporting
- TEACH Academy, TEACH Tech, & TEACH Prep has projected positive cash flow, surplus and positive fund balances at year end.
- TPS: Positive cash flow, small deficit of $20K, and positive net fund balance projected at year-end
- P-1 reports submitted to CDE-TEACH Academy P-1 @ 399.80 forecasted for 399, TEACH Tech P-1 @ 336.24 forecasted for 355, & TEACH Prep P-1 @ 71.20 forecasted for 70 (budgeted at 95)
- Spring Apportionments for P-1 released and payments are indicated on forecast from March-June 2019
- TEACH Academy and TEACH Tech received Low Performing Student Block Grants in the amounts of $5,828 and $7,904 respectively where plan must be BOD approved and submitted by March 2019

CHARTER IMPACT

TEACH Academy of Technologies

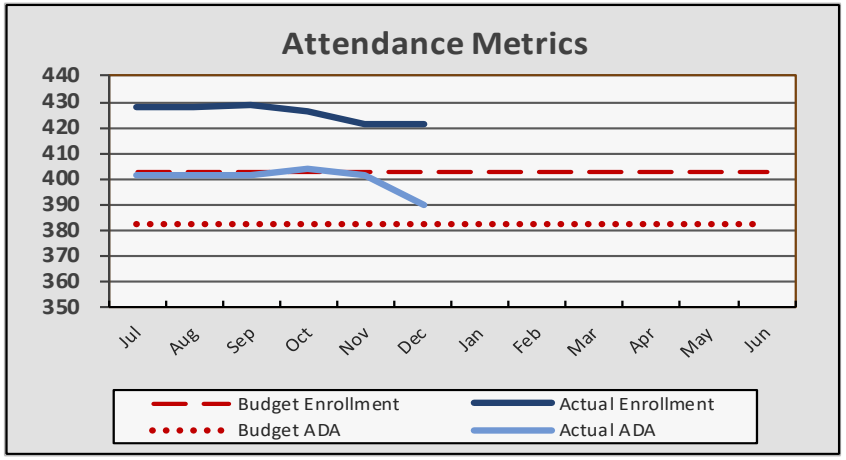
Monthly Financial Presentation – January 2019

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	420	420	403
ADA	399.80	399.80	383
Attendance Rate	95.2%	95.2%	95.0%
Unduplicated %	95.8%	95.8%	95.8%
Revenue per ADA		$14,184	$13,796
Expenses per ADA		$12,549	$11,975

Attendance Metrics



TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(UnFav)	Forecast @ 6/30/2019	Budget	Fav/(UnFav)
Revenue						
State Aid-Rev Limit	$ 1,702,036	$ 1,720,014	$ (17,978)	$ 4,135,445	$ 3,777,492	$ 357,952
Federal Revenue	358,571	288,411	70,160	558,008	495,789	62,218
Other State Revenue	502,738	448,653	54,084	957,747	1,008,415	(50,668)
Other Local Revenue	19,605	-	19,605	19,605	-	19,605
Total Revenue	**$ 2,582,950**	**$ 2,457,078**	**$ 125,872**	**$ 5,670,805**	**$ 5,281,697**	**$ 389,108**

See next slide for variance explanation(s)

TAT - Revenue

- **State Aid**: **Increase of $358K** as COLA rate increased from 3% per May revise budget to 3.70% per final approved budget June 27, 2018- also increase in P-1 ADA (16.80) compared to budget
- **Federal Revenue**: **Increase of $62K** is mainly due to increase $26K in child nutrition as per increase in COLA rate as well as increase of 17 in ADA compared to budget. Title Funds increase of $18K as per updated CDE schedules, $14K in prior year CNIPS revenue recorded
- **Other State Revenue**: **Decrease of $51K** –
  - Decrease of $51K in One-Time State Mandate Cost as rates decreased from $340/ ADA per May revise budget to $184/ADA per update apportionment schedule from CDE-
  - Increase of $19K in SB740 and $8.4K in SPED as a result of ADA increase, receipt$5.9K for Low Performing Students Block Grant.
  - Other State Revenue Decrease of $37.5K- ASES funding decrease by ($13K) as funding from Youth Policy Institute will need to be verified before forecasted. Receipt $5.9K for Low Performing Students Block Grant.

TAT – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(UnFav)	Forecast @ 6/30/2019	Budget	Fav/(UnFav)
Expenses						
Certificated Salaries	$ 733,547	$ 594,886	$ (138,661)	$ 1,324,434	$ 1,062,304	$ (262,131)
Classified Salaries	176,371	212,346	35,975	360,270	382,576	22,306
Benefits	277,049	241,328	(35,722)	525,658	427,768	(97,889)
Books and Supplies	202,493	265,946	63,453	413,101	417,187	4,086
Subagreement Services	126,018	131,076	5,058	275,178	251,140	(24,038)
Professional Services	471,608	544,435	72,827	1,011,327	971,498	(39,828)
Facilities	497,915	496,632	(1,283)	835,394	851,370	15,976
Operations	152,385	102,272	(50,113)	229,454	178,788	(50,666)
Depreciation	33,710	24,500	(9,210)	59,205	42,000	(17,205)
Interest	6,441	-	(6,441)	12,881	-	(12,881)
Total Expenses	**$ 2,677,537**	**$ 2,613,421**	**$ (64,116)**	**$ 5,046,902**	**$ 4,584,631**	**$ (462,271)**

Note: variance explanations are on next slide

TAT – Expenses (1 of 3)

- **Certificated Salaries increase of $262K** is mainly due to increase of $289K in Certificated Teachers as 6 additional teachers were added compared to budget and includes $24K actual substitute hours not previously budgeted.
- **Classified Salaries decrease of $22K** is due is mainly due to:
  - Increase of $61K in Instructional Salaries as 5 additional employees added compared to budget.
  - Decrease of $34K in Clerical Salaries as 1 budgeted employee is now split between other 2 locations.
  - Decrease of $51K in Other Classified salaries as 1 employee reclassed to High School- there are still 3 open budgeted & forecasted positions in which salaries were not paid for first 7 months.
- **Benefits increase of $98K** is due to $39K increase in STRS and $50K increase in Health and Welfare as per increase in Certificated Teachers and Instructional Staff as mentioned above

TAT – Expenses (2 of 3)

- **Subagreement Services increase of $24K** is mainly due to increase of $36K in security as traffic consultants used for crossing guards

- **Professional Services increase of $40K** is mainly due to:
  - Increase of $34K in management fee as it's based on percentage of revenue
  - Increase of $11K in SPED Encroachment as a result of increase in enrollment

Facilities decrease of $16K is due to decrease in additional rent of $74K as modular leases were reclassed as capital leases and payments are reduction in liability account instead of expensed / Increase in repairs and maintenance of $55K for additional repairs and maintenance/ gardening services

TAT – Expenses (3 of 3)

- **Operations increase of $51K** and has variances within this cluster of expenses with the largest variances consisting of the following:
  - **Office Expense increase of $15K** and is due to additional office relocation expenses-no other material items to note
  - **Communications increase of $33K** and is due to increase in service requirements as well as payment of prior year invoices.

- **Depreciation increase of $17K** is due to increase in depreciable assets towards the end of last Fiscal Year and $93K for new leasehold improvements
- **Interest increase of $13K** and represent interest for the TEQ modular lease

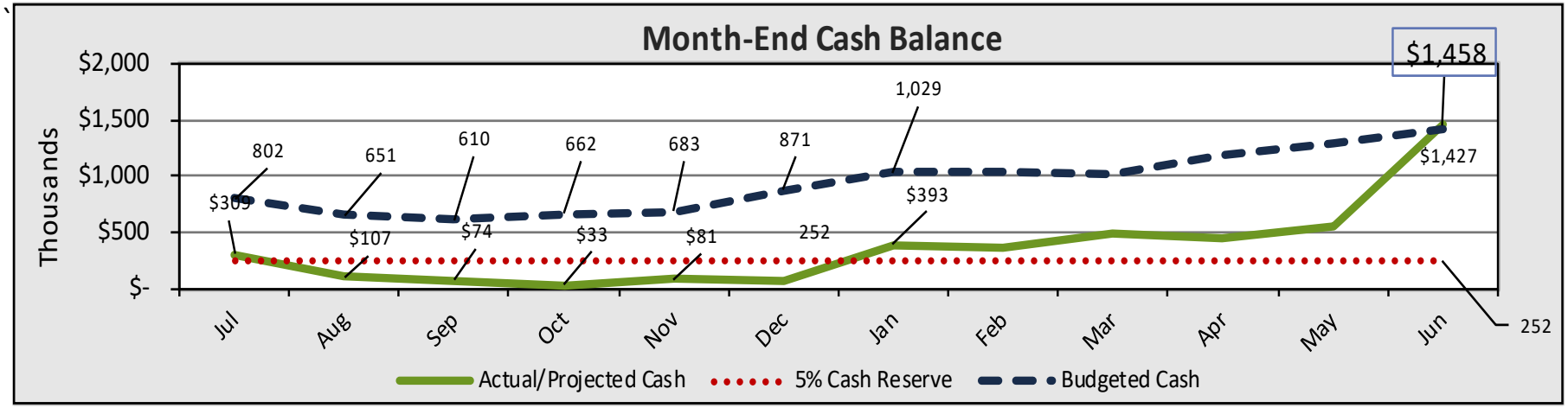
TAT – Fund Balance

- Net assets projected to end positively at year-end well over 5% reserve requirement of $251K.
- Includes $573K of intercompany receivables

	Year-to-Date			*Annual/Full Year*		
	Actual	Budget	Fav/(UnFav)	Forecast @ 6/30/2019	Budget	Fav/(UnFav)
Total Surplus(Deficit)	**$ (94,587)**	**$ (156,343)**	**$ 61,757**	**$ 623,903**	**$ 697,066**	**$ (73,164)**
Beginning Fund Balance	1,959,876	1,959,876		1,959,876	1,959,876	
Ending Fund Balance	**$ 1,865,290**	**$ 1,803,533**		**$ 2,583,779**	**2,656,943**	
As a % of Annual Expenses	*37.0%*	*39.3%*		*51.2%*	*58.0%*	

TAT – Cash Balance

- Positive Cash Balance projected at year-end at $1.45M/150.63 ADCOH-above 45-DCOH bond requirement
- Includes $454K of intercompany receivables payments



CHARTER IMPACT

TEACH Tech Charter High School

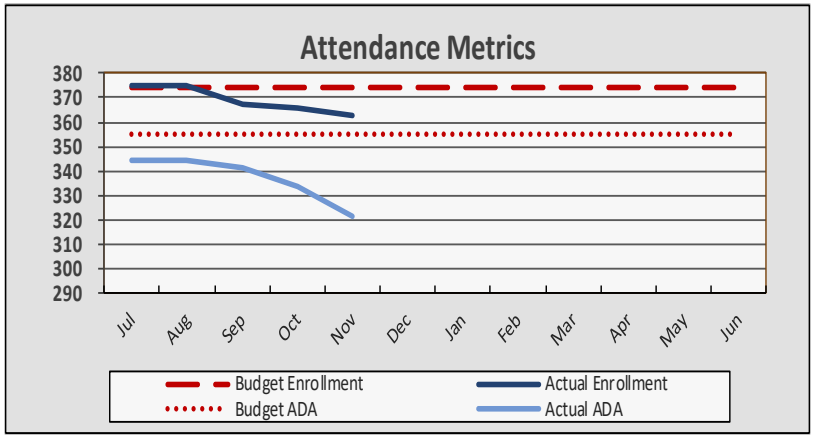
Monthly Financial Presentation – January 2019

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Attendance Metrics

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*369*	*369*	*374*
ADA	*336.24*	*336.24*	*355*
Attendance Rate	*91.1%*	*91.1%*	*95.0%*
Unduplicated %	*92.2%*	*92.2%*	*79.7%*
Revenue per ADA		*$15,959*	*$15,158*
Expenses per ADA		*$14,713*	*$14,271*



TTHS - Revenue

- **State Aid: Decrease of $30K** as COLA rate increased from 3% per May revise budget to 3.70% per final approved budget June 27, 2018 also decrease of 16 in ADA compared to approved budget

- **Federal Revenue**: **Increase of $17K** is mainly due to decrease of $19K in child nutrition as per decrease in ADA. Offset by Title funds increase of $30K as forecast was updated per new apportionment schedules. P/Y revenue receive for Federal SPED of $10.5K

- **Other State Revenue**: **Decrease of $47K** – is mainly due to decrease of $40K One-Time State Mandate Cost rate from $340/ADA per May revise budget to $184/ADA updated apportionment schedule from CDE ~ Decrease of $22K in SB740 funds as ADA decrease by 16 compared to budget - Includes $7,904 for new Low- Performing Student Block Grant and $13.9k in College Readiness Recognition revenue

- **Other Local Revenue**: **Increase of $23K** and consist of revenue for educational contract with Inspire Schools

	Year-to-Date			*Annual/Full Year*		
	Actual	Budget	Fav/(UnFav)	Forecast @6/30/2019	Budget	Fav/(UnFav)
Revenue						
State Aid-Rev Limit	$ 1,558,105	$ 1,530,707	$ 27,398	$ 4,166,438	$ 4,196,685	$ (30,247)
Federal Revenue	248,893	216,655	32,238	431,842	414,485	17,357
Other State Revenue	362,346	308,530	53,816	727,445	774,457	(47,012)
Other Local Revenue	23,730	-	23,730	23,730	-	23,730
Total Revenue	**$ 2,193,074**	**$ 2,055,893**	**$ 137,181**	**$ 5,349,454**	**$ 5,385,627**	**$ (36,173)**

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(UnFav)	Forecast @6/30/2019	Budget	Fav/(UnFav)
Expenses						
Certificated Salaries	$ 632,615	$ 659,213	$ 26,598	$ 1,146,660	$ 1,185,526	$ 38,867
Classified Salaries	221,982	305,324	83,342	450,164	552,694	102,530
Benefits	245,278	286,327	41,050	452,153	510,468	58,314
Books and Supplies	226,695	258,228	31,532	390,141	400,501	10,359
Subagreement Services	74,938	44,600	(30,338)	128,938	83,600	(45,338)
Professional Services	409,494	523,251	113,757	924,924	938,620	13,697
Facilities	740,277	680,776	(59,501)	1,203,628	1,167,044	(36,584)
Operations	122,269	122,814	545	215,425	214,124	(1,302)
Depreciation	12,422	10,402	(2,020)	23,702	17,832	(5,870)
Total Expenses	**$ 2,685,970**	**$ 2,890,935**	**$ 204,965**	**$ 4,935,736**	**$ 5,070,409**	**$ 134,672**

Variance explanation on next slide (s)

TTHS – Expenses 1 of 2

- **Certificated Salaries decrease of $39K** is mainly due to:
  - **Increase in Pupil Support Salaries of $48K** as 2 employees that were previously Classified were moved to Certificated status.
  - **Decrease of $101K in Certificated Admin** as Asst Principal Position is open and remains on forecast-no salary expense for 7 months for this position. Also another Admin position as been reclassed to Elementary.

- **Classified Salaried decrease of $102K-** is mainly due to decrease of $77K in instructional salaries as 2 employees were reclassed to Certificated. Decrease of $33K in Other Classified as and reflects 6 active positions, 9 positions were budgeted. Unfilled positions removed from forecast.

- **Benefits decrease of $58K** is mainly due to $99K decrease in PERS as $100K was budgeted, however no PERS for this location- Increase in Health and Welfare benefits of $54K- based on previous invoice trend-health benefits amounts could fluctuate based on new hires/personnel coverage.

TTHS – Expenses 2 of 2

- **Books and Supplies increase of $10K** is mainly due to:
  - Child Nutrition decrease of $68K as it's initially calculated as a percentage of Child Nutrition Revenue, forecasted amount will be updated as consumptions rate trends are determined.
  - Non-Cap Equipment increase of $14K as 100 Chromebooks were purchased, as well as Furniture from Red Hook
  - School Supplies and Uniforms combined increase of $28K as items were purchased for football.

Subagreement Services increase of $45K due is mainly due to increase in SPED services of $32K as number participating students increased

- **Facilities increase of $37K-** And is mainly due to $46K increase in repairs and maintenance and includes cost for furniture transport services of $25K, monthly gardening expense of $2,400.

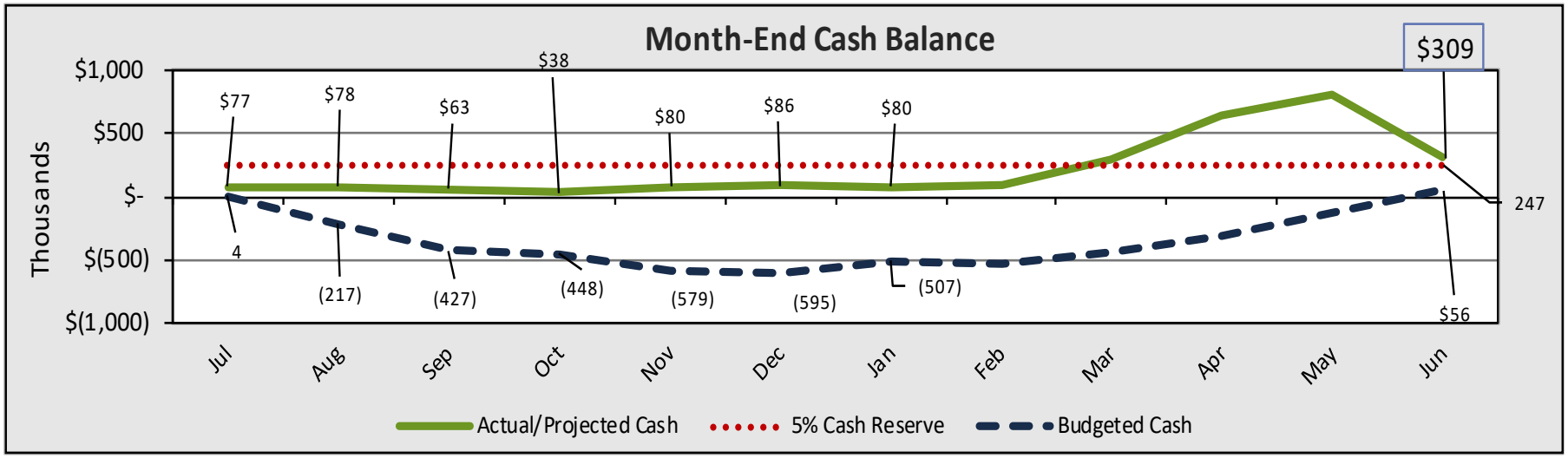
TTHS – Fund Balance

- Net asset projected to end positively above 5% reserve requirement
- Includes ($652K) of intercompany payables

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(UnFav)	Forecast @6/30/2019	Budget	Fav/(UnFav)
Total Surplus(Deficit)	**$ (492,896)**	**$ (835,042)**	**$ 342,146**	**$ 413,718**	**$ 315,218**	**$ 98,500**
Beginning Fund Balance	(13,745)	(13,745)		(13,745)	(13,745)	
Ending Fund Balance	**$ (506,641)**	**$ (848,787)**		**$ 399,973**	**$ 301,473**	
As a % of Annual Expenses	*-10.3%*	*-16.7%*		*8.1%*	*5.9%*	

TTHS – Cash Balance

- Cash balance expected to end positively at $309K/62.05 DCOH above reserve amount of $247K
- Includes $652K in intercompany payable payments



CHARTER IMPACT

TEACH Prep Elementary School

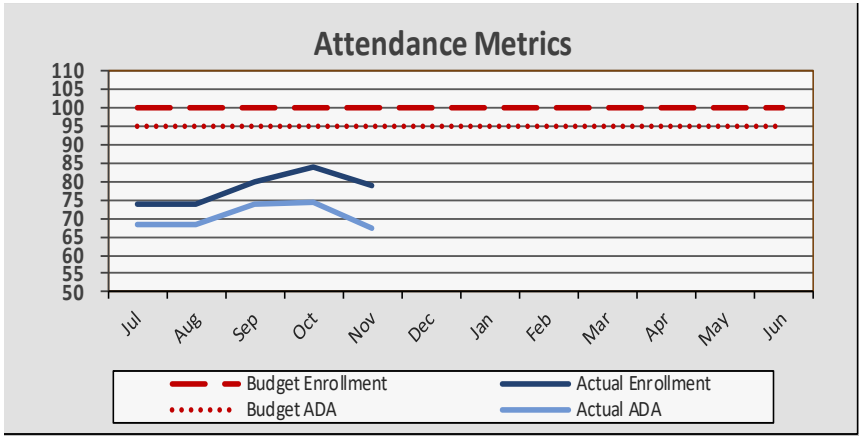
Monthly Financial Presentation – January 2019

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data					
	Avg/Actual		**Forecast**		**Budget**
Enrollment	*74*		*74*		*100*
ADA	*71*		*71*		*95*
Attendance Rate	*N/A*		*95.0%*		*95.0%*
Unduplicated %	*95.6%*		*85.5%*		*85.5%*
Revenue per ADA		*$*	*19,821*	*$*	*13,392*
Expenses per ADA		*$*	*16,320*	*$*	*12,845*

Attendance Metrics



TES – Revenue

- State Aid Revenue decrease of $229K is mainly due to decrease in enrollment and ADA (24) compared to budget.
- Federal Revenue increase of $137K is mainly due to increase of $164K for PCSGP grants as funds were recognized-funds were not in initial approved budget- offset by combined decrease of $20K in SPED ($5K) and Nutrition ($23K) and is due to decrease in enrollment/ADA
- Other State Revenue decrease of $42K is mainly due to decrease in all state funding as a result of enrollment/ADA decrease- (SPED by $12K) (Nutrition by $2.5K) & (SB740 by $27K)
- Other Local Revenue increased by $325K as Walton Grant was received in December

	Year-to-Date			*Annual*		
	Actual	Budget	Variance	Forecast @6/30/2019	Approved Budget	Variance
Revenue						
State Aid-Rev Limit	$ 413,139	$ 554,423	$ (141,284)	$ 787,790	$ 1,017,286	$ (229,496)
Federal revenue	194,037	35,424	158,612	229,420	92,196	137,224
Other state revenue	55,148	70,474	(15,326)	121,071	162,713	(41,642)
Other local revenue	325,000	-	325,000	325,000	-	325,000
Total Revenue	**987,324**	**660,322**	**327,003**	**1,463,281**	**1,272,195**	**191,086**

TES – Expenses & Fund Balance

	Year-to-Date			Annual		
	Actual	Budget	Variance	Forecast @6/30/2019	Budget	Variance
Expenses						
Certificated Salaries	141,138	176,065	(34,928)	254,163	301,826	(47,663)
Classified Salaries	52,377	56,000	(3,623)	112,431	96,000	16,431
Benefits	51,499	55,178	(3,678)	92,339	94,842	(2,503)
Books and supplies	78,896	115,709	(36,813)	142,877	162,809	(19,932)
Subagreement services	18,854	21,364	(2,510)	55,639	40,000	15,639
Professional services	127,703	136,798	(9,095)	222,062	239,669	(17,607)
Facilities	157,882	128,887	28,995	230,577	220,949	9,628
Operations	19,492	34,442	(14,950)	43,992	61,693	(17,701)
Depreciation	1,059	1,458	(399)	2,101	2,500	(399)
Total Expenses	**648,900**	**725,901**	**(77,000)**	**1,156,181**	**1,220,288**	**(64,107)**
Total Surplus(Deficit)	**$ 338,424**	**$ (65,579)**	**$ 404,003**	**$ 307,100**	**$ 51,907**	**$ 255,193**
Beginning Fund Balance				-	-	
Ending Fund Balance				**$ 307,100**	**$ 51,907**	
				26.6%		

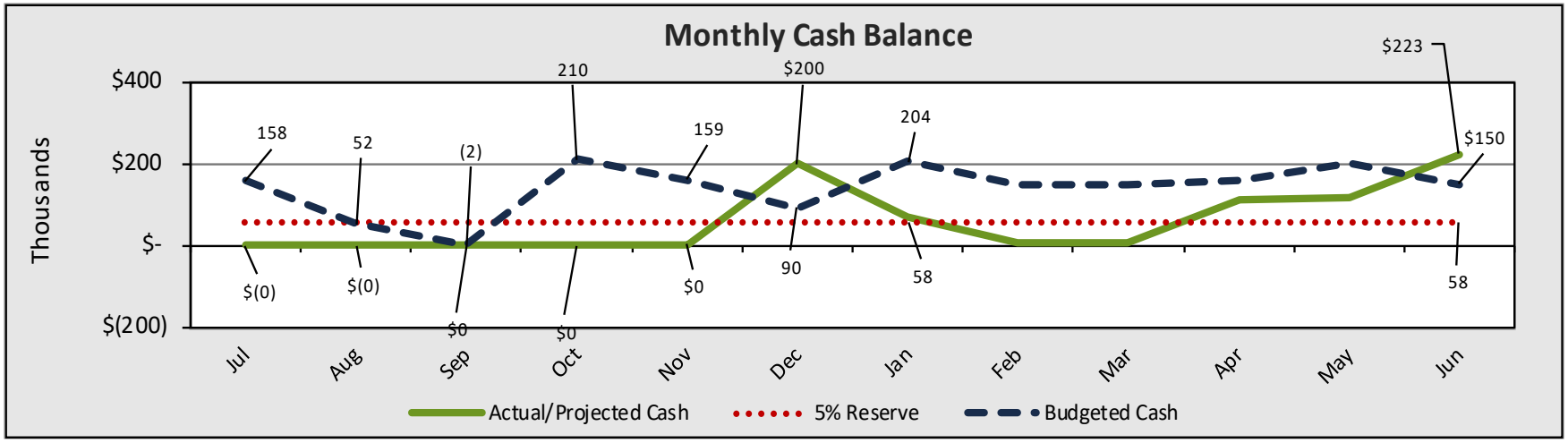
Note variance explanations on next slide (s)- Fund balance includes ($192K) in intercompany payables

TES – Expense

- **Certificated Salaries decrease of $48K** is due to 3 teachers on staff compared to 4 teachers budgeted
- **Classified Salaries increase of $16K** is due to increase of $48K in instructional salaries as 1 additional teacher was added compared to budgeted salary - offset by decrease ($8K) in clerical as 1 position still open and forecasted and ($23K) in other classified salaries as 2 positions still open and forecasted
- **Subagreement Services increase of 15K** and is mainly due to increase of $7K in substitute teachers as expected for new school opening/security increase of $11K and for traffic crossing services.
- **Professional Services decrease of $18K** and is mainly due to decrease in SPED Encroachment ($15K) as a result of decrease in revenue as per decrease in enrollment
- **Operations decrease of $17K** is mainly due to decease in insurance of $8K and Communications expense of $6K

TES – Cash Balance

- Positive Cash Balance forecasted @$223K above 5% reserve of $58K
- Cash balance includes **($192K)** of intercompany payables.



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – January 2019

TPS – Revenue

- Revenue projected decrease of $14K as based revenue of schools, although Academy's enrollment increased there was decrease in the Prep's enrollment compared to budget

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unfav)**	**Forecast**	**Budget**	**Fav/(Unfav)**
Revenue						
Other Local Revenue	497,839	500,550	(2,711)	1,119,804	1,134,347	(14,543)
Total Revenue	**$ 497,839**	**$ 500,550**	**$ (2,711)**	**$ 1,119,804**	**$ 1,134,347**	**$ (14,543)**

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unfav)	Forecast	Budget	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 245,813	$ 237,221	$ (8,592)	$ 415,443	$ 406,665	$ (8,778)
Classified Salaries	109,065	84,569	(24,495)	190,048	152,444	(37,605)
Benefits	95,901	83,098	(12,803)	152,947	144,681	(8,266)
Books and Supplies	11,598	25,875	14,277	19,223	28,500	9,277
Subagreement Services	1,659	7,091	5,432	7,568	13,000	5,432
Professional Services	41,173	26,130	(15,044)	69,484	55,651	(13,833)
Facilities	110,858	96,454	(14,404)	164,819	165,350	531
Operations	56,874	34,150	(22,724)	87,141	64,600	(22,541)
Depreciation	6,353	4,667	(1,687)	11,212	8,000	(3,212)
Interest	7,891	-	(7,891)	22,522	-	(22,522)
Total Expenses	**$ 687,186**	**$ 599,255**	**$ (87,931)**	**$ 1,140,406**	**$ 1,038,891**	**$ (101,515)**

Note variance explanations on next slide(s)

TPS – Expense

- **Classified Salaries increase of $37K** and is mainly due to increase of $74K in Classified Administrator as new position added not on original budget~ decrease in Other Classified Salaries of $32K as Social Worker's actual hours worked less than budgeted

- **Professional Services** increase of $14K and represents expense $12.5 increase in professional development

- **Benefits decrease of $8K** and is mainly due to decrease of $28K in PERS as amount was budgeted however no employees in this program- Offset by increase in Health and Welfare by $37K as per increase in Classifies Admin salaries and participation in program

- **Facilities increase of $531** and is due to $21K increase in additional rent for NNC Charges for current lease and $43K increase in repairs and maintenance for additional repairs, offset by tax decrease of $50K for property tax exemption refund.

- **Operations increase of $22K** and is mainly due to $20K increase of in office expense for various office purchases.

- **Interest Expense increase of $22K** and represents interest for current loan

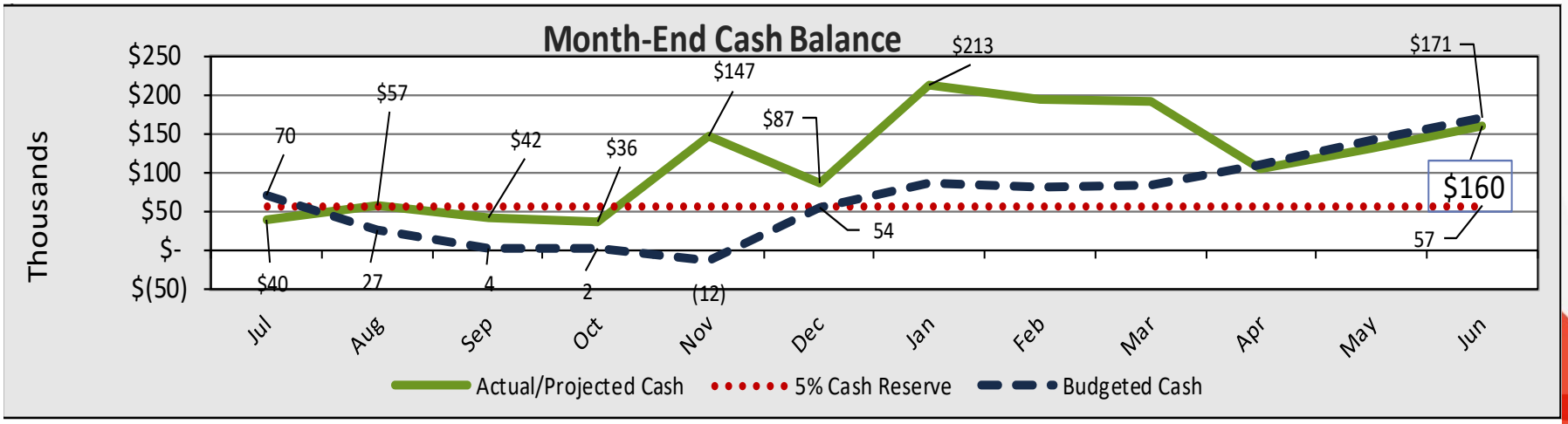
TPS – Fund Balance

- Small deficit is projected at year-end and positive net asset balance
- Includes $271K intercompany receivable

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unfav)	Forecast	Budget	Fav/(Unfav)
Total Surplus(Deficit)	$ (189,347)	$ (98,705)	$ (90,642)	$ 61,682	$ 95,456	$ (33,775)
Beginning Fund Balance	41,444	41,444		41,444	41,444	
Ending Fund Balance	$ (147,903)	$ (57,262)		$ 103,126	$ 136,900	
As a % of Annual Expenses	*-13.0%*	*-5.5%*		*9.0%*	*13.2%*	

TPS – Cash Balance

- Cash Balance forecasted @$160K and is below budgeted amount of $171K



TPS, Inc. – Financial Position

Teach Public Schools, Inc.

Statement of Financial Position

January 31, 2019

	Teach Academy of Technologies	Teach Tech Charter High School	Teach Prep Elementary School	Teach Public Schools	Cunningham & Morris LLC	Eliminations	Combined Teach Public Schools Inc
Assets							
Current Assets							
Cash & Cash Equivalents	$ 393,436	$ 80,375	$ 70,252	$ 130,371	$ 411,932		$ 1,086,366
Accounts Receivable	30,660	-	-	24,279	-		54,939
Public Funding Receivables	361,498	326,146	462,746	-	4,481		1,154,870
Grants & Contributions Receivables	-	-	-	-	-		-
Due To/From Related Parties	573,653	(651,595)	(192,433)	271,992	(1,617)		-
Prepaid Expenses	61,986	91,354	9,788	22,223	-		185,351
Total Current Assets	**1,421,232**	**(153,720)**	**350,353**	**448,864**	**414,797**	-	**2,481,527**
Long Term Assets							
Property & Equipment, Net	1,123,822	89,556	11,650	62,786	10,350,978		11,638,791
Deposits	4,900	153,184	-	17,580	-		175,664
Deferred Lease Asset	-	-	-	-	241,169	(241,169)	-
Investments	-	-	-	-	867,000		867,000
Valuation of Treasury Notes					(12,001)		(12,001)
Valuation of Treasury Bond					4,456		4,456
Total Long Term Assets	**1,128,722**	**242,740**	**11,650**	**80,366**	**11,451,602**	**(241,169)**	**12,673,910**
Total Assets	**2,549,954**	**89,020**	**362,003**	**529,230**	**11,866,399**	**(241,169)**	**15,155,437**

TPS – Financial Position

Teach Public Schools, Inc.

Statement of Financial Position

January 31, 2019

	Teach Academy of Technologies	Teach Tech Charter High School	Teach Prep Elementary School	Teach Public Schools	Cunningham & Morris LLC	Eliminations	Combined Teach Public Schools Inc
Liabilities							
Current Liabilities							
Accounts Payable	2,694	12,838	-	3,289	-		18,821
Accrued Liabilities	99,902	34,664	14,284	151,986	-		300,835
Interest Payable	-	-	-	-	119,871		119,871
Deferred Rent, Current Portion	-	-	-	21,859	-		21,859
Notes Payable, Current Portion	-	-	-	500,000	-		500,000
Total Current Liabilities	**102,596**	**47,502**	**14,284**	**677,133**	**119,871**	-	**961,386**
Long Term Liabilities							
Deferred Rent, Net of Current Portion	231,874	548,159	9,295	-	-	(241,169)	548,159
Capital Lease, Net of Current Portion	350,196	-	-	-	-		350,196
Bonds Payable, Net of Current Portion	-	-	-	-	12,530,000		12,530,000
Bond Issuance Cost	-	-	-	-	(272,161)		(272,161)
Discount on Bonds	-	-	-	-	(220,072)		(220,072)
Total Long Term Liabilities	**582,069**	**548,159**	**9,295**	-	**12,037,768**	**(241,169)**	**12,936,122**
Total Liabilities	**684,665**	**595,661**	**23,579**	**677,133**	**12,157,638**	**(241,169)**	**13,897,508**
Total Net Assets	**1,865,289**	**(506,641)**	**338,424**	**(147,904)**	**(291,239)**		**1,257,930**
Total Liabilities and Net Assets	**$ 2,549,954**	**$ 89,020**	**$ 362,003**	**$ 529,230**	**$ 11,866,399**	**(241,169)**	**$ 15,155,437**

Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 18/19
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 60-Day Compliance Calendar

Coversheet

2nd Interim Reporting

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	C. 2nd Interim Reporting
Purpose:	Vote
Submitted by:	Matthew Brown
Related Material:	TAT - 2nd Interim Report.pdf TES - 2nd Interim Report.pdf TTHS- 2nd Interim Report.pdf

BACKGROUND:

2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31

RECOMMENDATION:

Approval of the 2nd Interim Financial Report

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

Second Interim
Fiscal Year 2018-19
Charter School Certification

19 64733 0122242
Form CI

Charter Number: 1206

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2018-19 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Raul Carranza Title: Superintendent

For additional information on the interim report, please contact:

Charter School Contact:

Spencer Styles
Name

Charter Impact, Inc
Title

(888) 474-0322
Telephone

sstyles@charterimpact.com
E-mail Address

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0122242
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,777,492.00	3,777,492.00	1,702,036.48	4,135,444.63	357,952.63	9.5%
2) Federal Revenue		8100-8299	495,790.00	495,790.00	358,570.82	558,007.53	62,217.53	12.5%
3) Other State Revenue		8300-8599	817,534.00	817,534.00	388,550.04	758,415.10	(59,118.90)	-7.2%
4) Other Local Revenue		8600-8799	190,881.00	190,881.00	133,792.84	218,937.53	28,056.53	14.7%
5) TOTAL, REVENUES			5,281,697.00	5,281,697.00	2,582,950.18	5,670,804.79		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,062,304.00	1,062,304.00	733,547.01	1,324,434.21	(262,130.21)	-24.7%
2) Classified Salaries		2000-2999	382,576.00	382,576.00	176,370.97	360,270.06	22,305.94	5.8%
3) Employee Benefits		3000-3999	427,767.00	427,767.00	277,049.24	525,657.56	(97,890.56)	-22.9%
4) Books and Supplies		4000-4999	417,188.00	417,188.00	202,492.62	413,101.12	4,086.88	1.0%
5) Services and Other Operating Expenses		5000-5999	2,426,557.00	2,252,796.00	1,247,926.45	2,351,352.91	(98,556.91)	-4.4%
6) Depreciation		6000-6999	42,000.00	42,000.00	33,709.71	59,204.71	(17,204.71)	-41.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	6,441.36	12,881.36	(12,881.36)	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,758,392.00	4,584,631.00	2,677,537.36	5,046,901.93		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			523,305.00	697,066.00	(94,587.18)	623,902.86		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0122242
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			523,305.00	697,066.00	(94,587.18)	623,902.86		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	2,315,791.00	2,315,791.00		1,959,876.48	(355,914.52)	-15.4%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,315,791.00	2,315,791.00		1,959,876.48		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,315,791.00	2,315,791.00		1,959,876.48		
2) Ending Net Position, June 30 (E + F1e)			2,839,096.00	3,012,857.00		2,583,779.34		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		5,928.00		
c) Unrestricted Net Position		9790	2,839,096.00	3,012,857.00		2,577,851.34		

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
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Revenues, Expenses and Changes in Net Position

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Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	2,448,357.00	2,448,357.00	988,356.00	2,625,111.31	176,754.31	7.2%
Education Protection Account State Aid - Current Year		8012	484,499.00	484,499.00	247,219.00	545,644.77	61,145.77	12.6%
State Aid - Prior Years		8019	0.00	0.00	71.10	71.10	71.10	New
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	844,636.00	844,636.00	466,390.38	964,617.45	119,981.45	14.2%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,777,492.00	3,777,492.00	1,702,036.48	4,135,444.63	357,952.63	9.5%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	254,354.00	254,354.00	120,802.95	280,759.30	26,405.30	10.4%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	74,656.00	74,656.00	38,482.64	77,961.00	3,305.00	4.4%
Title I, Part A, Basic	3010	8290	150,617.00	150,617.00	156,989.00	156,989.00	6,372.00	4.2%
Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	16,163.00	16,163.00	17,917.00	17,919.00	1,756.00	10.9%
Title III, Part A, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3185, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	10,000.00	10,000.00	10,000.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	14,379.23	14,379.23	14,379.23	New
TOTAL, FEDERAL REVENUE			495,790.00	495,790.00	358,570.82	558,007.53	62,217.53	12.5%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	23,495.00	23,495.00	9,673.75	23,525.14	30.14	0.1%
Mandated Costs Reimbursements		8550	117,603.00	117,603.00	36,113.00	66,784.00	(50,819.00)	-43.2%
Lottery - Unrestricted and Instructional Materials		8560	74,273.00	74,273.00	17,150.51	77,561.20	3,288.20	4.4%
After School Education and Safety (ASES)	6010	8590	163,800.00	163,800.00	86,014.45	119,096.93	(44,703.07)	-27.3%

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0122242
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	438,363.00	438,363.00	228,886.00	457,771.50	19,408.50	4.4%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	10,712.33	13,676.33	13,676.33	New
TOTAL, OTHER STATE REVENUE			817,534.00	817,534.00	388,550.04	758,415.10	(59,118.90)	-7.2%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	190,881.00	190,881.00	114,187.59	199,332.28	8,451.28	4.4%
All Other Fees and Contracts		8689	0.00	0.00	19,605.25	19,605.25	19,605.25	New
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			190,881.00	190,881.00	133,792.84	218,937.53	28,056.53	14.7%
TOTAL, REVENUES			5,281,697.00	5,281,697.00	2,582,950.18	5,670,804.79		

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0122242
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	654,488.00	654,488.00	523,478.93	944,440.63	(289,952.63)	-44.3%
Certificated Pupil Support Salaries		1200	67,925.00	67,925.00	39,622.80	67,924.80	0.20	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	339,891.00	339,891.00	170,445.28	312,068.78	27,822.22	8.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,062,304.00	1,062,304.00	733,547.01	1,324,434.21	(262,130.21)	-24.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	87,120.00	87,120.00	69,302.50	147,502.50	(60,382.50)	-69.3%
Classified Support Salaries		2200	0.00	0.00	2,320.00	2,320.00	(2,320.00)	New
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	142,560.00	142,560.00	55,659.25	108,328.34	34,231.66	24.0%
Other Classified Salaries		2900	152,896.00	152,896.00	49,089.22	102,119.22	50,776.78	33.2%
TOTAL, CLASSIFIED SALARIES			382,576.00	382,576.00	176,370.97	360,270.06	22,305.94	5.8%
EMPLOYEE BENEFITS								
STRS		3101-3102	172,943.00	172,943.00	115,795.77	211,979.33	(39,036.33)	-22.6%
PERS		3201-3202	69,246.00	69,246.00	22,728.33	60,417.23	8,828.77	12.7%
OASDI/Medicare/Alternative		3301-3302	44,670.00	44,670.00	25,582.63	50,043.67	(5,373.67)	-12.0%
Health and Welfare Benefits		3401-3402	105,000.00	105,000.00	85,463.67	155,324.78	(50,324.78)	-47.9%
Unemployment Insurance		3501-3502	15,680.00	15,680.00	15,647.56	24,908.56	(9,228.56)	-58.9%
Workers' Compensation		3601-3602	20,228.00	20,228.00	11,831.28	22,983.99	(2,755.99)	-13.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			427,767.00	427,767.00	277,049.24	525,657.56	(97,890.56)	-22.9%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	46,166.00	46,166.00	22,703.26	46,166.26	(0.26)	0.0%
Books and Other Reference Materials		4200	974.00	974.00	640.58	973.58	0.42	0.0%
Materials and Supplies		4300	62,199.00	62,199.00	47,654.29	92,484.69	(30,285.69)	-48.7%
Noncapitalized Equipment		4400	30,000.00	30,000.00	6,329.49	30,000.49	(0.49)	0.0%
Food		4700	277,849.00	277,849.00	125,165.00	243,476.10	34,372.90	12.4%
TOTAL, BOOKS AND SUPPLIES			417,188.00	417,188.00	202,492.62	413,101.12	4,086.88	1.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	251,140.00	251,140.00	126,018.08	275,178.08	(24,038.08)	-9.6%
Travel and Conferences		5200	6,000.00	6,000.00	0.00	4,000.00	2,000.00	33.3%
Dues and Memberships		5300	4,500.00	4,500.00	2,279.34	4,154.34	345.66	7.7%
Insurance		5400-5450	25,000.00	25,000.00	15,360.59	26,330.59	(1,330.59)	-5.3%
Operations and Housekeeping Services		5500	106,159.00	93,288.00	73,435.80	112,826.46	(19,538.46)	-20.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,012,260.00	851,370.00	497,915.23	835,394.35	15,975.65	1.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	971,498.00	971,498.00	471,608.27	1,011,326.62	(39,828.62)	-4.1%
Communications		5900	50,000.00	50,000.00	61,309.14	82,142.47	(32,142.47)	-64.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,426,557.00	2,252,796.00	1,247,926.45	2,351,352.91	(98,556.91)	-4.4%

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

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19 64733 0122242
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	42,000.00	42,000.00	33,709.71	59,204.71	(17,204.71)	-41.0%
TOTAL, DEPRECIATION			42,000.00	42,000.00	33,709.71	59,204.71	(17,204.71)	-41.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	6,441.36	12,881.36	(12,881.36)	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	6,441.36	12,881.36	(12,881.36)	New
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			4,758,392.00	4,584,631.00	2,677,537.36	5,046,901.93		

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0122242
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
AVERAGE DAILY ATTENDANCE

19 64733 0122242
Form AI

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	0.00	0.00	0.00	0.00	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
AVERAGE DAILY ATTENDANCE

19 64733 0122242
Form AI

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Powered by BoardOnTrack

TEACH Academy of Technologies
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
AVERAGE DAILY ATTENDANCE

19 64733 0122242
Form AI

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	382.85	382.85	399.80	399.80	16.95	4%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	382.85	382.85	399.80	399.80	16.95	4%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	382.85	382.85	399.80	399.80	16.95	4%

Resource	Description	2018/19 Projected Year Totals
7810		5,928.00
Total, Restricted Net Position		5,928.00

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SACS2018ALL Financial Reporting Software - 2018.2.0
2/25/2019 7:41:22 PM **19-64733-0122242**

Second Interim
2018-19 Actuals to Date
Technical Review Checks

TEACH Academy of Technologies
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/25/2019 7:16:34 PM **19-64733-0122242**

Second Interim
2018-19 Original Budget
Technical Review Checks

TEACH Academy of Technologies
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/25/2019 7:38:20 PM **19-64733-0122242**

Second Interim
2018-19 Projected Totals
Technical Review Checks

TEACH Academy of Technologies
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

COST CTR	TEACH Academy of Technologies		
	FY19 2ND INTERIM REPORT		
	FI CHARTER SCHOOL - FUND 62		
	DUE DATE - MARCH 01, 2019 - (FRIDAY)		
	BALANCE SHEET - FULL ACCRUAL		FY19 2ND INTERIM PROJECTION
	A) ASSETS	Object Codes	
	1) Cash		
	a) In County Treasury (don't put your $ here if they are not in LACOE)	9110	
	1) Fair Value Adjustment to Cash in County Treasury	9111	
	b) In Banks	9120	1,436,299.00
	c) In Revolving Fund	9130	
	d) with Fiscal Agent	9135	
	e) collection awaiting deposit	9140	
	2) Investments	9150	
	3) Accounts Receivable	9200	119,030.75
	4) Due from Grantor Government	9290	624,320.67
	5) Due from Other Funds	9310	
	6) Stores	9320	
	7) Prepaid Expenditures	9330	61,986.10
	8) Other Current Assets	9340	4,900.00
	9) Fixed Assets:		
	a) Land	9410	
	b) Land Improvements	9420	1,083,369.74
	c) Less - Accumulated Depreciation-Land Improvements	9425	(80,759.39)
	d) Buildings	9430	
	e) Less - Accumulated Depreciation-Buildings	9435	
	f) Equipment	9440	155,617.41
	g) Less - Accumulated Depreciation-Equipment	9445	(59,900.86)
	h) Work in Progress	9450	
	10) TOTAL ASSETS		3,344,863.42
	B. DEFERRED OUTFLOWS OF RESOURCES		
	1) Deferred Outflows Of Resources	9490	
	2) TOTAL DEFERRED OUTFLOWS		-
	C. LIABILITIES		
	1) Accounts Payable	9500	172,286.94
	2) Due to Grantor Governments	9590	
	3) Due to Other Funds	9610	
	4) Current Loans	9640	
	5) Unearned Revenue	9650	
	6) Long-Term Liabilities:		
	a) Net Pension Liability	9663	
	b) NET OPEB Obligation	9664	
	c) Compensated Absences	9665	
	d) COPs Payable	9666	
	e) Capital Leases Payable	9667	328,031.30
	f) Lease Revenue Bonds Payable	9668	
	g) Other General Long-Term Liabilities	9669	260,765.84
	7) TOTAL LIABILITIES		761,084.08
	D. DEFERRED INFLOWS OF RESOURCES		
	1) Deferred Inflows of Resources	9690	
	2) TOTAL DEFERRED INFLOWS		-
	E. NET POSITION, June 30		2,583,779.34

Teach Prep Mildred Cunningham Edith Morris Elementary | Second Interim | 19 64733 0138305
Los Angeles Unified | Fiscal Year 2018-19 | Form CI
Los Angeles County | Charter School Certification

Charter Number: 2004

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2018-19 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Raul Carranza Title: Superintendent

For additional information on the interim report, please contact:

Charter School Contact:

Spencer Styles
Name

Charter Impact, Inc
Title

(888) 474-0322
Telephone

sstyles@charterimpact.com
E-mail Address

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0138305
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	1,017,286.00	1,017,286.00	413,139.32	787,790.00	(229,496.00)	-22.6%
2) Federal Revenue		8100-8299	92,196.00	92,196.00	194,036.87	229,419.09	137,223.09	148.8%
3) Other State Revenue		8300-8599	115,308.00	115,308.00	31,541.93	85,542.00	(29,766.00)	-25.8%
4) Other Local Revenue		8600-8799	47,405.00	47,405.00	348,606.36	360,529.00	313,124.00	660.5%
5) TOTAL, REVENUES			1,272,195.00	1,272,195.00	987,324.48	1,463,280.09		
B. EXPENSES								
1) Certificated Salaries		1000-1999	301,826.00	301,826.00	141,137.53	254,163.00	47,663.00	15.8%
2) Classified Salaries		2000-2999	96,000.00	96,000.00	52,377.00	112,431.00	(16,431.00)	-17.1%
3) Employee Benefits		3000-3999	94,842.00	94,842.00	51,499.21	92,339.00	2,503.00	2.6%
4) Books and Supplies		4000-4999	162,809.00	162,809.00	78,896.48	142,876.00	19,933.00	12.2%
5) Services and Other Operating Expenses		5000-5999	543,899.00	562,311.00	323,931.19	552,270.00	10,041.00	1.8%
6) Depreciation		6000-6999	2,500.00	2,500.00	1,059.05	2,101.00	399.00	16.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			1,201,876.00	1,220,288.00	648,900.46	1,156,180.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			70,319.00	51,907.00	338,424.02	307,100.09		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0138305
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			70,319.00	51,907.00	338,424.02	307,100.09		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00		0.00		
2) Ending Net Position, June 30 (E + F1e)			70,319.00	51,907.00		307,100.09		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	70,319.00	51,907.00		307,100.09		

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0138305
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	788,699.00	788,699.00	316,721.00	616,002.00	(172,697.00)	-21.9%
Education Protection Account State Aid - Current Year		8012	19,000.00	19,000.00	0.00	0.00	(19,000.00)	-100.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	209,587.00	209,587.00	96,418.32	171,788.00	(37,799.00)	-18.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,017,286.00	1,017,286.00	413,139.32	787,790.00	(229,496.00)	-22.6%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	73,671.00	73,671.00	21,436.14	50,890.00	(22,781.00)	-30.9%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	18,525.00	18,525.00	7,955.64	13,884.00	(4,641.00)	-25.1%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	164,645.85	164,645.85	164,645.85	New
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3185, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	(0.76)	(0.76)	(0.76)	New
TOTAL, FEDERAL REVENUE			92,196.00	92,196.00	194,036.87	229,419.09	137,223.09	148.8%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	6,533.00	6,533.00	969.93	4,017.00	(2,516.00)	-38.5%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0138305
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	108,775.00	108,775.00	30,572.00	81,525.00	(27,250.00)	-25.1%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			115,308.00	115,308.00	31,541.93	85,542.00	(29,766.00)	-25.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	47,405.00	47,405.00	23,606.36	35,529.00	(11,876.00)	-25.1%
All Other Fees and Contracts		8689	0.00	0.00	325,000.00	325,000.00	325,000.00	New
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			47,405.00	47,405.00	348,606.36	360,529.00	313,124.00	660.5%
TOTAL, REVENUES			1,272,195.00	1,272,195.00	987,324.48	1,463,280.09		

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0138305
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	211,826.00	211,826.00	90,630.48	166,156.00	45,670.00	21.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	90,000.00	90,000.00	50,507.05	88,007.00	1,993.00	2.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			301,826.00	301,826.00	141,137.53	254,163.00	47,663.00	15.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	18,000.00	18,000.00	38,032.50	66,637.00	(48,637.00)	-270.2%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	38,000.00	38,000.00	14,344.50	29,127.00	8,873.00	23.4%
Other Classified Salaries		2900	40,000.00	40,000.00	0.00	16,667.00	23,333.00	58.3%
TOTAL, CLASSIFIED SALARIES			96,000.00	96,000.00	52,377.00	112,431.00	(16,431.00)	-17.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	49,140.00	49,140.00	22,413.60	40,959.00	8,181.00	16.6%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	11,724.00	11,724.00	6,048.24	13,503.00	(1,779.00)	-15.2%
Health and Welfare Benefits		3401-3402	24,000.00	24,000.00	16,041.44	26,041.00	(2,041.00)	-8.5%
Unemployment Insurance		3501-3502	4,410.00	4,410.00	4,937.60	7,143.00	(2,733.00)	-62.0%
Workers' Compensation		3601-3602	5,568.00	5,568.00	2,058.33	4,693.00	875.00	15.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			94,842.00	94,842.00	51,499.21	92,339.00	2,503.00	2.6%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	13,300.00	13,300.00	29,542.23	29,992.00	(16,692.00)	-125.5%
Books and Other Reference Materials		4200	2,375.00	2,375.00	0.00	1,979.00	396.00	16.7%
Materials and Supplies		4300	21,570.00	21,570.00	5,249.61	18,507.00	3,063.00	14.2%
Noncapitalized Equipment		4400	41,350.00	41,350.00	16,762.05	41,350.00	0.00	0.0%
Food		4700	84,214.00	84,214.00	27,342.59	51,048.00	33,166.00	39.4%
TOTAL, BOOKS AND SUPPLIES			162,809.00	162,809.00	78,896.48	142,876.00	19,933.00	12.2%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	40,000.00	40,000.00	18,854.04	55,639.00	(15,639.00)	-39.1%
Travel and Conferences		5200	2,500.00	2,500.00	0.00	1,875.00	625.00	25.0%
Dues and Memberships		5300	250.00	250.00	750.00	854.00	(604.00)	-241.6%
Insurance		5400-5450	15,000.00	15,000.00	3,811.57	6,812.00	8,188.00	54.6%
Operations and Housekeeping Services		5500	33,943.00	33,943.00	14,094.78	31,115.00	2,828.00	8.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	202,537.00	220,949.00	157,881.83	230,577.00	(9,628.00)	-4.4%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	239,669.00	239,669.00	127,703.42	222,062.00	17,607.00	7.3%
Communications		5900	10,000.00	10,000.00	835.55	3,336.00	6,664.00	66.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			543,899.00	562,311.00	323,931.19	552,270.00	10,041.00	1.8%

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0138305
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	2,500.00	2,500.00	1,059.05	2,101.00	399.00	16.0%
TOTAL, DEPRECIATION			2,500.00	2,500.00	1,059.05	2,101.00	399.00	16.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			1,201,876.00	1,220,288.00	648,900.46	1,156,180.00		

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0138305
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
AVERAGE DAILY ATTENDANCE

19 64733 0138305
Form AI

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	0.00	0.00	0.00	0.00	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Teach Prep Mildred Cunningham Edith Morris Elementary 2018-19 Second Interim
Los Angeles Unified AVERAGE DAILY ATTENDANCE 19 64733 0138305
Los Angeles County Form AI

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Teach Prep Mildred Cunningham Edith Morris Elementary
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
AVERAGE DAILY ATTENDANCE

19 64733 0138305
Form AI

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	95.00	95.00	71.20	71.20	(23.80)	-25%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	95.00	95.00	71.20	71.20	(23.80)	-25%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	95.00	95.00	71.20	71.20	(23.80)	-25%

Resource	Description	2018/19 Projected Year Totals
Total, Restricted Net Position		0.00

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 5:24:46 PM **19-64733-0138305**

Second Interim
2018-19 Actuals to Date
Technical Review Checks
Teach Prep Mildred Cunningham & Edith Morris Elementary
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 5:48:18 PM **19-64733-0138305**

Second Interim
2018-19 Board Approved Operating Budget
Technical Review Checks
Teach Prep Mildred Cunningham & Edith Morris Elementary
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 5:49:09 PM **19-64733-0138305**

Second Interim
2018-19 Original Budget
Technical Review Checks

Teach Prep Mildred Cunningham & Edith Morris Elementary
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 5:45:34 PM **19-64733-0138305**

Second Interim
2018-19 Projected Totals
Technical Review Checks
Teach Prep Mildred Cunningham & Edith Morris Elementary
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

COST CTR	Teach Prep Mildred Cunningham Edith Morris Elementary		
	FY19 2ND INTERIM REPORT		
	FI CHARTER SCHOOL - FUND 62		
	DUE DATE - MARCH 01, 2019 - (FRIDAY)		
	BALANCE SHEET - FULL ACCRUAL		FY19 2ND INTERIM PROJECTION
	A) ASSETS	Object Codes	
	1) Cash		
	a) In County Treasury (don't put your $ here if they are not in LACOE)	9110	
	1) Fair Value Adjustment to Cash in County Treasury	9111	
	b) In Banks	9120	222,576.27
	c) In Revolving Fund	9130	
	d) with Fiscal Agent	9135	
	e) collection awaiting deposit	9140	
	2) Investments	9150	
	3) Accounts Receivable	9200	
	4) Due from Grantor Government	9290	95,012.44
	5) Due from Other Funds	9310	
	6) Stores	9320	
	7) Prepaid Expenditures	9330	9,778.00
	8) Other Current Assets	9340	-
	9) Fixed Assets:		
	a) Land	9410	
	b) Land Improvements	9420	
	c) Less - Accumulated Depreciation-Land Improvements	9425	
	d) Buildings	9430	
	e) Less - Accumulated Depreciation-Buildings	9435	
	f) Equipment	9440	12,708.81
	g) Less - Accumulated Depreciation-Equipment	9445	(2,101.00)
	h) Work in Progress	9450	
	10) TOTAL ASSETS		337,974.52
	B. DEFERRED OUTFLOWS OF RESOURCES		
	1) Deferred Outflows Of Resources	9490	
	2) TOTAL DEFERRED OUTFLOWS		-
	C. LIABILITIES		
	1) Accounts Payable	9500	14,939.70
	2) Due to Grantor Governments	9590	
	3) Due to Other Funds	9610	
	4) Current Loans	9640	
	5) Unearned Revenue	9650	
	6) Long-Term Liabilities:		
	a) Net Pension Liability	9663	
	b) NET OPEB Obligation	9664	
	c) Compensated Absences	9665	
	d) COPs Payable	9666	
	e) Capital Leases Payable	9667	
	f) Lease Revenue Bonds Payable	9668	
	g) Other General Long-Term Liabilities	9669	15,934.73
	7) TOTAL LIABILITIES		30,874.43
	D. DEFERRED INFLOWS OF RESOURCES		
	1) Deferred Inflows of Resources	9690	
	2) TOTAL DEFERRED INFLOWS		-
	E. NET POSITION, June 30		307,100.09

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

Second Interim
Fiscal Year 2018-19
Charter School Certification

19 64733 0129627
Form CI

Charter Number: 1658

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2018-19 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Raul Carranza Title: Superintendent

For additional information on the interim report, please contact:

Charter School Contact:

Spencer Syles
Name

Charter Impact, Inc
Title

(888) 474-0322
Telephone

sstyles@charterimpact.com
E-mail Address

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0129627
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	4,196,685.00	4,196,685.00	1,558,104.98	4,166,438.15	(30,246.85)	-0.7%
2) Federal Revenue		8100-8299	414,485.00	414,485.00	248,893.39	431,841.86	17,356.86	4.2%
3) Other State Revenue		8300-8599	597,312.00	597,312.00	273,423.47	559,802.11	(37,509.89)	-6.3%
4) Other Local Revenue		8600-8799	177,145.00	177,145.00	112,652.52	191,372.09	14,227.09	8.0%
5) TOTAL, REVENUES			5,385,627.00	5,385,627.00	2,193,074.36	5,349,454.21		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,185,527.00	1,185,527.00	632,615.38	1,146,659.93	38,867.07	3.3%
2) Classified Salaries		2000-2999	552,694.00	552,694.00	221,981.62	450,164.04	102,529.96	18.6%
3) Employee Benefits		3000-3999	510,468.00	510,468.00	245,277.64	452,153.26	58,314.74	11.4%
4) Books and Supplies		4000-4999	400,501.00	400,501.00	226,695.41	390,141.23	10,359.77	2.6%
5) Services and Other Operating Expenses		5000-5999	1,718,663.00	2,403,388.00	1,346,977.43	2,472,915.25	(69,527.25)	-2.9%
6) Depreciation		6000-6999	17,832.00	17,832.00	12,422.41	23,702.41	(5,870.41)	-32.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,385,685.00	5,070,410.00	2,685,969.89	4,935,736.12		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			999,942.00	315,217.00	(492,895.53)	413,718.09		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0129627
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			999,942.00	315,217.00	(492,895.53)	413,718.09		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	120,428.00	120,428.00		(13,747.04)	(134,175.04)	-111.4%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			120,428.00	120,428.00		(13,747.04)		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			120,428.00	120,428.00		(13,747.04)		
2) Ending Net Position, June 30 (E + F1e)			1,120,370.00	435,645.00		399,971.05		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		7,904.00		
c) Unrestricted Net Position		9790	1,120,370.00	435,645.00		392,067.05		

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0129627
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	3,341,199.00	3,341,199.00	1,168,952.00	3,287,927.09	(53,271.91)	-1.6%
Education Protection Account State Aid - Current Year		8012	71,630.00	71,630.00	25,954.00	67,248.00	(4,382.00)	-6.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	783,856.00	783,856.00	363,198.98	811,263.06	27,407.06	3.5%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,196,685.00	4,196,685.00	1,558,104.98	4,166,438.15	(30,246.85)	-0.7%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	236,184.00	236,184.00	69,157.02	216,504.84	(19,679.16)	-8.3%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	69,284.00	69,284.00	29,968.15	65,566.80	(3,717.20)	-5.4%
Title I, Part A, Basic	3010	8290	97,938.00	97,938.00	115,840.00	115,840.00	17,902.00	18.3%
Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	11,079.00	11,079.00	13,403.00	13,405.00	2,326.00	21.0%
Title III, Part A, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3185, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	10,000.00	10,000.00	10,000.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	10,525.22	10,525.22	10,525.22	New
TOTAL, FEDERAL REVENUE			414,485.00	414,485.00	248,893.39	431,841.86	17,356.86	4.2%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	21,816.00	21,816.00	6,725.83	20,835.86	(980.14)	-4.5%
Mandated Costs Reimbursements		8550	99,749.00	99,749.00	35,623.00	59,507.00	(40,242.00)	-40.3%
Lottery - Unrestricted and Instructional Materials		8560	68,928.00	68,928.00	13,295.35	65,230.56	(3,697.44)	-5.4%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0129627
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	406,819.00	406,819.00	192,497.00	384,994.40	(21,824.60)	-5.4%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	25,282.29	29,234.29	29,234.29	New
TOTAL, OTHER STATE REVENUE			597,312.00	597,312.00	273,423.47	559,802.11	(37,509.89)	-6.3%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	177,145.00	177,145.00	88,922.97	167,642.54	(9,502.46)	-5.4%
All Other Fees and Contracts		8689	0.00	0.00	23,729.55	23,729.55	23,729.55	New
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			177,145.00	177,145.00	112,652.52	191,372.09	14,227.09	8.0%
TOTAL, REVENUES			5,385,627.00	5,385,627.00	2,193,074.36	5,349,454.21		

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0129627
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	853,875.00	853,875.00	474,328.26	868,434.51	(14,559.51)	-1.7%
Certificated Pupil Support Salaries		1200	67,925.00	67,925.00	69,946.30	116,248.30	(48,323.30)	-71.1%
Certificated Supervisors' and Administrators' Salaries		1300	263,727.00	263,727.00	88,340.82	161,977.12	101,749.88	38.6%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,185,527.00	1,185,527.00	632,615.38	1,146,659.93	38,867.07	3.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	242,880.00	242,880.00	76,479.75	165,763.08	77,116.92	31.8%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	96,800.00	96,800.00	53,664.75	104,733.84	(7,933.84)	-8.2%
Other Classified Salaries		2900	213,014.00	213,014.00	91,837.12	179,667.12	33,346.88	15.7%
TOTAL, CLASSIFIED SALARIES			552,694.00	552,694.00	221,981.62	450,164.04	102,529.96	18.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	193,004.00	193,004.00	100,248.92	184,925.96	8,078.04	4.2%
PERS		3201-3202	100,038.00	100,038.00	445.03	445.03	99,592.97	99.6%
OASDI/Medicare/Alternative		3301-3302	59,471.00	59,471.00	26,011.05	53,508.78	5,962.22	10.0%
Health and Welfare Benefits		3401-3402	115,000.00	115,000.00	93,851.60	169,268.27	(54,268.27)	-47.2%
Unemployment Insurance		3501-3502	18,620.00	18,620.00	11,318.68	19,697.68	(1,077.68)	-5.8%
Workers' Compensation		3601-3602	24,335.00	24,335.00	13,402.36	24,307.54	27.46	0.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			510,468.00	510,468.00	245,277.64	452,153.26	58,314.74	11.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	40,000.00	40,000.00	12,553.67	39,999.67	0.33	0.0%
Books and Other Reference Materials		4200	7,500.00	7,500.00	549.00	7,500.00	0.00	0.0%
Materials and Supplies		4300	65,000.00	65,000.00	89,688.17	107,854.84	(42,854.84)	-65.9%
Noncapitalized Equipment		4400	30,000.00	30,000.00	41,709.68	44,709.68	(14,709.68)	-49.0%
Food		4700	258,001.00	258,001.00	82,194.89	190,077.04	67,923.96	26.3%
TOTAL, BOOKS AND SUPPLIES			400,501.00	400,501.00	226,695.41	390,141.23	10,359.77	2.6%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	83,600.00	83,600.00	74,937.77	128,937.77	(45,337.77)	-54.2%
Travel and Conferences		5200	2,200.00	2,200.00	106.16	1,689.49	510.51	23.2%
Dues and Memberships		5300	1,500.00	1,500.00	3,250.54	3,875.54	(2,375.54)	-158.4%
Insurance		5400-5450	20,000.00	20,000.00	14,255.22	24,435.22	(4,435.22)	-22.2%
Operations and Housekeeping Services		5500	155,424.00	155,424.00	85,620.78	151,805.58	3,618.42	2.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	482,319.00	1,167,044.00	740,276.70	1,203,628.37	(36,584.37)	-3.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	938,620.00	938,620.00	409,494.23	924,923.92	13,696.08	1.5%
Communications		5900	35,000.00	35,000.00	19,036.03	33,619.36	1,380.64	3.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,718,663.00	2,403,388.00	1,346,977.43	2,472,915.25	(69,527.25)	-2.9%

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0129627
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	17,832.00	17,832.00	12,422.41	23,702.41	(5,870.41)	-32.9%
TOTAL, DEPRECIATION			17,832.00	17,832.00	12,422.41	23,702.41	(5,870.41)	-32.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			4,385,685.00	5,070,410.00	2,685,969.89	4,935,736.12		

TEACH Tech Charter High
Los Angeles Unified
Los Angeles County

2018-19 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0129627
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2018/19 Projected Year Totals
7810		7,904.00
Total, Restricted Net Position		7,904.00

Powered by BoardOnTrack

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 11:55:01 AM **19-64733-0129627**

Second Interim
2018-19 Actuals to Date
Technical Review Checks

TEACH Tech Charter High
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 12:01:04 PM **19-64733-0129627**

Second Interim
2018-19 Board Approved Operating Budget
Technical Review Checks

TEACH Tech Charter High
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 12:02:30 PM **19-64733-0129627**

Second Interim
2018-19 Original Budget
Technical Review Checks

TEACH Tech Charter High
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2018ALL Financial Reporting Software - 2018.2.0
2/26/2019 11:57:43 AM **19-64733-0129627**

Second Interim
2018-19 Projected Totals
Technical Review Checks

TEACH Tech Charter High
Los Angeles Unified **Los Angeles County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

COST CTR	TEACH Tech Charter High		
	FY19 2ND INTERIM REPORT		
	FI CHARTER SCHOOL - FUND 62		
	DUE DATE - MARCH 01, 2019 - (FRIDAY)		
	BALANCE SHEET - FULL ACCRUAL		FY19 2ND INTERIM PROJECTION
	A) ASSETS	Object Codes	
	1) Cash		
	a) In County Treasury (don't put your $ here if they are not in LACOE)	9110	
	1) Fair Value Adjustment to Cash in County Treasury	9111	
	b) In Banks	9120	309,243.00
	c) In Revolving Fund	9130	
	d) with Fiscal Agent	9135	
	e) collection awaiting deposit	9140	
	2) Investments	9150	
	3) Accounts Receivable	9200	0.00
	4) Due from Grantor Government	9290	529,810.74
	5) Due from Other Funds	9310	
	6) Stores	9320	
	7) Prepaid Expenditures	9330	91,354.29
	8) Other Current Assets	9340	153,184.00
	9) Fixed Assets:		
	a) Land	9410	
	b) Land Improvements	9420	39,730.00
	c) Less - Accumulated Depreciation-Land Improvements	9425	(15,836.47)
	d) Buildings	9430	
	e) Less - Accumulated Depreciation-Buildings	9435	
	f) Equipment	9440	100,071.38
	g) Less - Accumulated Depreciation-Equipment	9445	(45,688.93)
	h) Work in Progress	9450	
	10) TOTAL ASSETS		1,161,868.01
	B. DEFERRED OUTFLOWS OF RESOURCES		
	1) Deferred Outflows Of Resources	9490	
	2) TOTAL DEFERRED OUTFLOWS		-
	C. LIABILITIES		
	1) Accounts Payable	9500	107,605.88
	2) Due to Grantor Governments	9590	
	3) Due to Other Funds	9610	
	4) Current Loans	9640	
	5) Unearned Revenue	9650	
	6) Long-Term Liabilities:		
	a) Net Pension Liability	9663	
	b) NET OPEB Obligation	9664	
	c) Compensated Absences	9665	
	d) COPs Payable	9666	
	e) Capital Leases Payable	9667	
	f) Lease Revenue Bonds Payable	9668	
	g) Other General Long-Term Liabilities	9669	654,291.08
	7) TOTAL LIABILITIES		761,896.96
	D. DEFERRED INFLOWS OF RESOURCES		
	1) Deferred Inflows of Resources	9690	
	2) TOTAL DEFERRED INFLOWS		-
	E. NET POSITION, June 30		399,971.05

Coversheet

PCSGP Fiscal Training

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: D. PCSGP Fiscal Training
Purpose: FYI
Submitted by:
Related Material: TEACH-Charter Finance for Boards - 19.03.05.pdf

CHARTER IMPACT

Charter Finance for Board Members

Presented for TEACH Public Schools Inc.

Agenda

I. Reading the Financial Package
II. Funding Basics
III. Future Risks to Mitigate
IV. Bond Covenants

I. READING THE FINANCIAL PACKAGE

Financial Package Elements

The financial statement package provided on a monthly basis is intended to give both a retrospective and prospective view of the organizations financial condition. The main elements included in the monthly package include:

- *Monthly Cash Flow/Forecast*
- *Budget vs. Actual*
- *Statement of Financial Position*
- *AP Aging*
- *Monthly Check Register*

Monthly Cash Flow/Forecast

The monthly forecast is main management tool and intended to answer the following questions:

How do future costs compare to what we have been spending?

Are we on track to end the year with a surplus?

TEACH Academy of Technologies
Monthly Cash Flow/Budget FY18-19
Revised 2/13/2019
ADA = 399.80

CHARTER IMPACT

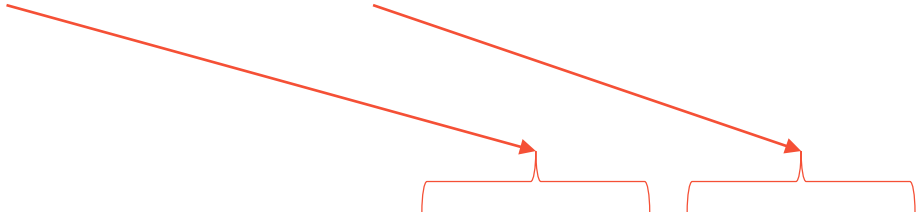
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
	-	-	-	-	-	5,153	1,288	1,288	1,288	1,288	1,288	1,288	-	12,881	-	(12,881)
Total Expenses	**172,789**	**413,714**	**435,439**	**381,106**	**405,439**	**478,031**	**391,018**	**467,326**	**452,705**	**473,946**	**462,103**	**443,593**	**69,691**	**5,046,902**	**4,584,631**	**(462,271)**
Monthly Surplus (Deficit)	**(108,806)**	**(178,268)**	**(119,090)**	**(224)**	**(108,791)**	**124,081**	**296,511**	**(40,190)**	**(27,021)**	**137,322**	**80,988**	**12,762**	**554,630**	**623,903**	**697,067**	**(73,164)**
Cash Flow Adjustments														12%		
Monthly Surplus (Deficit)	(108,806)	(178,268)	(119,090)	(224)	(108,791)	124,081	296,511	(40,190)	(27,021)	137,322	80,988	12,762	554,630	**623,903**	1.96	
Cash flows from operating activities															Coverage 1.20	
Depreciation/Amortization	4,738	4,386	4,386	5,362	4,869	4,869	5,099	5,099	5,099	5,099	5,099	5,099	-	**59,205**		
Public Funding Receivables	123,218	97,472	(108,146)	36,823	106,059	(298,380)	141,286	-	132,612	228,886	-	30,660	(624,321)	**(133,833)**		
Grants and Contributions Rec.	-	-	-	-	-	(14,605)	19,605	-	-	-	-	-	-	**5,000**		
Due To/From Related Parties	(304,241)	(136,504)	(197,614)	(44,715)	126,258	172,683	(29,018)	-	-	(400,000)	-	854,622	-	**41,470**		
Prepaid Expenses	(9,794)	(7,939)	5,779	(3,919)	(28,857)	18,534	(25,148)	-	-	-	-	-	-	**(51,344)**		
Accounts Payable	(109,270)	55,093	75,112	(728)	(76,527)	9,385	(60,215)	-	-	-	-	-	69,691	**(37,459)**		
Accrued Expenses	73,489	10,259	(23,524)	(26,410)	35,120	(13,801)	(5,033)	-	-	-	-	-	-	**50,101**		
Other Liabilities	5,778	5,778	5,778	5,778	5,778	5,778	5,778	5,778	5,778	5,778	5,778	5,778	-	**69,341**		
Cash flows from investing activities																
Purchases of Prop. And Equip	(63,546)	(52,743)	(48,116)	(13,116)	(10,645)	-	(27,600)	-	-	-	-	-	-	**(215,767)**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	372,360	-	(4,433)	(13,299)	(4,433)	-	-	-	-	-	-	**350,196**		
Total Change in Cash	(388,434)	(202,466)	(33,075)	(41,148)	48,831	(4,755)	316,832	(29,312)	116,468	(22,915)	91,865	908,921				
Cash, Beginning of Month	697,651	309,217	106,751	73,676	32,528	81,359	76,604	393,436	364,124	480,592	457,677	549,542	150.63	ADCOH		
Cash, End of Month	**309,217**	**106,751**	**73,676**	**32,528**	**81,359**	**76,604**	**393,436**	**364,124**	**480,592**	**457,677**	**549,542**	**1,458,464**				
5%	252,345	252,345	252,345	252,345	252,345	252,345	252,345	252,345	252,345	252,345	252,345	252,345				

Will we have enough cash to meet our spending needs?

How do our current expectations compare to the original budget?

Budget vs. Actual

The Budget vs. Actual is a historical review of what the school spent in the current month and year-to-date as compared to what was originally budgeted.



For the period ended January 31, 2019

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Curricula Materials	1,001	-	(1,001)	22,703	46,166	23,463	46,166
Books and Other Reference Materials	-	-	-	641	974	333	974
School Supplies	-	750	750	-	5,249	5,249	8,998
Special Activities/Field Trips	-	3,879	3,879	10,545	7,759	(2,786)	11,638
Uniforms	279	1,247	968	2,724	8,728	6,004	14,963
Software	6,344	2,217	(4,128)	34,385	15,517	(18,869)	26,600
Noncapitalized Equipment	(11,399)	-	11,399	6,329	30,000	23,671	30,000
Food Services	(10,752)	25,259	36,011	125,165	151,553	26,388	277,848
Total Books & Supplies	(14,526)	33,352	47,878	202,493	265,946	63,453	417,187
Subagreement Services							
Special Education	1,549	5,945	4,396	35,831	35,673	(159)	65,400
Substitute Teacher	6,255	4,182	(2,073)	23,584	25,091	1,507	46,000
Transportation	-	340	340	-	2,040	2,040	3,740
Security	5,797	545	(5,252)	23,587	3,273	(20,314)	6,000
Other Educational Consultants	10,826	13,000	2,174	43,016	65,000	21,984	130,000
Total Subagreement Services	24,427	24,013	(415)	126,018	131,076	5,058	251,140

NOTE: This report does not take mid-year revisions or changing estimates into account. For estimates based on current information, refer to the forecast.

Statement of Financial Position

The Statement of Financial Position (or "Balance Sheet" in the for-profit environment) shows the school's assets, liabilities and net assets as of a single point in time.

This is what you own and what others owe you

This is what you owe to others

This is your net worth or "fund balance"

Teach Public Schools, Inc.
Statement of Financial Position
January 31, 2019

	Teach Academy of Technologies
Assets	
Current Assets	
Cash & Cash Equivalents	$ 393,436
Accounts Receivable	30,660
Public Funding Receivables	361,498
Grants & Contributions Receivables	-
Due To/From Related Parties	573,653
Prepaid Expenses	61,986
Total Current Assets	1,421,232
Long Term Assets	
Property & Equipment, Net	1,123,822
Deposits	4,900
Deferred Lease Asset	-
Investments	-
Valuation of Treasury Notes	
Valuation of Treasury Bond	
Total Long Term Assets	1,128,722
Total Assets	2,549,954
Liabilities	
Current Liabilities	
Accounts Payable	2,694
Accrued Liabilities	99,902
Interest Payable	-
Deferred Rent, Current Portion	-
Notes Payable, Current Portion	-
Total Current Liabilities	102,596
Long Term Liabilities	
Deferred Rent, Net of Current Portion	231,874
Capital Lease, Net of Current Portion	350,196
Bonds Payable, Net of Current Portion	-
Bond Issuance Cost	-
Discount on Bonds	-
Total Long Term Liabilities	582,069
Total Liabilities	684,665
Total Net Assets	1,865,289
Total Liabilities and Net Assets	$ 2,549,954

Cash Balance
≠
Fund Balance

AP Aging & Check Register

These two schedules are provided to the Board for oversight purposes. They are intended to be used for transparency purposes rather than analysis.

Check Register

This shows all checks written during the reporting period (typically the prior month).

Teach Academy of Technologies

Check Register

For the period ended January 31, 2019

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
1502	Department of Justice	Fingerprint Apps 10/18 & 12/18	1/28/2019	224.00
1503	Excel Professional Staffing Services	Sub Teach Svcs 01/07/19 - 01/11/19	1/28/2019	238.00
1504	PlanConnect	PlanConnect 08/18 - 10/18	1/28/2019	187.50
1505	Staples Business Credit	Office and Janitorial Supplies, office supplies	1/28/2019	864.31
1506	Wilmington Trust, National Associatic	Reserve Fund Deficiency as of 12/03/18	1/28/2019	3,168.88
1507	Andrade Paving, Inc.	Removed trees &bushes, finish grade &pour concrete	1/29/2019	27,600.00
1508	Bay Alarm Company	Replaced Contact and Batteries	1/29/2019	142.60
ACH	CALPERS	PERS for 12/18	1/3/2019	4,456.81
ACH	CALSTRS	STRS for 12/18	1/3/2019	39,350.23
ACH	Sterling Administration	Sterling	1/14/2019	50.00
ACH	LADWP - 2130	Utilities for 11/28/18 - 12/31/18 (0000)	1/16/2019	145.66
ACH	LADWP - 7788	Utilities for 08/21/18 - 12/28/18 (7788)	1/16/2019	1,608.80
ACH	LADWP - 1536	Utilities for 11/29/18 - 12/31/18 (1536)	1/11/2019	263.01
ACH	PlanConnect	PlanConnect 01/01/19-01/15/19	1/18/2019	10.00
ACH	PlanConnect	PlanConnect 12/16/18-12/31/18 & 01/01/19-01/15/19	1/18/2019	5,322.50
ACH	Sterling Administration	Sterling PPE 12/15/18	1/24/2019	528.18
ACH	Sterling Administration	Sterling PPE 12/31/18	1/24/2019	528.18
ACH	LADWP - 4653	Utilities for 11/28/18 - 12/28/18 (4653)	1/25/2019	2,380.79
ACH	Sterling Administration	Sterling for PPE 01/15/19	1/28/2019	558.09
ACH	Sterling Administration	Sterling - FSA 2018 Initial Contribution	1/31/2019	1,556.67
		Total Payments Issued in January		$ 389,160.44

Teach Academy of Technologies

Accounts Payable Aging

For the period ended January 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Blue Shield of California	190140455237	1/14/2019	2/1/2019	$ 670.97	$ -	$ -	$ -	$ -	$ 670.97
Charter Impact, Inc.	6826	11/9/2018	12/9/2018	24.95	-	-	-	-	24.95
Diaz Locksmith	3540J	5/15/2018	6/14/2018	-	75.94	-	-	-	75.94
Diaz Locksmith	3552J	6/7/2018	7/7/2018	182.31	-	-	-	-	182.31
Diaz Locksmith	3560J	6/22/2018	7/22/2018	825.70	-	-	-	-	825.70
Excel Professional Staffing Services	2980	1/24/2019	2/8/2019	631.72	-	-	-	-	631.72
Teachers on Reserve	71265	1/11/2019	1/11/2019	282.50	-	-	-	-	282.50
	Total Outstanding Invoices			$ 2,618.15	$ 75.94	$ -	$ -	$ -	$ 2,694.09

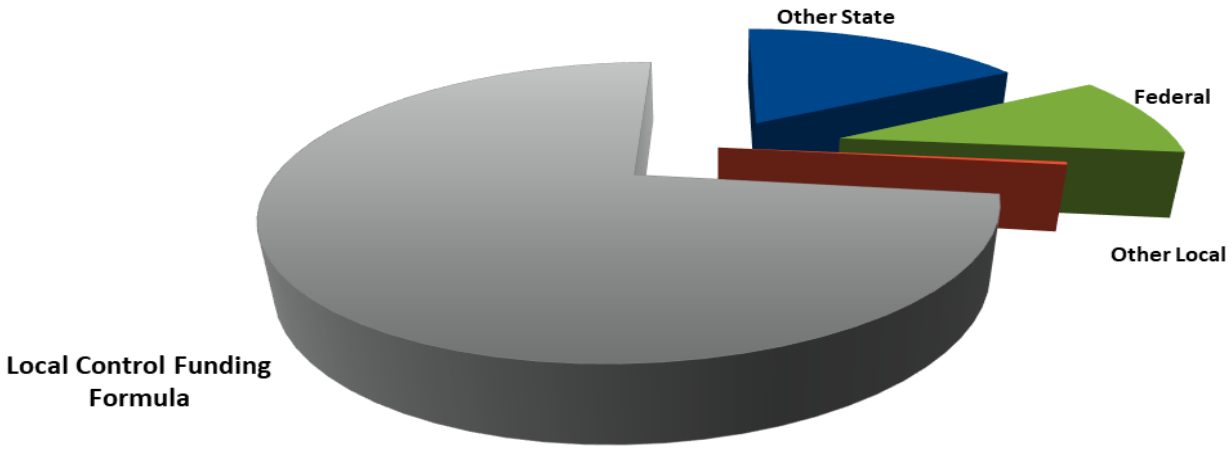
AP Aging

This shows all outstanding invoices due to vendors and how old they are as of a point in time.

II. FUNDING BASICS

Revenue Sources

- **72.9%** Local Control Funding Formula (“LCFF”)
- **16.9%** Other State Revenue
- **9.8%** Federal Revenue
- **.04%** Fundraising and Grants



Enrollment and Attendance

Nearly all school revenue is based on the average daily attendance of students, or ***ADA***.

Enrollment

The # of students who have signed up for school

→

Attendance Rate

Of the students enrolled, the percent who actually perform work each school day

→

ADA

The average # of students who performed work each day during the school year.

Enrollment x Attendance Rate = ADA

Local Control Funding Formula

- Main source of school funding
- Provides additional funding for "high need" students
  - Low Income (or Free/Reduced Price Meal Eligible or Title I)
  - English Learner
  - Foster Youth

The "**UNDUPLICATED**" count of above groups has significant impact

- School spending accountable to stakeholders through the Local Control Accountability Plan or "LCAP"

Local Control Funding Formula

Segments of LCFF:

BASE GRANT + ADD-ONS

Grade	Base Grant	Add-On	Total
TK-3	$ 7,459	$ 776	$ 8,235
4-6	$ 7,571	$ -	$ 7,571
7-8	$ 7,796	$ -	$ 7,796
9-12	$ 9,034	$ 235	$ 9,269

SUPPLEMENTAL

20% Bonus for all Unduplicated Students

CONCENTRATION

50% Bonus Unduplicated Students Over 55%

Other State Revenue

Funding Source	Amount per Student
Special Education (AB602)	$ 506
Lottery	$ 194
Mandate Cost Block	$ 14 - $ 42
Other One-Time Grant (18-19)	*$ 184*
Charter School Facility Grant (SB740)	$ 1,145
Other State Revenue	*varies*

- Other revenue from the State often provides funding for specific purposes and can vary widely based on program participation.
- While these funds supplement the core LCFF funding, many have required applications, restrictions on spending, and may vary from year to year.

Federal Revenue

Funding Source	Amount
Special Education	$ 195
Title Funds	*varies*
Other Special Education (Mental Health)	$ -
Child Nutrition (per day)	*$ 5*

- Federal revenue almost always comes with significant restrictions and non-financial programmatic requirements.
- Many of the grants are less predictable in both award amounts and timing of payments.
- Federal revenue can be a great supplement but schools should be fully aware of all requirements prior to applying for or accepting funds.

Federal Revenue-Public Charter School Grant Program- PCSGP

Purpose: Serve Public Charter Schools by providing startup and initial operating capital

TEACH Elementary awarded the PCSGP Grant $375,000- Reimbursable Grant

Implementation Activities
a. Informing the community about the school
b. Acquiring necessary equipment and educational materials and supplies
c. Acquiring or developing curriculum materials
d. Other initial operational cost that cannot be met with State and Local Sources

Allowable Expenditures:
1. Cost associated setting up and implementing accounting, attendance, registration systems and human resources policies.
2. Cost of installation of computers, data systems, networks and telephones.
3. Rental or occupancy cost for the school facility for a reasonable time in preparation for the school's opening
4. Personnel cost related to **initial implementation activities** such as development of curriculm and teacher and staff recruitment

TES received $325K Walton Grant in December 2018 which was 1st cash receipt. Other State and Local funds have not been received yet.

Federal Revenue-Public Charter School Grant Program- PCSGP

Unallowable Cost

PCSGP Funds **may not** be used for construction nor for projects that may add to the permanent value of the building or appreciably prolong the life.

1. Contingency or "petty cash" funds
2. Contributions and donations
3. Dues/memberships to professional organizations or societies
4. On-going equipment and supplies for building maintenance
5. Fines and penalties
6. Food other than conference meal reimbursements
7. Furniture and appliances for staff lounges
8. Gifts, door prizes, etc.
9. Instructional aids, uniforms, tools, laptops or other items to be used by a limited number of students or retained by students
10. Interest and other financial costs
11. Student or non-teacher lodging, food, individual transportation, or dues for student organizations
12. Mileage not related to conference travel
13. Maintenance contracts or agreements
14. Excessive installation costs for equipment purchased with PCSGP funds
15. Any entertainment costs, including meals or banquets
16. Promotional items, such as T-shirts, pens, cups, key chains, and other memorabilia
17. Student tuition costs or university fees
18. On-going lease payments for passenger vehicles including vehicles such as automobiles, trucks, buses, utility vehicles, airplanes, boats, and golf carts. One-time payment can be made for any leases. Must be necessary for the success of the education plan.
19. Purchasing, constructing, renovating or remodeling facilities
20. Administrative, supervisory, or teacher regular salaries beyond the planning year
21. Administrative and clerical activities beyond the planning year
22. Salaries or wages paid to students
23. Conference travel unrelated to the educational plan submitted in the PCSGP application
24. Out-of-state travel not directly related to educational plan submitted in the PCSGP application
25. Student instructional costs or tuition of either technical or academic courses used to meet remediation, graduation, degree or certificate requirements
26. Student expenses/direct assistance to students
27. Insurance/Self-Insurance beyond the planning year
28. Audits
29. Alcohol
30. Fund Raising
31. Extended warranties including Apple Care
32. Farm animals for show and selling: only breeders can be charged to the grant
33. Others, as evaluated on a case-by-case basis

All costs charged to the grant must be reasonable, necessary, and allocable to meet the objectives of the grant. All requested items must also appear in the approved grant application budget.

III. FUTURE RISKS TO MITIGATE

Compensation & Benefits

The largest cost for any school is personnel. For the 18-19 school year, salaries and benefits accounted for **44%** of the school's spending. The major areas of focus to monitor are:

- Staffing Costs (salary scale increases)
- Pension Costs (STRS increases)
- Health Care

	2019-20	2020-21	2021-22	2022-23
Total Salaries *(2% increases)*	1,784,843	1,837,318	1,892,254	1,949,021
STRS Rate	*17.10%*	*18.10%*	*18.60%*	*18.60%*
STRS Cost	233,332	254,238	269,073	277,145
Health Care *(5% increases)*	139,104	143,194	147,475	151,899
Annual Cost Increases		**3.59%**	**3.31%**	**3.00%**
Annuual Revenue Increases		***2.12%***	***2.19%***	***2.19%***

Other Risks to Monitor

- State Funding/Deferrals

  LCFF is fully implemented. While future funding is optimistic, any changes in the State's economic condition will lead to funding cuts or deferrals.

- Technology and Equipment Replacement

  In order to provide best-in-class education, maintenance of equipment and access to new technology is paramount.

- Facility Maintenance

  There is always potential for budget overruns with facility maintenance

IV. BOND COVENANTS

Debt Service Coverage

This covenant requires the school to earn an annual surplus large enough to cover the rent cost, plus a cushion to ensure continued fund balance growth.

	As of 6/30/18	*Projected 6/30/20*
Annual Surplus	$ 208,236	*$ 697,015*
Add: Rent Expense	727,181	*879,811*
Add: Subordinated Managemer	376,752	*553,105*
Add: Depreciation	44,438	*60,389*
	1,356,607	*2,190,319*
Rent per Lease	727,181	*879,811*
Coverage Ratio ***(1.20 minimum)***	**1.87**	**2.49**
Minimum Surplus	**$ 145,436**	***$ 175,962***

- Minimum ratio of 1.20:1 is required
- Measured on June 30th every year
- Annual surplus requirement increases with additional debt

Days Cash on Hand

This covenant is a measure of the school's liquidity. It reflects the school's ability to meet near-term obligations as well as protection against future economic downturns.

	Projected 6/30/20
Unrestricted Cash Balance	$ 2,334,027
Unrestricted Receivables from G	433,637
Modified Cash Balance	2,767,664
Annual Expenses (trailing 12 mo	5,448,595
Cash Ratio	0.51
Days Cash on Hand ***(45 minimum)***	**185.41**
Minimum Cash Balance	$ 671,745

- Measured on June 30th every year
- Minimum 45 days required
- Cash requirement increases as spending increases

CHARTER IMPACT

Empowering charter schools and non-profits with financial management and operational support.

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Coversheet

TEACH Academy of Technologies LAUSD Oversight Report

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	E. TEACH Academy of Technologies LAUSD Oversight Report
Purpose:	Discuss
Submitted by:	
Related Material:	TCHACAD 5982 Ann Perf-Based Oversight Visit Report 2018-2019.pdf TEACH Academy FY 18-19 Fiscal Rubrics.pdf TEACH Public Schools Response to CSD Oversight March 6 2019.pdf

BACKGROUND:

The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next Board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT
2018-2019 SCHOOL YEAR
FOR

TEACH ACADEMY OF TECHNOLOGIES - 5982

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

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

Charter School Name:	**TEACH Academy of Technology**			**Location Code:**	**5982**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
10045 S. Western Avenue		**Los Angeles**	**90047**	**(323) 872-0809**	
Current Term of Charter:			**LAUSD Board District:**	**LAUSD District:**	
July 1, 2015 to June 30, 2020			**1**	**West**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Grades Currently Served:**	**Grades To Be Served Per Charter:**	
423	**400**		**5-8**	**400**	
Total Number of Staff Members:	**45**	**Certificated:**	**20**	**Classified:**	**25**
Charter School's Leadership Team Members:	**Greg Perez, Principal; Dr. Raul Carranza, Superintendent of Schools**				
Charter School's Contact for Special Education:	Greg Perez, Principal; Arleta Cruel, Assistant Principal				
CSD Assigned Administrator:	**Dr. Gina T. Hughes**		**CSD Fiscal Services Manager:**	**Allan Villamor**	
Other School/CSD Team Members:	**Jose Rodriguez, Specialist**				
Oversight Visit Date:	**November 6, 2018**		**Fiscal Review Date (if different):**	**TBD**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus (if applicable):**		
			DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		

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	**3**	**3**	**2**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

GOVERNANCE	RATING*
Summary of School Performance	**3**

Areas of Demonstrated Strength and/or Progress

G1 – Governance Structure and Evaluation of School Leader(s): The Governing Board has substantially implemented the organizational structure set forth in the approved charter. Review of materials in binder included current and complete organization chart, CMO bylaws signed 11/13/17; roster of board members with contact information; School Site Council agendas and minutes; as well as ELAC meetings. The system for evaluation for the Chief Executive Officers and School Administrators includes a 4 point rubric from Highly Effective/Effective/Acceptable/Inadequate.

- **G2 – Brown Act:** The Governing Board complies with most material provisions of the Brown Act. Evidence of Brown Act training TPS governing board members on 11/2/18; also included were board calendar, agendas and minutes.

- **G5 – Data-Based Decision Making** – The Governing Board monitors school performance and other internal data to inform the decision making. Binder included evidence of monthly board reports 11/2/18; Dashboard report; review of attendance/enrollment/grades/ and suspension.

Areas Noted for Further Growth and/or Improvement

- **G2- Brown Act-** Currently if a member of the public wishes to access the school's board agendas and minutes on the school website a google account sign in is required. Update the website feature so the information is easily accessible to the public without the need for a google account.

Corrective Action Required

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

Notes:

NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

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

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

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

	Rubric	Sources of Evidence
Performance	☒ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) ☐ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	☒ Organization chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Evidence of committee/council calendars, agendas, minutes and sign-ins ☐ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

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

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

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

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

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

The Governing Board has a system in place to ensure ongoing:

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

	Rubric	Sources of Evidence
Performance	☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making ☒ The Governing Board monitors school performance and other internal data to inform decision-making ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data **(B1.4)** ☒ Other evidence of system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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

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

	Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak and net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

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.

	Rubric	Sources of Evidence
Performance	☐ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☒ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	**3**

Areas of Demonstrated Strength and/or Progress

- **A3 - SBAC School wide ELA**- The school wide performance of students who Met and Exceeded Standards in grade levels served by the school on the SBAC in ELA is similar than the Resident Schools, 21.80 compared to Resident School Median of 20.50%

- **A5 – English Learner Reclassification:** The school reclassifies English Learners at a rate higher than the Resident Schools Median. TEACH Tech's 2017-2018 reclassification is 29.9, which is higher than the Resident Schools Median of 15.7%.

- **A7 – Long Term English Learners** (Secondary schools): The school's percentage of LTELs is at a rate lower than the Resident Schools Median. TAT has 16.5% LTELs compared to Resident Schools Median 25.7%.

Areas Noted for Further Growth and/or Improvement

- **A1 – SBAC Subgroup ELA**- Some subgroups demonstrated declines in CAASPP ELA performance from 2016/17 – 2017/18. Three of five of TEACH's numerically significant subgroups experienced declines; African Americans (-4.54), Latino (-9.13), Socioeconomically Disadvantaged (-7.20). To improve student's academic performance in ELA the school utilizes Google classroom to simplify creating, distributing and grading assignments in a paperless way. Google Classroom allows the school to streamline the process of sharing files between teachers and students, thus expediting teachers' feedback on work samples. TEACH Academy of Technologies has implemented assessments as well as utilized CAASPP Interim Assessment Block (IAP) and Interim Comprehensive Assessment (ICA) to improve monitoring each students' academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **A2 – SBAC Subgroup Math:** Some subgroups demonstrated declines in CAASPP Math performance from 2016/17 to 2017/18. Three of five of TEACH's numerically significant subgroups experienced declines; AA (-5.32), Latino (-3.37), and Socioeconomically Disadvantaged (-3.43). The leadership team response to the declines include the hiring of math coaches t; the adoption of College Preparatory Math (CPM), and using UCLA's Math Mapper, which identifies where a particular standard begins, and how it increases in complexity at each grade level. In this way, teachers are better able to develop lessons that supports their mathematical thinking and reasoning over time.

- **A4 – SBAC School wide Math:** The schoolwide percentage of students in grade levels served by the school on the SBAC in Math is at a rate lower than the Resident Schools Median. TEACH's 7.0% is less than the Resident Median percentage of 9.48%.

- **A6 – "At Risk" English Learners:** The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median. TEACH's 3.6% rate is higher than the Resident Schools Median of 0.7%.

Corrective Action Required

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

Notes:

NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.

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

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

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

	Rubric	Sources of Evidence
Performance	☐ All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☒ Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

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

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

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

	Rubric	Sources of Evidence
Performance	☐ All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☒ Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

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

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

- Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median ☒ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median ☐ No assessment of performance for this indicator	☐ SBAC report (CDE) **(B2.1)** ☐ Review of Data Set LAUSD Office of Data & Accountability ☐ Other: (Specify)

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

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

- Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median ☒ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability (ODA) ☐ Other: (Specify)

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

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

- English Learner reclassification rate for 2017-2018 (CDE)

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	Rubric	Sources of Evidence
Performance	☒ The school reclassifies English Learners at a rate higher than the Resident Schools Median ☐ The school reclassifies English Learners at a rate similar to the Resident Schools Median ☐ The school reclassifies English Learners at a rate lower than the Resident Schools Median ☐ The school did not reclassify English Learners ☐ No assessment of performance for this indicator	☒ Reclassification report (CDE) **(B2.1)** ☐ CELDT/ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- Providing supports for At-Risk English Learners 2017-2018 (CDE)

	Rubric	Sources of Evidence
Performance	☐ The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median ☒ The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☐ "At-Risk" by Grade report (CDE): 2017-2018 **(B2.1)**

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

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

- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence

Performance	☒ The school's percentage of LTELs is at rate lower than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate similar to the Resident Schools Median ☐ The school's percentage of LTELs is at a rate higher than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) **(B2.1)**

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

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

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

	Rubric	**Sources of Evidence**
Performance	☐ The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median ☒ No assessment of performance for this indicator	☐ Four-Year Cohort Graduation Rate (CDE) **(B2.1)** ☐ Other: (Specify) A-G passing grade requirement (e.g. C or D) **(CSD internal use only)**

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (*THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP*).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

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NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Stanford 10, Illuminate, or SBAC Interim assessments).

	Rubric	Sources of Evidence
Performance	☐ The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels ☐ The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. ☐ The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels ☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. ☒ No assessment of performance for this indicator.	☐ Internal academic performance and progress data and information **(B2.2)** ☐ School Internal Assessment Data Report or equivalent **(B2.2)** ☐ Other: (Specify)

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CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue ***Green*** ***Yellow*** ***Orange*** ***Red***

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of "Orange".

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of "Red".

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

The school has achieved the performance level of "No Performance Color".

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

The school has achieved the performance level of "Red".
this indicator will be available Fall 2018

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of "Blue".

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HIGH SCHOOLS ONLY:
A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts **The school has achieved the following status_____ and change_____**
A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics **The school has achieved the following status_____ and change_____**
A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator **The school has achieved the performance level of _____**
A19: Priority7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator **The school has achieved the following status_____**
NOTES:

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

1. **MET**: Implementation of English Learner Reclassification and Reporting the school will increase its reclassification of English learners at a rate comparable to the District's rate of reclassification.
2. **MET**: The school's administration must consistently implement and regularly monitor all targeted intervention programs designed for African American, Latino, English Leaners, and Socioeconomically Disadvantaged subgroups to ensure that these subgroups meet or exceed the annual targets as determined by the CDE through the CAASPP (SBAC) assessment system.

3. **MET:** The school will provide a description to the Charter Schools Division of the School's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS submission windows each year of the charter term.

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

Areas of Demonstrated Strength and/or Progress

- **O1 – School Safety and Operations: School Safety Plan and Procedures:** The school has a well-developed system in place to ensure protection of student and staff health, and compliance with applicable charter requirements. Review of binder materials included visitor policy; Comprehensive school safety plan; Compliance Document; emergency drill data worksheet; emergency drill evacuation plan; exit traffics patterns;

- **O2 – Health and Safety:** COO; verification that for the 2017-2018 school year 280 student screening were completed for vision, scoliosis, audio screening. Offer of special health education program on family life and growth development requiring parent consent; state mandated Epipen training provided for the 2018-2019 school year.

- **O3 – Standards-Based Instruction:** The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, include the CA CCSS. Teachers submit weekly lesson plans that includes standards, objectives, and study team-teaching strategies; pockets of questions for students to answer; essential questions for the unit what students will learn; how student will prove that learning has occurred; binder included WASC accreditation verification. The school was granted a 6 year accreditation status with a mid-cycle two day visit.

- **O7 – School Climate and Student Discipline**: The school has a highly developed school climate and student discipline system in pace that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. School wide focus on character development; front of the school has the pillars of behavior posed. The focus is on dignity; self-discipline; respectful behavior; hard work; cooperation; kindness; integrity creative problem solving; persona and community responsibility; fairness; Binder also included responding to behavior and behavior and Keeping Safety in Mind; behavioral expectations; matrix of school wide expectations (see handout); classroom discipline steps; disciplinary referral form; **Kickboard** Introduction for Students that nurtures the whole child in a safe and positive environment. The school indicated that it accomplishes this by meeting each student's physical, social emotional; Stop and Think Reflection Sheet that emphasize productive, polite, prompt and prepared. TAT's 2017-2018 suspension rate was 0.6%, which reflects a decrease from the previous years rate of 1.6%.

- **O8 – Professional Development:** The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Dream Box Learning Math – motivating for students, empowering for educators. Binder include a draft yearlong Wednesday professional development calendar. Some topics include 1) phone call to failing students; 2) walkthrough goals and objectives; technology integrations; classroom culture; CPM training; PBIS training from LACOE, school provided evidence of LACOE training.

Areas Noted for Further Growth and/or Improvement

- **O1 – School Safety and Operations: School Safety Plan and Procedures:** There was no evidence of emergency evacuation log of drills conducted for the 2018-2019 school year. While the school had three days' worth of emergency supplies, the supplies were stored in each classroom and would be unable to be utilized in the event of an earthquake evacuation where all students and staff must evacuate the classrooms and remain in the outdoor evacuation area. The CSD discussed with the school to keep the lockdown supplies but store the 3 day supplies in a location that allows accessibility in case of emergency that involves evacuation.

- **O4 – Meeting the Needs of all students**: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. To maximize differentiation school leadership shared that, teachers utilize daily exit tickets, intentional seating mixed ability grouping, awareness of subgroups performance levels to create meaningfully engaging instructional experiences. For LTEL's teachers emphasize mixed ability grouping; language specific sentence starters, Socratic seminars; and the posting of ELD learning objectives. Subgroup Data Analysis- use morning notes for focus on statistically significant subgroups; use notes from morning meeting that focuses on LTELs and what they should doing t support them; binder included a PP of "Introduction to ELL support for the 2018-2019 school year; EL Achieve documents on secondary constructing meaning: Structured student talk.

- **O10: Stakeholder Communication and Transparency:** The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website. However, review of the school's website required permission through a Gmail account to view governing board agendas and minutes. These documents should be readily available to the public given the ease of access of other documents required in the Transparency Resolution See G2.

Corrective Action Required

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

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Notes:

- **O5 – Implementation of Key Features of Educational Program:** The school has received the PLTW, Project Lead the Way - $15,000- students apply knowledge and skill from a variety of disciplines, including all three PTLW pathways. They are focusing on PTLW gateway for grades 6-8 with Computer Science for Innovators and Makers; AppCreators.

- **O12 – Clearances and Credentialing Compliance:** The school reports that they have hired an Assistant Superintendent of K-12 Instruction and Human Resources to manage the human resource paperwork for all new hires and to ensure DOH and TB clearances remain compliant.

NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☐ Documentation of emergency drills and training **(B3.1c)** ☒ Evidence of provision and location of onsite emergency supplies **(B3.1c)** ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1e)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.13 and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019* ("ESSA Grid") **(B3A)** ☒ Site/classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

Rubric	Sources of Evidence

Performance	☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Epi-pen documentation **(B3.2c)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has:

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- Demonstrated evidence of implementation of the California Next Generation Science Standards
- Obtained WASC accreditation (high schools only)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)
- Received UC/CSU approval of courses (UC Doorways) (high schools only)

Rubric	Sources of Evidence

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Performance	☐ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☒ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS (**B3.3a**) ☒ LCAP (**B3.3b**) ☒ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☒ WASC documentation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3d)** ☐ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school:

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

Rubric	Sources of Evidence

Performance	☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☒ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3b)** ☒ Evidence of implementation of data analysis system program **(B2.2)** ☒ School Internal Assessment Data Report, or equivalent **(B2.2)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter		
	Rubric	**Sources of Evidence**
Performance	☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program **(B3.3k)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

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O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☐ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☒ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other MCD documentation, including from the Division of Special Education **(B3.4a)** ☒ Classroom observation ☐ Discussion with school leadership ☐ Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

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

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

Rubric	Sources of Evidence

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

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:

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

Rubric	Sources of Evidence

Performance	☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

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

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

- Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP

Rubric	Sources of Evidence
☐ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☐ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)**

Performance	☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☐ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☐ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☐ Interview of stakeholders ☐ Discussion with school leadership ☐ Other: (Specify)

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

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

**required on website

Rubric	Sources of Evidence
☐ The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website ☒ The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics

	• Student Achievement Information

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

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evidence of staff evaluation system **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule (**B3A.1 b and c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2)** ☒ Teaching credential/authorization documentation **(B3A.2a)** ☒ Vendor certifications **(B3A.5)** ☐ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

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2015-2020 Renewal Benchmark Updates:

- Implementation of English Learner Reclassification and Reporting The school will increase its reclassification of English Learners at a rate comparable to the District's rate of reclassification. – **MET** – *TEACH Academy of Technologies' (TAT's) 2017-2018 rate of reclassification was 20.6% compared to the District's rate of 20.1%, TAT's 2017-2018 rate of reclassification was 18% compared to the District's rate of 16.8%.*

- The school's administration must consistently implement and regularly monitor all targeted intervention programs designed for African American, Latino, English Learner and Socioeconomically Disadvantaged subgroups to ensure that these subgroups meet or exceed the annual targets as determined by the CDE through the CAASPP assessment system. The school's administration must provide ongoing appropriate reports to the governing board, throughout each school year, to facilitate the board's monitoring of subgroup growth and performance in meeting state targets. – **MET** – as noted in *O4 – Meeting the Needs of All Students, TAT has* substantially *implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. To maximize differentiation, teachers utilize daily exit tickets, intentional seating mixed ability grouping, awareness of subgroups performance levels to create meaningfully engaging instructional experiences. For LTEL's teachers emphasize mixed ability grouping; language specific sentence starters, Socratic seminars; and the posting of ELD learning objectives. Subgroup Data Analysis- use morning notes for focus on statistically significant subgroups; use notes from morning meeting that focuses on LTELs and what they should doing to support them*

- The school will provide a description to the Charter Schools Division of the school's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS' submission windows each year of the charter term and no later than December 12, 2014 for this year. – **MET** - *TAT staff collaborates with the Chief Operating Officer (and/or the COO's designee) to cross reference all data provided by the enrolling families in paper and data entry in our Student Information System, PowerSchool. In addition, TEACH Public Schools hired a Director of Data and IT to ensure internal data and compliance monitoring was done in house. In collaboration with the EL Coordinator and School Administration, the Director of Data and IT gathers the data using Illuminate, our Data and Assessments System, and our newest EL monitoring system, ELLavation, to determine potential reclassification and support systems needed.*

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5982	2015-16					2016-17					2017-18				
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		268,486	163,301	324,604	324,602		834,538	1,375,410	1,310,139	1,310,139		1,451,100	1,414,000	697,652	697,651
Current Assets		767,455	895,775	882,808	846,864		1,390,879	1,857,782	1,786,225	1,789,374		2,128,848	2,109,661	1,369,184	1,369,182
Fixed and Other Assets		403,997	396,832	421,889	477,230		428,701	52,346	207,335	207,333		385,361	409,561	941,765	996,610
Total Assets		1,171,452	1,292,607	1,304,697	1,324,094		1,819,580	1,910,128	1,993,559	1,996,707		2,514,209	2,519,222	2,310,949	2,365,792
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		58,842	145,176	119,403	131,004		143,251	88,145	111,026	166,415		185,321	175,504	159,645	214,490
Long Term Liabilities		313,445	313,445	313,442	313,442		0	0	78,652	78,652		191,422	191,423	191,426	191,426
Total Liabilities		372,287	458,621	432,845	444,446		143,251	88,145	189,678	245,067		376,742	366,927	351,071	405,916
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**799,165**	**833,986**	**871,852**	**879,648**		**1,676,329**	**1,821,983**	**1,803,882**	**1,751,640**		**2,137,467**	**2,152,295**	**1,959,878**	**1,959,876**
Total Revenues	2,885,017	3,110,294	3,167,796	3,366,299	3,206,915	3,804,928	4,324,964	4,582,844	4,435,631	4,380,242	4,217,247	4,743,536	4,679,539	4,709,401	4,709,402
Total Expenditures	2,939,744	3,226,648	3,249,328	3,409,965	3,242,785	3,774,573	3,528,283	3,640,509	3,511,398	3,508,250	4,028,816	4,357,712	4,278,884	4,501,165	4,501,166
Net Income / (Loss)	(54,727)	(116,354)	(81,532)	(43,666)	(35,870)	30,355	796,681	942,335	924,234	871,992	188,431	385,824	400,655	208,236	208,236
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets+B23	(54,727)	(116,354)	(81,532)	(43,666)	(35,870)	30,355	796,681	942,335	924,234	871,992	188,431	385,824	400,655	208,236	208,236
Net Assets, Beginning	982,894	918,446	918,446	918,446	915,518	833,986	871,852	871,852	871,852	879,648	1,821,983	1,803,882	1,803,882	1,751,642	1,751,640
Adj. for restatement / Prior Yr Adj	0	(2,927)	(2,928)	(2,928)	0	0	7,796	7,796	7,796	0	0	(52,239)	(52,242)	0	0
Net Assets, Beginning, Adjusted	982,894	915,519	915,518	915,518	915,518	833,986	879,648	879,648	879,648	879,648	1,821,983	1,751,643	1,751,640	1,751,642	1,751,640
Net Assets, End	**928,167**	**799,165**	**833,986**	**871,852**	**879,648**	**864,341**	**1,676,329**	**1,821,983**	**1,803,882**	**1,751,640**	**2,010,414**	**2,137,467**	**2,152,295**	**1,959,878**	**1,959,876**

5982	Audited Financials					2018-19				
TEACH Academy of Technologies	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	484,533	324,602	1,310,139	697,651	0		0	0	0	0
Current Assets	835,861	846,864	1,789,374	1,369,182	0		0	0	0	0
Fixed and Other Assets	108,847	477,230	207,333	996,610	0		0	0	0	0
Total Assets	944,708	1,324,094	1,996,707	2,365,792	0		0	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	29,190	131,004	166,415	214,490	0		0	0	0	0
Long Term Liabilities	0	313,442	78,652	191,426	0		0	0	0	0
Total Liabilities	29,190	444,446	245,067	405,916	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0		0	0
Net Assets	**915,518**	**879,648**	**1,751,640**	**1,959,876**	0		**2,501,384**	**0**	**0**	**0**
Total Revenues	2,407,522	3,206,915	4,380,242	4,709,402	0	5,281,697	5,735,501	0	0	0
Total Expenditures	1,893,919	3,242,785	3,508,250	4,501,166	0	4,758,392	5,193,995	0	0	0
Net Income / (Loss)	513,603	(35,870)	871,992	208,236	0	523,305	541,506	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	513,603	(35,870)	871,992	208,236	0	523,305	541,506	0	0	0
Net Assets, Beginning	352,050	915,518	879,648	1,751,640	0	2,315,791	1,959,878	0	0	0
Adj. for restatement / Prior Yr Adj	49,865	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	401,915	915,518	879,648	1,751,640	0	2,315,791	1,959,878	0	0	0
Net Assets, End	**915,518**	**879,648**	**1,751,640**	**1,959,876**	**0**	**2,839,096**	**2,501,384**	**0**	**0**	**0**

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FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing. **Other circumstances and information could influence the rating and are noted in this evaluation.**	**2**
TEACH Academy of Technologies' fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of $1,959,876 and net income of $208,239. According to TEACH, Inc.'s independent audit report dated June 30, 2018, TEACH Academy of Technologies was one of two schools operated by TEACH, Inc. during Fiscal Year 2017-2018. For Fiscal Year 2018-2019, TEACH Academy of Technologies is one of three charter schools operated by TEACH, Inc. TEACH, Inc. is a California nonprofit public benefit corporation comprised of TEACH Public Schools, Inc. (the Charter Management Organization), and two other LAUSD-authorized charter schools: 1) TEACH Tech Charter High [grades 9-12], and 2) TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School [grades TK-5], which opened in Fiscal Year 2018-2019. In addition, TEACH Inc. operates Cunningham & Morris, LLC, which is a nonprofit corporation formed for the purpose of securing financing, negotiating real estate purchases, developing school sites, and administering school facility leases on behalf of the organization. Cunningham & Morris, LLC is managed by TEACH, Inc. under a separate operating agreement. TEACH, Inc.'s fiscal condition is strong. TEACH, Inc., its related entities, and its charter schools, reported positive net assets of $1,790,494 and a net loss of ($316,341). TEACH Inc., without its charter schools, reported positive net assets of $41,442 and a net loss of ($214,366). According to TEACH Public Schools, Inc., TEACH Academy of Technologies pays monthly management fees of 8% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services including accounting, payroll, human resources and billing, marketing, public relations, and information technology support. These management fees are calculated based on the total revenues of the schools that TEACH Public Schools, Inc. operates.	

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Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (First Interim)
Net Assets	$915,518	$879,648	$1,751,640	$1,959,876	2,501,384
Net Income/Loss	$513,603	($35,870)	$871,992	$208,236	$541,506
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$49,865*	$0	$0	$0	$0

*The school's beginning assets were restated due to a calculation error pertaining to Federal revenue in the prior year.

Areas Noted for Further Growth and/or Improvement:

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

1. Lack of Proper Procurement Procedures:

Based on the CSD's review of a sample of 30 checks/ACH transactions and supporting documentation, the CSD noted a check issued to a vendor that was not supported by a purchase order and showed no evidence of pre-approval (Check # 71107, in the amount of $395.56, dated 09/21/2018 and made payable to Scholastic Inc.).

Page 7 of the school's fiscal policies and procedures states: "The Executive Director, Superintendent or Chief Operating Officer may authorize expenditures and may sign related contracts within the approved budget. Individuals other than those specified above are not authorized to make purchases without pre-approval."

The CSD also noted payments issued to vendors during the current year whereby the total amounts paid to these vendors during the 12-month period spanning from October 2017 through September 2018 exceeded the school's $50,000 threshold yet were not supported by board approvals (Check # 61242, in the amount of $2,260.11, dated 6/26/2018 and made payable to Teachers On Reserve, and Check # 61311, in the amount of $19,175.00, dated 8/15/2018 and made payable to MTS-Martinez Transport Services). The aforementioned 12-month summary of vendor payments in question is provided below.

Item #	Vendor	Description of Services	Payments Made During First 3 Months of FY 2018-2019	Payments Made During Last 9 Months of FY 2017-2018	CSD's Comments	TEACH Academy's Response
1	Teachers On Reserve	Substitute Teacher Services	$12,907.67	$98,343.29	No evidence of Board approval, no contract/ agreement, and no bidding documentation.	No contract/agreement exists. This vendor provides daily substitute personnel on an as-needed basis. While the total expenditures exceed $50K, no individual transaction exceeds the required threshold for board approval.
2	MTS-Martinez Transport Services	Monthly Cleaning Services for TEACH Public Schools, its District Office, and its three LAUSD charter schools.	$137,515.00	$10,500.00	No evidence of Board approval, no contract/ agreement, and no bidding documentation.	This vendor provides à la carte services on an as-needed basis. While the total expenditures exceed $50K, no individual transaction exceeds the required threshold for board approval.

Page 6 of the school's fiscal policies and procedures states: "Except as otherwise provided in these policies, the Executive Director, Superintendent or Chief Operating Officer may enter into contracts and agreements not to exceed $50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of $50,000 must be submitted for board approval and may be executed by the Executive Director, Superintendent or Chief Operating Officer or other person specifically designated by the Board after the Board has duly approved the contract or agreement."

Page 7 of the school's fiscal policies and procedures states that all purchases over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. This policy further states that the Executive Director, Superintendent or Chief Operating Officer shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least two vendors were contacted, and such documentation shall be maintained for three years. All purchases in excess of $50,000 must be bid by a board-approved process, except in the case of emergencies pertaining to the purchase of emergency response supplies, equipment, or services.

While the total costs of the vendor services referenced above have tended to fluctuate to some degree, the CSD's analysis of the school's historical data indicates that the total annual payments issued to these vendors typically exceeds the $50,000 threshold. Given this history, the school should have sought advance approval from its governing board prior to incurring these costs before the vendor provided services in either the current or the prior Fiscal Year.

Moreover, the CSD noted that the documentation associated with Check # 61311 indicated that the total amount paid was for services provided to all three TEACH schools (and the TEACH Public School District Office) and, per the organization's Superintendent, the invoice amount was to be allocated equally among the four organizational units of TEACH Inc. However, the CSD's analysis of said documentation indicates that the four-way allocation of this expense did not occur. Instead, these costs were borne solely by the three TEACH schools (with each school charged one third of the cost, and no portion charged to TEACH Public Schools).

Further, the school's description of services provided by the other vendor referenced above (MTS-Martinez Transport Services), does not align with publicly available information posted elsewhere for this vendor. The school informed the CSD that MTS-Martinez Transport provided cleaning services to the school. However, third party information on this vendor indicates that MTS-Martinez Transport provides transportation and moving services but does not refer to cleaning services. Therefore, in the absence of an approved contract agreement, the CSD was unable to confirm the validity of the cleaning service fees charged by MTS-Martinez Transport Services to TEACH Inc. Also, based on the amounts historically spent, the school should have secured approval from its governing board in advance of any services being rendered by this vendor. Moreover, a competitive bidding process should have also occurred prior to the selection of this vendor.

The 2017 Charter School Accounting and Best Practices Manual dated 11/27/2017 and published by the Fiscal Crisis and Management Assistance Team (FCMAT) provides guidance concerning the selection and evaluation of vendors. An excerpt from FCMAT's Manual concerning this issue is summarized below.

"Vendor Selection Criteria:

The vendor selection for new or renewing vendors should be evaluated according to the following criteria:

- Pricing
  The vendor's pricing should be competitive, but it should not be the only criteria.
- Capability
  A vendor should be able to demonstrate that it is in good financial standing, has sufficient employees, equipment and facilities to perform the work required, and has the required professional licenses and experience.
- Parts and Deadlines
  The vendor should have access to the required parts and be able to meet the charter school's shipping deadlines.
- Quality Assurance
  The vendor should have an internal quality assurance program such as peer review; preference should be given to vendors that have such a program.
- References and Background Checks

  Sufficient references and background checks should be made and should reveal no problems. Search for lawsuits and proper business licenses, and match the vendor name and federal identification number.
- Warranty
  Sufficient warranty information should be available, if applicable.
- Federal and State Funding Eligibility
  When applicable, ensure that the vendor is not barred from receiving federal or state funds.

(1) Ongoing Vendor Evaluation

- Are deliveries consistently on time and in good condition?
- Is the quality of services or products consistently high?
- Are their employees and subcontractors professional to work with and knowledgeable about the product or service provided?"

The CSD recommends that the school ensure adherence to its governing board-approved fiscal policies and procedures, including the guidance provided specifying the need for complete supporting documentation and pre-approvals for purchase orders,

contracts, and other items. Further, the organization should also establish appropriate controls to ensure that all expenses are properly allocated to the correct cost centers. Moreover, the CSD recommends that the school's governing board revisit its approved fiscal policies and procedures and consider incorporating FCMAT's guidance as appropriate.

2. **Late Fees:**
Based on the CSD's review of supporting documentation related to Check # 61290, in the amount of $2,954.69, dated 7/30/18 and issued to Cell Business Equipment, the associated invoice provided indicates that a late fee of $140.70 was assessed against the school.

Page 9 of the school's fiscal policies and procedures states: "Once approved by the Executive Director, Superintendent or Chief Operating Officer, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (Executive Director, Superintendent or Chief Operating Officer should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation."

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees in the future.

3. **Bank Reconciliation Reports:**
Based on the CSD's review of the bank reconciliation reports for the months of April 2018 and May 2018, the CSD noted discrepancies regarding the treatment of the reconciling items referenced in the reports. Details concerning these discrepancies are summarized below.

Item #	Bank Acct #	Bank Statement Period	CSD's Comments	School's Comments
1	x7843	April 2018	The provided a report reflecting reconciled bank/book balances. However, upon the CSD's further analysis of the report, the CSD determined that an unreconciled item in the amount of $50 was not identified as a reconciling item in the report.	The April Disbursements includes a March EFT suspense item in the amount of $50 that the bank cleared in March 2018. The EFT was recorded in April 2018. The $50 amount would be included in the book balance.

2	x7835	May 2018	Check #1028 for $125 (dated 4/30/18) was reported as a cleared item in the bank statement but shown as an outstanding suspense item in the bank reconciliation report without explanation.	The bank balance is reconciled, as the suspense item was noted as a reconciling item in the bank reconciliation report. The school's procedure is the place any items it considers pending in suspense until resolved (including checks written, EFT disbursements, or deposits made in which backup documentation was not provided at the time of closing the period). Once backup documentation has been provided, the transaction will be recorded under the corresponding expense/revenue item in the school's books.

Page 10 of the school's fiscal policies and procedures states that the school's back office services provider (Charter Impact) will prepare the bank reconciliation report, verify the bank statements, and execute the related tasks. Further, Charter Impact will compare the reconciled bank balance to the cash balance reflected in the school's bank account and its general ledger (and immediately report any discrepancies to the school's Executive Director, its Superintendent, or its Chief Operating Officer).

The CSD recommends that the bank reconciliation reports be prepared, reviewed and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the accuracy of the submitted reports.

4. Overdraft Fees:

The CSD noted that the school incurred an overdraft fee of $32 during the month of August 2018 on the account ending in X7835.

The school acknowledged that the overdraft fee above was the result of the school's neglect in maintaining adequate funds in its checking account. The school indicated that, going forward, it would properly monitor its cash balances to ensure that adequate funds are available to clear all checks written.

The CSD recommends the school improve its practices regarding the monitoring of cash balances and the any tracking of any checks or other debit items scheduled to clear its accounts.

5. Outstanding Checks:

The CSD noted several checks issued by the school that were outstanding for 90 days or more as of September 30, 2018. The checks in question are summarized below.

Item #	Bank Acct #	Check #	Date	Amount	Payee	# Of Days Outstanding As of 9/30/18
1	x7868	70784	2/2/2018	$752.50	Kingdom Plug Cabling Services	240
2	x7868	70869	4/20/2018	$105.05	N.G	163
3	x7843	61117	4/13/2018	$100.00	A.C	170
4	x7843	61118	4/13/2018	$1,680.00	Epic Performance Wear	170
5	x7843	61208	5/25/2018	$29.99	R.V	128

Page 10 of the school's fiscal policies and procedures states: "Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

The school acknowledged that the outstanding checks above were not deleted from its accounting system after 90 days because, according to the school, these checks were still considered valid. The school's rationale was the apparent practice of its financial institution that is uses for its checking account (Pac Western), which, per the school, deems checks valid until six months after the check issuance date.

The CSD recommends the school revisit its fiscal policies and procedures in this area and consider implementing practices that facilitate resolution of its outstanding checks more promptly.

6. Organizational Chart Discrepancies:

Based on the CSD's review of the school's updated fiscal policies and procedures (revised June 2018) and the associated organizational chart provided by the school, the CSD noted a lack of alignment between job titles referenced in the updated fiscal policies versus the organizational chart. Specifically, the fiscal policies reference an Executive Director position while

the organizational chart identifies this position as the Chief Executive Officer. This discrepancy was also cited in the school's 2017-2018 Annual Performance-Based Oversight Visit Report under "Other Observations."

The school stated that the Executive Director and CEO are the same individual within the organization.

The CSD recommends that school revise its fiscal policies and procedures to ensure consistency and alignment between job titles and practices referenced in the fiscal policies and procedures and the published organizational chart.

The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next Board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.

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

1. **Employee Expense Reimbursements:**
   Based on the CSD's review of documents provided by the school, the CSD noted employee reimbursements that lacked evidence of appropriate pre-approvals. The reimbursements in question are summarized below.

Item #	Check Number	Check Issuance Date	Payee	Check Amount
1	61250	6/27/2018	School Employee	$1,077.42
2	80736	6/26/2018	School Employee	$361.90

Page 7 of the school's Fiscal Policies states: "The Executive Director, Superintendent or Chief Operating Officer may authorize expenditures and may sign related contracts within the approved budget. Individuals other than those specified above are not authorized to make purchases without pre-approval."

An excerpt from FCMAT's 11/27/2017 Manual that provides guidance to charter schools regarding employee reimbursements is summarized below.

"Reimbursements for purchases and travel should be made according to guidelines set by the charter school.

Reimbursements apply to both employees and board members.

Charter school principals are responsible for reviewing and approving all reimbursements pertaining to their schools, up to $1,000.
The CFO is responsible for approving all reimbursements for $1,000 to $3,000.
The CEO is responsible for approving all reimbursements of more than $3,000.

Reimbursement steps are as follows:
Submit accurate receipts and the completed and signed reimbursement or purchasing documentation such as the original invoice, purchase request, employee expense report or reimbursement request.

Obtain authorization.

Prepare and issue reimbursement payment, and file all paperwork.

Reimbursement receipts should be submitted monthly, and any receipt older than 60 days may not be reimbursed, at the discretion of the office manager. An employee or board member may not request reimbursement for expenses for another individual or employee. Expense report forms must be filled out completely. Original receipts for items charged must accompany all reimbursement documentation. Any questions regarding completion of the expense report should be directed to the employee's supervisor, the office manager, or the accounting department.

The accounting department can help determine which account code should be used for which expenditures/ reimbursements. For example, claims for travel reimbursement must be charged to object code 5200.00.

Upon completion, the expense report and all attached documentation should be submitted to the employee's supervisor for approval. After approval, the expense report is submitted to the accounting department for processing and reimbursement. To expedite reimbursement, ensure the report is completed properly, required documentation is attached, it is properly authorized, and any unusual items are explained and documented.
For unusual items, detailed written notes are needed for the supervisor and accounting department to authorize reimbursement. All reimbursement requests must be approved by the proper manager before being submitted to the accounting department. Approvals for reimbursement requests must be obtained prior to any purchase or travel. The charter school will not be obligated to reimburse requests for which prior approval was not obtained. When the shopping or traveling is complete, the employee should return the receipts and can expect to be reimbursed if they spent

funds on items for which they obtained prior approval."

According to the school, the employee expense reimbursements referenced above were verbally approved by either the school's Executive Director or its Chief Operating Officer. The school further declared that, effective August 1, 2018, all approvals must be requested and documented through the school's online procurement software, OfficeBooks.

The CSD recommends that the school adhere to its governing board-approved fiscal policies and procedures and ensure that all purchases, including employee expense reimbursements, are pre-approved and properly documented.

Corrective Action Required:

On November 19, 2018, the CSD issued a Notice of Concern to TEACH Academy of Technologies, regarding the lack of completeness of its 2018-2019 Local Control and Accountability Plan (LCAP). The Notice requested that the school provide the following items and information:

- A revised 2018-2019 LCAP completed in accordance with the State of California Education Code § 47606.5 that addresses all applicable legal requirements;
- Evidence that the revised 2018-2019 LCAP, inclusive of the annual update to the LCAP, was reviewed and approved by the school's governing board (such as the board meeting agenda, board meeting minutes, etc.);
- Evidence that a copy of the school's revised and governing-board approved 2018-2019 LCAP, inclusive of the annual update to the LCAP, was submitted to LACOE; and
- A written explanation regarding steps that the school is taking to ensure that next year's LCAP is completed in accordance with State of California Education Code§ 47606.5, addresses all applicable legal requirements, and is submitted in a timely manner.

On December 13, 2018, the school submitted a revised LCAP to the CSD. However, the CSD's analysis of the revised LCAP revealed that the revised LCAP failed to rectify the flaws noted in November 19, 2018 Notice of Concern. On February 4, 2019, the charter operator provided a further updated LCAP, which addressed all the concerns noted by the CSD.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

Notes:

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from April 2018 through September 2018. Selected the months of April 2018 and May 2018 for sample testing. Discrepancies were noted for further growth and/or improvement above.
   a. Pacific Western Bank, Account Ending in 7835 (Teach Academy Imprest)
   b. Pacific Western Bank, Account Ending in 7843 (Teach Academy Operating Account)
   c. Pacific Western Bank, Account Ending in 7876 (Teach Tech High Imprest)
   d. Pacific Western Bank, Account Ending in 7868 (Teach Tech High Operating)
   e. Pacific Western Bank, Account Ending in 7850 (Teach Public Schools Operating)
3. The school indicated that is has no credit cards.
4. Reviewed the following 30 checks/ACH transactions. Discrepancies were noted for further growth and/or improvement above.
   a. Check numbers: 61162, 61232, 61236, 61242, 61250, 61261, 61268, 61274, 61285, 61289, 61290, 61305, 61311, 61331, 61345, 61360, 70958, 70963, 70967, 70968, 70975, 70980, 70981, 70983, 70985, 70998, 71017, 80736, and 2 ACH transactions.
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is $697,651 and total expenditures equal $4,501,166. Therefore, the school's cash reserve level is 15.50%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties review was conducted at TEACH Academy of Technologies. No discrepancies were noted.
8. TEACH Academy of Technologies did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.

15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were not provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of TEACH Academy of Technologies offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other.

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

Fiscal Operations Rubrics

Existing School *– a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School *– a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget;	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget;

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location	7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and 15. Audited and unaudited actuals nearly mirror each other. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	***An existing school would be assessed as Unsatisfactory based on the statements below:***
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. Vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school's website;	***Existing Schools (based on the most current audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	***An existing school would be assessed as Unsatisfactory based on the statements below:***
6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; and 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. **Current** audit shows no material weaknesses, deficiencies and/or findings; *7.* Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school's budget; and 10. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/6/2018**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	***A new school would be assessed as Unsatisfactory based on the statements below:***
New Schools: ***REQUIRED CRITERIA*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school's website, if applicable. Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	***New Schools:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity. Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

TEACH Academy of Technologies
FY 18-19 Fiscal Operations Rubrics

Y/N	Proficient (3)		Y/N	Developing (2)
Y	1. Net Assets are positive in the most current audit;		Y	1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
Y	2. The most current audit shows no material weaknesses, deficiencies and/or findings;		Y	2. Vendors and staff are paid in a timely manner;
Y	3. Vendors and staff are paid in a timely manner;		Y	3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;
Y	4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;		Y	4. Governing board adopts the annual budget;
Y	5. Charter school **generally** adheres to the governing board approved Fiscal Policies and Procedures;		Y	5. The EPA allocation and expenditures are posted on the charter school's website;
Y	6. Governing board adopts the annual budget;		Y	6. The LCAP is submitted to the appropriate agencies;
Y	7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;		Y	7. Have an audit conducted annually by an independent auditing firm; and
N/A	8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;		N/A	8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.
Y	9. There is no apparent conflict of interest;			
Y	10. The EPA allocation and expenditures are posted on the charter school's website;			
Y	11. The LCAP is submitted to the appropriate agencies;			
Y	12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;			
Y	13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;			
NO	14. There are no significant recurring issues; and			
Y	15. Audited and unaudited actuals nearly mirror each other.			

Executive Team

Mildred S. Cunningham, President & Chief Executive Officer

Dr. Raul Carranza, Superintendent

Matthew Brown, Chief Operating Officer / Chief Financial Officer

Dr. Maria Pimienta, Assistant Superintendent

Board of Directors

Lori Butler, Board Chairman

Justin Shahbaz, Member

Earl Turner, Member

Kelvin Piazza, Member

Dr. Sonali Tucker, Member

Pastor James Lobdell

March 6, 2019

TEACH Public Schools Response to the Annual Performance-Based Oversight Visit Report 2018-2019

Per CSD recommendation, the TEACH Academy of Technologies Annual Performance-Based Oversight Visit Report was discussed at the March 6, 2019 TEACH Public Schools Board of Directors Meeting.

1. **Lack of Proper Procurement Procedures**
   CSD reviewed a sample of 30 checks and noted one check that was not supported by a purchase order and showed no evidence of preapproval (Check # 71107, in the amount of $395.56 dated 9/21/2018 and made payable to Scholastic Inc.)

   Response: Verbal preapproval of this purchase was given by both Dr. Carranza & Mr. Brown on January 8th 2018 during at teacher in-service day meeting. Both Dr. Carranza & Mr. Brown verified their approval by signing the invoice for payment during the August 31, 2018 accounts payable batch submission. This aligned to the board approved TEACH fiscal policies at the time. The adoption of written approval/purchase order as part of the TEACH fiscal policy did not occur until May 15, 2018. The purchase in question was placed in February 2018 and received preapproval in January 2018, thus the May 15, 2018 fiscal policy isn't controlling. As evidenced by the other 29 checks sampled, this has been address by the May 15, 2018 fiscal policy update and is not a recurring issue.

2. **Lack of Proper Procurement Procedures:**
   CSD noted 2 vendors in which cumulative combined payments for both schools exceeded the $50,000 BOD approval contract threshold.

   Response: TEACH's fiscal policies and procedures does not suggest nor state that if the organization spends a cumulative amount of $50,000 in services from a vendor, that there

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needs to be contract or board approval, thus the finding should be removed. These vendors are providing services on an as needed basis. These services do not warrant a signed contract and thus does not require board approval per TEACH's fiscal policies and procedures both as written and as interpreted by the TEACH Public School's Board of Directors. The CSD interpretation of the TEACH fiscal policy nor 2017 FCMAT Manual are controlling. The TEACH Public School's Board of Directors is aware of the schools spending on vendors service via the monthly fiscal report. It is well within the Board's purview to demand a RFP, annual contract or modifications to the TEACH fiscal policies if believes that its needed in the cases of cumulative annual spending over $50,000. However, it's not currently a requirement of the TEACH Public Schools fiscal policy.

As demonstrated by our annual action plan in response to CSD oversight, the TEACH Board and leadership is receptive to best practices suggestions and observations, however these items are not findings of non-compliance with the TEACH Public School fiscal policies and procedures. These items should listed under "Other Observations (Items described in the section, while not addressed in the school's fiscal policies and procedures, are recommended for improvement to align with optimal business practices" with no impact on the fiscal score.

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3. **Late Fee**
   CSD Recommends that the school implement procedures to track recurring and non-recurring invoices and billing statement and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees in the future.

   Response: TEACH concurs that there was an accessed late fee incurred for Vendor Cell Business Equipment, $2,954.69, Check #61290. TEACH currently has a Board Approved list of utility vendors that are paid monthly. These automatic recurring payments have eliminated late fees for those vendors and is not a significant recurring issue.

4. **Bank Reconciliation Reports**
   CDS notes Bank Reconciliation Reports: (a) CSD Reports Bank Account #7843- April 2018 that a $50 reconciling item was not listed on the bank reconciliation. (b) CSD Reports Bank Account #7835- May 2019, check #1028 in the amount of $125

was shown as an outstanding suspense item in the bank reconciliation report without explanation. 'The CSD recommends that the bank reconciliation reports be prepared, reviewed and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the accuracy of the submitted reports"

Response: TEACH does not concur. The $50 amount was identified as a reconciling item in the previous month March 2018. CSD did not review the bank reconciliation for this March 2018. The $50 March suspense amount was recorded on the books in April 2018 and thus would not have been a reconciling item in April 2018 because the bank reconciliation would be reconciled with the book balance at this point as the suspense item was recorded. TEACH suggest CSD review prior year's bank reconciliations provided for the LAUSD audit where the amount can be review on the March 2018 bank reconciliation. The May 2018 bank reconciliation was reconciled with all outstanding and suspense items noted. Suspense reconciling items are "items awaiting explanation". Rather than record an amount in the books without knowing the expense category, it is held in suspense until an explanation is obtained. Bank reconciliations are prepared on a monthly basis consistent with the close process. Additionally, all bank accounts' activities are reviewed on a weekly basis to record bank activity in the general ledger. Thus, this finding should be removed.

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5. **Outstanding Checks**
   The CSD recommends the school revisit its fiscal policies and procedures in this area and consider implementing practices that facilitate resolution of its outstanding checks more promptly.

   Response: TEACH does not concur- As per the procedures "any checks over 90 days will be researched and **if applicable** deleted from the accounting system. As such, the listed checks were reviewed and were deemed to still be viable and remained on the outstanding check list. Thus, this finding should be removed.

6. **Organizational Chart Discrepancies:**

Fiscal Policies reference an Executive Director position while the organizational chart identifies this position as the Chief Executive Officer.

Response: TEACH will revise its fiscal policies and procedures to include both titles (Chief Executive Officer/Executive Director). However, this is not a significant recurring issue.

TEACH Public Schools believes based on the above information and on review of the TEACH Academy FY 18-19 Fiscal Rubrics, TEACH Academy of Technologies is entitled to a "3" score. As "there are no significant recurring issues", which was the sole criteria causing our score to fall to a "2".

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Coversheet

TEACH Academy of Technologies Renewal Update & CCSA Site Visit

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	F. TEACH Academy of Technologies Renewal Update & CCSA Site Visit
Purpose:	FYI
Submitted by:	
Related Material:	Academic Accountability Summary-2.pdf TEACH Academy of Technologies_5982 Data Set.pdf

Select a School: TEACH Academy of Technologies (Los Angeles) 0122242

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2017-2018

TEACH Academy of Technologies (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2020

PERCENTILE:
Schools must be above the 5th percentile on the DFS measure.

INITIAL FILTERS:
To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.

Above

Percentile

The selected school has a percentile above 5 in 2 of the last 3 years.

Below

State Rank

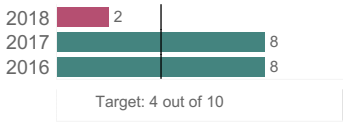
This school was at/above the target

0 out of 3 year(s),

not meeting the standard for this metric for 2018.

Above

Similar Students Rank



This school was at/above the target

2 out of 3 year(s),

meeting the standard for this metric for 2018.

Below

3 Year Growth

This school's DFS changed by

-21 points,

not meeting the 2018 target of 12 points.

MULTIPLE MEASURE REVIEW:
Charter schools with a DF3 percentile of 5 or less in two of three years and charter schools who do not meet at least one of the other initial filters are invited to present additional measures for review:

Not Required

The selected school is not in the bottom 5th percentile of performance and is above on at least one of the initial filters.

Similar students rank calculated using the September 29, 2018 release of the CAASPP file, a-g rate calculated from the UC/CSU entrance requirements file released April 11, 2017, and state rank and DFS growth are calculated using the CDE Dashboard data files released December 6, 2018. Click metric names to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.

TEACH Academy of Technologies

Data Set

Loc. Code: **5982**
CDS Code: **0122242**

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CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605 and 47607. Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47607(a) and 47605.) Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code § 47607(a)(3)(A).) The District "shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any." (5 CCR § 11966.4.) Please see Policy for Charter School Authorizing (LAUSD Board of Education, February 7, 2012) for more information.

TEACH Academy of Technologies

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	**1**	**5982**	**TEACH Academy of Technologies**	**All Students**	**252**	**42.00**	**28.00**	**23.00**	**6.00**	**29.00**
				American Indian or Alaska Native	--	--	--	--	--	--
				Asian	--	--	--	--	--	--
				Black or African American	80	58.00	23.00	18.00	3.00	21.00
				English Learner	50	68.00	18.00	14.00	0.00	14.00
				Filipino	--	--	--	--	--	--
				Foster Youth	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--
				Latino	172	35.00	31.00	26.00	8.00	34.00
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--
				Socioeconomically Disadvantaged	239	43.00	28.00	23.00	6.00	29.00
				Students with Disabilities	21	86.00	5.00	10.00	0.00	10.00
				Two or More Races	--	--	--	--	--	--
				White	0	*	*	*	*	--
Similar Schools										
XR	1	5181	Animo Western Charter Middle	All Students	590	42.00	32.00	23.00	2.00	25.00
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	570	56.00	27.00	15.00	1.00	16.00
W	1	8028	Audubon Middle	All Students	615	63.00	23.00	12.00	2.00	14.00

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TEACH Academy of Technologies

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	1	6868	Barack Obama Global Preparation Academy	All Students	543	78.00	15.00	7.00	1.00	8.00
W	1	8170	Bret Harte Preparatory Middle	All Students	667	73.00	20.00	6.00	0.00	6.00
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	All Students	491	47.00	29.00	21.00	3.00	24.00
S	7	8112	Charles Drew Middle	All Students	766	64.00	23.00	12.00	1.00	13.00
NE	6	8228	Charles Maclay Middle	All Students	739	41.00	34.00	22.00	3.00	25.00
S	7	8237	Edwin Markham Middle	All Students	787	68.00	21.00	9.00	2.00	11.00
C	5	8094	George Washington Carver Middle	All Students	762	57.00	28.00	13.00	2.00	15.00
C	2	8058	John H. Liechty Middle	All Students	1,026	50.00	29.00	19.00	3.00	22.00
W	1	8255	John Muir Middle	All Students	899	56.00	26.00	16.00	2.00	18.00
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	793	58.00	21.00	18.00	3.00	21.00
C	7	8200	Los Angeles Academy Middle	All Students	1,312	46.00	27.00	23.00	5.00	28.00
S	7	8060	Mary McLeod Bethune Middle	All Students	1,088	51.00	24.00	22.00	3.00	25.00
NW	3	8283	Northridge Middle	All Students	789	45.00	26.00	23.00	5.00	28.00
S	7	8160	Samuel Gompers Middle	All Students	541	68.00	20.00	11.00	1.00	12.00
NE	6	8358	San Fernando Middle	All Students	751	42.00	32.00	23.00	3.00	26.00
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	All Students	489	50.00	29.00	19.00	2.00	21.00
Similar Schools Median				All Students	**751**	**56.00**	**26.00**	**18.00**	**2.00**	**21.00**
Resident Schools										
W	1	8170	Bret Harte Preparatory Middle	All Students	667	73.00	20.00	6.00	0.00	6.00
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	570	56.00	27.00	15.00	1.00	16.00
W	1	7574	Horace Mann UCLA Community	All Students	--	--	--	--	--	--
S	7	8160	Samuel Gompers Middle	All Students	541	68.00	20.00	11.00	1.00	12.00

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TEACH Academy of Technologies

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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English Language Arts					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	1	5181	Animo Western Charter Middle	All Students	590	42.00	32.00	23.00	2.00	25.00
S	7	8060	Mary McLeod Bethune Middle	All Students	1,088	51.00	24.00	22.00	3.00	25.00
W	1	8255	John Muir Middle	All Students	899	56.00	26.00	16.00	2.00	18.00
Resident Schools Median				All Students	**629**	**56.00**	**25.00**	**15.50**	**1.50**	**17.00**
Los Angeles Unified					**266,008**	**36.00**	**25.00**	**25.00**	**14.00**	**39.00**

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

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TEACH Academy of Technologies

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
XR	**1**	**5982**	**TEACH Academy of Technologies**	**All Students**	**253**	**57.00**	**30.00**	**8.00**	**5.00**	**13.00**
				American Indian or Alaska Native	--	--	--	--	--	--
				Asian	--	--	--	--	--	--
				Black or African American	80	71.00	24.00	4.00	1.00	5.00
				English Learner	51	76.00	24.00	0.00	0.00	0.00
				Filipino	--	--	--	--	--	--
				Foster Youth	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--
				Latino	173	50.00	34.00	10.00	6.00	16.00
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--
				Socioeconomically Disadvantaged	239	58.00	30.00	8.00	5.00	13.00
				Students with Disabilities	21	90.00	5.00	5.00	0.00	5.00
				Two or More Races	--	--	--	--	--	--
				White	0	*	*	*	*	--
Similar Schools										
XR	1	5181	Animo Western Charter Middle	All Students	589	58.00	33.00	9.00	1.00	10.00
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	577	74.00	20.00	5.00	1.00	6.00
W	1	8028	Audubon Middle	All Students	621	70.00	22.00	7.00	1.00	8.00

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TEACH Academy of Technologies

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
C	1	6868	Barack Obama Global Preparation Academy	All Students	549	83.00	14.00	3.00	0.00	3.00
W	1	8170	Bret Harte Preparatory Middle	All Students	675	78.00	17.00	4.00	1.00	5.00
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	All Students	499	58.00	28.00	8.00	5.00	13.00
S	7	8112	Charles Drew Middle	All Students	776	75.00	19.00	6.00	1.00	7.00
NE	6	8228	Charles Maclay Middle	All Students	761	64.00	28.00	7.00	1.00	8.00
S	7	8237	Edwin Markham Middle	All Students	793	78.00	15.00	4.00	3.00	7.00
C	5	8094	George Washington Carver Middle	All Students	789	68.00	20.00	9.00	3.00	12.00
C	2	8058	John H. Liechty Middle	All Students	1,028	59.00	27.00	12.00	2.00	14.00
W	1	8255	John Muir Middle	All Students	921	72.00	20.00	7.00	2.00	9.00
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	811	60.00	25.00	10.00	5.00	15.00
C	7	8200	Los Angeles Academy Middle	All Students	1,317	63.00	23.00	11.00	4.00	15.00
S	7	8060	Mary McLeod Bethune Middle	All Students	1,110	59.00	22.00	13.00	6.00	19.00
NW	3	8283	Northridge Middle	All Students	800	55.00	24.00	13.00	8.00	21.00
S	7	8160	Samuel Gompers Middle	All Students	537	77.00	17.00	5.00	1.00	6.00
NE	6	8358	San Fernando Middle	All Students	753	48.00	31.00	14.00	7.00	21.00
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	All Students	497	66.00	25.00	7.00	2.00	9.00
Similar Schools Median				All Students	**761**	**66.00**	**22.00**	**7.00**	**2.00**	**9.00**
Resident Schools										
W	1	8170	Bret Harte Preparatory Middle	All Students	675	78.00	17.00	4.00	1.00	5.00
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	577	74.00	20.00	5.00	1.00	6.00

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TEACH Academy of Technologies

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Mathematics					2015-16					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
W	1	7574	Horace Mann UCLA Community	All Students	--	--	--	--	--	--
S	7	8160	Samuel Gompers Middle	All Students	537	77.00	17.00	5.00	1.00	6.00
XR	1	5181	Animo Western Charter Middle	All Students	589	58.00	33.00	9.00	1.00	10.00
S	7	8060	Mary McLeod Bethune Middle	All Students	1,110	59.00	22.00	13.00	6.00	19.00
W	1	8255	John Muir Middle	All Students	921	72.00	20.00	7.00	2.00	9.00
Resident Schools Median				All Students	**632**	**73.00**	**20.00**	**6.00**	**1.00**	**7.50**
Los Angeles Unified					**267,596**	**43.00**	**28.00**	**17.00**	**11.00**	**28.00**

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths. The sum of the achievement level percentages may not add to 100% due to rounding.

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TEACH Academy of Technologies

2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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English Language Arts					2016-17						2017-18						Change from 2017-18
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
XR	**1**	**5982**	**TEACH Academy of Technologies**	**All Students**	**303**	**44.55**	**26.07**	**26.07**	**3.30**	**29.37**	**344**	**47.09**	**31.10**	**18.60**	**3.20**	**21.80**	**-7.57**
				American Indian or Alaska Native	--	--	--	--	--	--	*	*	*	*	*	*	--
				Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
				Black or African American	95	51.58	28.42	20.00	0.00	20.00	97	56.70	27.84	14.43	1.03	15.46	-4.54
				English Learner	42	83.33	14.29	2.38	0.00	2.38	71	84.51	11.27	4.23	0.00	4.23	1.85
				Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
				Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--
				Latino	204	41.18	25.00	28.92	4.90	33.82	243	43.21	32.10	20.58	4.12	24.69	-9.13
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
				Socioeconomically Disadvantaged	286	45.45	25.87	25.52	3.15	28.67	326	47.55	30.98	18.40	3.07	21.47	-7.20
				Students with Disabilities	22	72.73	18.18	9.09	0.00	9.09	21	76.19	14.29	9.52	0.00	9.52	0.43
				Two or More Races	--	--	--	--	--	--	*	*	*	*	*	*	--
				White	--	--	--	--	--	--	*	*	*	*	*	*	--
Similar Schools																	
XR	1	5181	Animo Western Charter Middle	All Students	618	44.98	32.20	20.06	2.75	22.82	616	40.42	31.01	23.21	5.36	28.57	5.75
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	601	55.41	28.29	15.31	1.00	16.31	587	57.07	23.51	17.38	2.04	19.42	3.11
W	1	8028	Audubon Middle	All Students	503	59.05	23.46	14.31	3.18	17.50	480	71.25	16.88	9.79	2.08	11.88	-5.62
C	1	6868	Barack Obama Global Preparation Academy	All Students	468	78.42	15.81	5.13	0.64	5.77	390	81.03	12.56	5.90	0.51	6.41	0.64
W	1	8170	Bret Harte Preparatory Middle	All Students	576	76.91	17.53	5.03	0.52	5.56	499	75.95	16.83	7.21	0.00	7.21	1.65
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	All Students	462	48.05	28.14	20.78	3.03	23.81	417	41.49	27.34	26.86	4.32	31.18	7.37
S	7	8112	Charles Drew Middle	All Students	806	65.76	20.84	12.28	1.12	13.40	744	60.89	19.49	15.86	3.76	19.62	6.22
NE	6	8228	Charles Maclay Middle	All Students	647	43.28	29.83	22.41	4.48	26.89	619	37.32	31.50	27.14	4.04	31.18	4.29
S	7	8237	Edwin Markham Middle	All Students	737	58.48	24.29	14.38	2.85	17.23	698	55.44	25.79	15.76	3.01	18.77	1.54
C	5	8094	George Washington Carver Middle	All Students	757	54.16	25.23	16.91	3.70	20.61	769	57.22	26.40	14.17	2.21	16.38	-4.23
C	2	8058	John H. Liechty Middle	All Students	925	57.08	24.86	15.57	2.49	18.05	916	49.24	28.82	18.45	3.49	21.94	3.89
W	1	8255	John Muir Middle	All Students	860	63.95	21.63	12.56	1.86	14.42	790	54.30	25.57	16.46	3.67	20.13	5.71
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	681	57.27	22.91	17.77	2.06	19.82	669	48.43	24.81	22.42	4.33	26.76	6.94
C	7	8200	Los Angeles Academy Middle	All Students	1,216	56.41	21.22	17.68	4.69	22.37	1,208	54.22	22.68	18.13	4.97	23.10	0.73
S	7	8060	Mary McLeod Bethune Middle	All Students	1,049	50.14	26.50	19.73	3.62	23.36	1,052	53.52	25.10	19.01	2.38	21.39	-1.97
NW	3	8283	Northridge Middle	All Students	768	42.32	28.65	23.70	5.34	29.04	789	47.53	25.73	20.41	6.34	26.74	-2.30
S	7	8160	Samuel Gompers Middle	All Students	442	58.60	21.72	18.10	1.58	19.68	412	51.46	27.67	17.96	2.91	20.87	1.19
NE	6	8358	San Fernando Middle	All Students	724	46.13	30.39	20.03	3.45	23.48	698	39.54	29.37	25.50	5.59	31.09	7.61
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	All Students	454	52.64	28.19	16.52	2.64	19.16	418	44.26	29.19	22.73	3.83	26.56	7.40
Similar Schools Median				All Students	**681**	**56.41**	**24.86**	**16.91**	**2.75**	**19.68**	**669**	**53.52**	**25.73**	**18.13**	**3.67**	**21.39**	**1.71**
Resident Schools																	

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TEACH Academy of Technologies

2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

English Language Arts					2016-17						2017-18						Change from 2017-18
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
W	1	8170	Bret Harte Preparatory Middle	All Students	576	76.91	17.53	5.03	0.52	5.56	499	75.95	16.83	7.21	0.00	7.21	1.65
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	601	55.41	28.29	15.31	1.00	16.31	587	57.07	23.51	17.38	2.04	19.42	3.11
W	1	7574	Horace Mann UCLA Community	All Students	--	--	--	--	--	--	--	--	--	--	--	--	--
S	7	8160	Samuel Gompers Middle	All Students	442	58.60	21.72	18.10	1.58	19.68	412	51.46	27.67	17.96	2.91	20.87	1.19
XR	1	5181	Animo Western Charter Middle	All Students	618	44.98	32.20	20.06	2.75	22.82	616	40.42	31.01	23.21	5.36	28.57	5.75
S	7	8060	Mary McLeod Bethune Middle	All Students	1,049	50.14	26.50	19.73	3.62	23.36	1,052	53.52	25.10	19.01	2.38	21.39	-1.97
W	1	8255	John Muir Middle	All Students	860	63.95	21.63	12.56	1.86	14.42	790	54.30	25.57	16.46	3.67	20.13	5.71
Resident Schools Median				All Students	**610**	**57.01**	**24.11**	**16.71**	**1.72**	**18.00**	**602**	**53.91**	**25.34**	**17.67**	**2.65**	**20.50**	**2.51**
Los Angeles Unified					**260,525**	**36.30**	**24.14**	**24.96**	**14.59**	**39.55**	**255,279**	**34.25**	**23.44**	**25.82**	**16.49**	**42.31**	**2.76**

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

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TEACH Academy of Technologies

2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Mathematics					2016-17						2017-18						Change from 2017-18
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
XR	**1**	**5982**	**TEACH Academy of Technologies**	**All Students**	**300**	**60.67**	**28.67**	**9.00**	**1.67**	**10.67**	**339**	**70.21**	**22.71**	**5.01**	**2.06**	**7.08**	**-3.59**
				American Indian or Alaska Native	--	--	--	--	--	--	*	*	*	*	*	*	--
				Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
				Black or African American	94	72.34	22.34	3.19	2.13	5.32	95	80.00	20.00	0.00	0.00	0.00	-5.32
				English Learner	40	90.00	10.00	0.00	0.00	0.00	71	91.55	7.04	0.00	1.41	1.41	1.41
				Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
				Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--
				Latino	202	55.45	31.19	11.88	1.49	13.37	240	66.25	23.75	7.08	2.92	10.00	-3.37
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
				Socioeconomically Disadvantaged	283	60.78	28.62	9.19	1.41	10.60	321	70.72	22.12	4.98	2.18	7.17	-3.43
				Students with Disabilities	22	95.45	4.55	0.00	0.00	0.00	21	80.95	19.05	0.00	0.00	0.00	0.00
				Two or More Races	--	--	--	--	--	--	*	*	*	*	*	*	--
				White	--	--	--	--	--	--	*	*	*	*	*	*	--
Similar Schools																	
XR	1	5181	Animo Western Charter Middle	All Students	618	62.62	27.02	8.58	1.78	10.36	608	54.77	30.92	10.69	3.62	14.31	3.95
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	581	75.73	19.79	3.61	0.86	4.48	537	73.56	20.11	4.84	1.49	6.33	1.85
W	1	8028	Audubon Middle	All Students	525	73.33	20.57	4.38	1.71	6.10	481	79.63	15.38	3.95	1.04	4.99	-1.11
C	1	6868	Barack Obama Global Preparation Academy	All Students	481	87.11	9.98	2.91	0.00	2.91	396	87.12	8.84	4.04	0.00	4.04	1.13
W	1	8170	Bret Harte Preparatory Middle	All Students	598	83.28	14.38	2.01	0.33	2.34	505	81.58	14.06	3.37	0.99	4.36	2.02
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	All Students	470	67.02	20.64	8.09	4.26	12.34	422	57.58	24.41	12.80	5.21	18.01	5.67
S	7	8112	Charles Drew Middle	All Students	818	73.96	17.73	5.99	2.32	8.31	743	66.76	18.44	10.36	4.44	14.80	6.49
NE	6	8228	Charles Maclay Middle	All Students	671	52.46	30.10	11.33	6.11	17.44	628	57.64	25.16	11.78	5.41	17.20	-0.24
S	7	8237	Edwin Markham Middle	All Students	746	64.88	21.98	8.98	4.16	13.14	693	71.72	17.32	7.79	3.17	10.97	-2.17
C	5	8094	George Washington Carver Middle	All Students	782	67.65	19.69	7.42	5.24	12.66	774	64.73	20.16	9.30	5.81	15.12	2.46
C	2	8058	John H. Liechty Middle	All Students	958	66.28	23.28	8.35	2.09	10.44	928	62.82	23.71	9.70	3.77	13.47	3.03
W	1	8255	John Muir Middle	All Students	925	75.68	16.22	5.73	2.38	8.11	809	70.83	17.31	8.03	3.83	11.87	3.76
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	707	64.64	20.65	10.04	4.67	14.71	684	64.91	21.05	9.80	4.24	14.04	-0.67
C	7	8200	Los Angeles Academy Middle	All Students	1,236	68.45	18.37	8.58	4.61	13.19	1,199	69.47	19.68	7.42	3.42	10.84	-2.35
S	7	8060	Mary McLeod Bethune Middle	All Students	1,084	60.52	18.08	12.36	9.04	21.40	1,049	60.82	20.11	11.34	7.72	19.07	-2.33
NW	3	8283	Northridge Middle	All Students	788	58.76	22.08	12.69	6.47	19.16	797	61.61	20.08	11.79	6.52	18.32	-0.84
S	7	8160	Samuel Gompers Middle	All Students	454	81.06	15.20	2.64	1.10	3.74	409	73.84	19.07	6.11	0.98	7.09	3.35
NE	6	8358	San Fernando Middle	All Students	735	52.65	28.03	14.42	4.90	19.32	707	55.59	26.87	12.73	4.81	17.54	-1.78
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	All Students	472	72.25	21.82	5.08	0.85	5.93	425	65.88	23.06	8.71	2.35	11.06	5.13
Similar Schools Median				All Students	**707**	**67.65**	**20.57**	**8.09**	**2.38**	**10.44**	**684**	**65.88**	**20.11**	**9.30**	**3.77**	**13.47**	3.03

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TEACH Academy of Technologies

2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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Mathematics					2016-17						2017-18						Change from 2017-18
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
Resident Schools Median																	
W	1	8170	Bret Harte Preparatory Middle	All Students	598	83.28	14.38	2.01	0.33	2.34	505	81.58	14.06	3.37	0.99	4.36	2.02
XR	1	5180	Animo Phillis Wheatley Charter Middle	All Students	581	75.73	19.79	3.61	0.86	4.48	537	73.56	20.11	4.84	1.49	6.33	1.85
W	1	7574	Horace Mann UCLA Community	All Students	--	--	--	--	--	--	--	--	--	--	--	--	--
S	7	8160	Samuel Gompers Middle	All Students	454	81.06	15.20	2.64	1.10	3.74	409	73.84	19.07	6.11	0.98	7.09	3.35
XR	1	5181	Animo Western Charter Middle	All Students	618	62.62	27.02	8.58	1.78	10.36	608	54.77	30.92	10.69	3.62	14.31	3.95
S	7	8060	Mary McLeod Bethune Middle	All Students	1,084	60.52	18.08	12.36	9.04	21.40	1,049	60.82	20.11	11.34	7.72	19.07	-2.33
W	1	8255	John Muir Middle	All Students	925	75.68	16.22	5.73	2.38	8.11	809	70.83	17.31	8.03	3.83	11.87	3.76
Resident Schools Median				All Students	**608**	**75.71**	**17.15**	**4.67**	**1.44**	**6.30**	**573**	**72.20**	**19.59**	**7.07**	**2.56**	**9.48**	**3.19**
Los Angeles Unified					**262,953**	**43.52**	**26.62**	**17.46**	**12.40**	**29.86**	**256,285**	**42.07**	**26.30**	**17.65**	**13.67**	**31.32**	**1.46**

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

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TEACH Academy of Technologies

OCTOBER 2017 CALPADS DEMOGRAPHIC INFORMATION

This page displays CALPADS K-12 enrollment number and percentages of select subgroups as of October 4, 2017 Census Day (first Wednesday in October).

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Native Hawaiian or Pacific Islander	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
XR	**1**	**5982**	**TEACH Academy of Technologies**	**359**	**95.54%**	**0.00%**	**0.28%**	**0.00%**	**27.86%**	**22.01%**	**0.00%**	**1.11%**	**0.00%**	**70.75%**	**0.00%**	**96.10%**	**7.80%**	**0.28%**	**0.56%**
Similar Schools																			
XR	1	5181	Animo Western Charter Middle	647	94.59%	0.00%	0.31%	0.00%	20.40%	22.87%	0.00%	0.62%	6.52%	77.43%	0.00%	97.53%	14.06%	1.24%	0.62%
XR	1	5180	Animo Phillis Wheatley Charter Middle	617	93.19%	0.00%	0.65%	0.00%	43.60%	18.31%	0.00%	2.96%	4.60%	53.00%	0.49%	95.62%	15.24%	1.13%	1.13%
W	1	8028	Audubon Middle	490	92.86%	7.35%	0.00%	0.61%	57.55%	15.10%	0.00%	4.08%	3.47%	38.57%	0.00%	93.88%	25.10%	2.45%	0.82%
C	1	6868	Barack Obama Global Preparation Academy	398	94.47%	3.77%	0.25%	0.00%	27.14%	36.93%	0.00%	2.51%	3.52%	70.10%	0.00%	94.72%	26.63%	0.50%	1.51%
W	1	8170	Bret Harte Preparatory Middle	525	94.86%	5.52%	0.00%	0.19%	24.57%	27.62%	0.00%	2.29%	5.52%	73.90%	0.38%	95.43%	18.10%	0.38%	0.57%
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	432	97.92%	12.04%	0.23%	0.00%	4.17%	23.38%	0.00%	0.46%	2.78%	94.68%	0.00%	98.61%	10.19%	0.00%	0.93%
S	7	8112	Charles Drew Middle	802	97.76%	7.73%	0.00%	0.12%	17.71%	29.55%	0.00%	1.00%	2.87%	81.30%	0.00%	98.25%	16.71%	0.12%	0.75%
NE	6	8228	Charles Maclay Middle	616	95.78%	5.68%	0.49%	0.16%	4.87%	24.19%	0.16%	1.14%	9.25%	92.21%	0.00%	97.56%	16.88%	0.16%	1.95%
S	7	8237	Edwin Markham Middle	736	97.55%	6.39%	0.27%	0.27%	24.59%	25.68%	0.14%	0.82%	2.45%	73.23%	0.00%	98.23%	21.20%	0.41%	0.82%
C	5	8094	George Washington Carver Middle	794	97.23%	5.92%	0.13%	0.13%	7.93%	32.37%	0.00%	0.38%	5.29%	90.68%	0.00%	98.24%	12.72%	0.25%	0.50%
C	2	8058	John H. Liechty Middle	978	96.22%	9.10%	0.20%	0.20%	1.74%	32.31%	0.51%	0.51%	3.07%	95.81%	0.20%	97.65%	15.03%	0.10%	1.23%
W	1	8255	John Muir Middle	808	94.43%	6.81%	0.37%	0.00%	11.39%	29.08%	0.12%	1.86%	3.22%	86.01%	0.00%	94.93%	12.87%	0.25%	1.36%
W	1	8245	Johnnie Cochran, Jr., Middle	675	95.26%	8.59%	0.44%	0.44%	18.52%	27.56%	0.30%	0.89%	5.78%	78.67%	0.00%	95.85%	15.70%	0.44%	1.19%
C	7	8200	Los Angeles Academy Middle	1,246	96.31%	10.51%	0.00%	0.08%	7.70%	25.44%	0.00%	0.48%	3.69%	91.25%	0.00%	97.03%	11.64%	0.32%	0.64%
S	7	8060	Mary McLeod Bethune Middle	1,071	97.39%	9.52%	0.00%	0.09%	11.86%	23.90%	0.00%	0.75%	3.45%	87.21%	0.00%	97.95%	15.31%	0.19%	0.65%
NW	3	8283	Northridge Middle	822	91.36%	10.34%	0.12%	4.99%	4.14%	23.72%	2.43%	0.73%	6.45%	81.14%	0.36%	93.07%	24.70%	0.49%	6.20%
S	7	8160	Samuel Gompers Middle	440	97.27%	3.64%	0.00%	0.45%	33.86%	26.82%	0.00%	2.05%	8.18%	63.64%	0.00%	98.18%	20.00%	0.68%	1.14%
NE	6	8358	San Fernando Middle	747	94.38%	7.63%	0.13%	0.80%	0.80%	23.43%	0.40%	0.80%	4.42%	95.05%	0.27%	95.58%	21.69%	0.00%	2.41%
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	427	95.32%	11.71%	0.00%	0.23%	3.98%	26.46%	0.00%	0.94%	1.64%	94.85%	0.00%	96.49%	11.01%	0.23%	0.70%
Similar Schools Median				**675**	**95.32%**	**7.35%**	**0.13%**	**0.16%**	**11.86%**	**25.68%**	**0.00%**	**0.89%**	**3.69%**	**81.30%**	**0.00%**	**97.03%**	**15.70%**	**0.32%**	**0.93%**
Resident Schools																			
W	1	8170	Bret Harte Preparatory Middle	525	94.86%	5.52%	0.00%	0.19%	24.57%	27.62%	0.00%	2.29%	5.52%	73.90%	0.38%	95.43%	18.10%	0.38%	0.57%
XR	1	5180	Animo Phillis Wheatley Charter Middle	617	93.19%	0.00%	0.65%	0.00%	43.60%	18.31%	0.00%	2.96%	4.60%	53.00%	0.49%	95.62%	15.24%	1.13%	1.13%
W	1	7574	Horace Mann UCLA Community	394	73.10%	2.79%	0.25%	0.00%	51.52%	22.08%	0.51%	2.03%	1.78%	46.70%	0.00%	77.92%	29.44%	0.76%	0.25%
S	7	8160	Samuel Gompers Middle	440	97.27%	3.64%	0.00%	0.45%	33.86%	26.82%	0.00%	2.05%	8.18%	63.64%	0.00%	98.18%	20.00%	0.68%	1.14%
XR	1	5181	Animo Western Charter Middle	647	94.59%	0.00%	0.31%	0.00%	20.40%	22.87%	0.00%	0.62%	6.52%	77.43%	0.00%	97.53%	14.06%	1.24%	0.62%
S	7	8060	Mary McLeod Bethune Middle	1,071	97.39%	9.52%	0.00%	0.09%	11.86%	23.90%	0.00%	0.75%	3.45%	87.21%	0.00%	97.95%	15.31%	0.19%	0.65%
W	1	8255	John Muir Middle	808	94.43%	6.81%	0.37%	0.00%	11.39%	29.08%	0.12%	1.86%	3.22%	86.01%	0.00%	94.93%	12.87%	0.25%	1.36%
Resident Schools Median				**617**	**94.59%**	**3.64%**	**0.25%**	**0.00%**	**24.57%**	**23.90%**	**0.00%**	**2.03%**	**4.60%**	**73.90%**	**0.00%**	**95.62%**	**15.31%**	**0.68%**	**0.65%**
Los Angeles Unified				**621,414**	**81.1%**	**9.5%**	**0.2%**	**3.7%**	**8.1%**	**23.0%**	**1.9%**	**0.7%**	**2.4%**	**74.1%**	**0.3%**	**82.3%**	**12.5%**	**1.3%**	**10.1%**

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TEACH Academy of Technologies
RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate
XR	**1**	**5982**	**TEACH Academy of Technologies**	**55**	**9**	**16.4**	**54**	**11**	**20.4**	**67**	**20**	**29.9**
Similar Schools												
XR	1	5181	Animo Western Charter Middle	141	32	22.7	129	22	17.1	140	25	17.9
XR	1	5180	Animo Phillis Wheatley Charter Middle	113	18	15.9	103	10	9.7	108	17	15.7
W	1	8028	Audubon Middle	80	12	15.0	96	23	24.0	88	32	36.4
C	1	6868	Barack Obama Global Preparation Academy	195	13	6.7	166	14	8.4	167	11	6.6
W	1	8170	Bret Harte Preparatory Middle	152	9	5.9	178	30	16.9	184	37	20.1
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	116	25	21.6	126	30	23.8	122	33	27.0
S	7	8112	Charles Drew Middle	219	26	11.9	213	36	16.9	236	34	14.4
NE	6	8228	Charles Maclay Middle	218	26	11.9	227	45	19.8	185	48	25.9
S	7	8237	Edwin Markham Middle	264	23	8.7	238	18	7.6	239	62	25.9
C	5	8094	George Washington Carver Middle	280	22	7.9	267	41	15.4	296	61	20.6
C	2	8058	John H. Liechty Middle	362	51	14.1	363	54	14.9	344	68	19.8
W	1	8255	John Muir Middle	237	19	8.0	258	33	12.8	284	39	13.7
W	1	8245	Johnnie Cochran, Jr., Middle	221	28	12.7	217	34	15.7	218	49	22.5
C	7	8200	Los Angeles Academy Middle	327	25	7.6	354	48	13.6	354	58	16.4
S	7	8060	Mary McLeod Bethune Middle	271	27	10.0	289	52	18.0	300	80	26.7

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TEACH Academy of Technologies
RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	14-15 EL #	15-16 Reclass #	15-16 Reclass Rate	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate
NW	3	8283	Northridge Middle	187	27	14.4	234	37	15.8	257	66	25.7
S	7	8160	Samuel Gompers Middle	139	9	6.5	141	15	10.6	136	20	14.7
NE	6	8358	San Fernando Middle	166	11	6.6	206	32	15.5	210	56	26.7
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	110	17	15.5	138	21	15.2	150	52	34.7
Similar Schools Median				**195**	**23**	**11.9**	**213**	**32**	**15.5**	**210**	**48**	**20.6**
Resident Schools												
W	1	8170	Bret Harte Preparatory Middle	152	9	5.9	178	30	16.9	184	37	20.1
XR	1	5180	Animo Phillis Wheatley Charter Middle	113	18	15.9	103	10	9.7	108	17	15.7
W	1	7574	Horace Mann UCLA Community	--	--	--	--	--	--	--	0	0.0
S	7	8160	Samuel Gompers Middle	139	9	6.5	141	15	10.6	136	20	14.7
XR	1	5181	Animo Western Charter Middle	141	32	22.7	129	22	17.1	140	25	17.9
S	7	8060	Mary McLeod Bethune Middle	271	27	10.0	289	52	18.0	300	80	26.7
W	1	8255	John Muir Middle	237	19	8.0	258	33	12.8	284	39	13.7
Resident Schools Median				**147**	**19**	**9.0**	**160**	**26**	**14.9**	**162**	**25**	**15.7**
Los Angeles Unified				**164,349**	**19,952**	**12.1**	**165,453**	**27,793**	**16.8**	**157,619**	**31,718**	**20.1**

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TEACH Academy of Technologies

K-12 SPECIAL EDUCATION STUDENTS (DECEMBER 2017 CASEMIS REPORT)

This page displays the K-12 enrollment total (as of October 2017) and the number of K-12 special education students in total, by incidence category, and by eligibility as reported on the December 2017 California Special Education Management Information System (CASEMIS) Report. High incidence eligibilities are indicated by an asterisk (*).

LD	BD	Loc Code	School	OCT 2017 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# MR	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
XR	**1**	**5982**	**TEACH Academy of Technologies**	**359**	**25**	**7%**	**100%**	**0%**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**10**	**0**	**15**	**0**	**0**	**0**
Similar Schools																					
XR	1	5181	Animo Western Charter Middle	647	93	14%	74%	26%	5	0	0	2	0	1	16	18	0	49	2	0	0
XR	1	5180	Animo Phillis Wheatley Charter Middle	617	98	16%	80%	20%	16	0	0	3	0	0	0	31	1	47	0	0	0
W	1	8028	Audubon Middle	490	116	24%	59%	41%	32	0	0	1	0	0	12	21	2	45	3	0	0
C	1	6868	Barack Obama Global Preparation Academy	398	104	26%	74%	26%	20	0	0	1	0	0	6	21	0	56	0	0	0
W	1	8170	Bret Harte Preparatory Middle	525	95	18%	68%	32%	10	0	0	4	0	2	14	13	0	50	2	0	0
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	432	43	10%	93%	7%	3	0	0	0	0	0	0	4	0	34	2	0	0
S	7	8112	Charles Drew Middle	802	129	16%	67%	33%	22	0	0	1	0	2	13	17	3	66	4	0	1
NE	6	8228	Charles Maclay Middle	616	104	17%	81%	19%	15	0	0	1	0	2	2	16	0	66	2	0	0
S	7	8237	Edwin Markham Middle	736	151	21%	74%	26%	20	0	0	7	0	0	10	32	2	76	4	0	0
C	5	8094	George Washington Carver Middle	794	103	13%	76%	24%	7	0	1	1	0	1	14	15	1	62	1	0	0
C	2	8058	John H. Liechty Middle	978	149	15%	60%	40%	39	0	0	1	0	3	10	10	7	77	2	0	0
W	1	8255	John Muir Middle	808	109	13%	85%	15%	7	0	0	7	0	1	0	22	0	68	3	0	1
W	1	8245	Johnnie Cochran, Jr., Middle	675	102	15%	71%	29%	23	0	0	1	0	1	5	22	0	48	2	0	0
C	7	8200	Los Angeles Academy Middle	1,246	145	12%	72%	28%	19	0	0	1	0	4	9	22	7	82	1	0	0
S	7	8060	Mary McLeod Bethune Middle	1,071	163	15%	79%	21%	22	0	0	7	0	1	4	23	0	104	2	0	0
NW	3	8283	Northridge Middle	822	200	24%	74%	27%	16	0	0	8	0	2	21	28	4	118	1	2	0
S	7	8160	Samuel Gompers Middle	440	89	20%	66%	34%	14	0	0	3	0	1	11	20	1	37	2	0	0
NE	6	8358	San Fernando Middle	747	151	20%	77%	23%	14	0	0	0	0	1	17	18	3	95	3	0	0
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	427	43	10%	93%	7%	2	0	0	0	0	1	0	8	0	31	1	0	0
Similar Schools Median				**675**	**104**	**16%**	**74%**	**26%**	**16**	**0**	**0**	**1**	**0**	**1**	**10**	**20**	**1**	**62**	**2**	**0**	**0**
Resident Schools																					
W	1	8170	Bret Harte Preparatory Middle	525	95	18%	68%	32%	10	0	0	4	0	2	14	13	0	50	2	0	0
XR	1	5180	Animo Phillis Wheatley Charter Middle	617	98	16%	80%	20%	16	0	0	3	0	0	0	31	1	47	0	0	0
W	1	7574	Horace Mann UCLA Community	394	117	30%	62%	38%	24	0	0	1	0	0	19	26	0	45	2	0	0
S	7	8160	Samuel Gompers Middle	440	89	20%	66%	34%	14	0	0	3	0	1	11	20	1	37	2	0	0
XR	1	5181	Animo Western Charter Middle	647	93	14%	74%	26%	5	0	0	2	0	1	16	18	0	49	2	0	0
S	7	8060	Mary McLeod Bethune Middle	1,071	163	15%	79%	21%	22	0	0	7	0	1	4	23	0	104	2	0	0

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TEACH Academy of Technologies

K-12 SPECIAL EDUCATION STUDENTS (DECEMBER 2017 CASEMIS REPORT)

This page displays the K-12 enrollment total (as of October 2017) and the number of K-12 special education students in total, by incidence category, and by eligibility as reported on the December 2017 California Special Education Management Information System (CASEMIS) Report. High incidence eligibilities are indicated by an asterisk (*).

LD	BD	Loc Code	School	OCT 2017 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# MR	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	1	8255	John Muir Middle	808	109	13%	85%	15%	7	0	0	7	0	1	0	22	0	68	3	0	1
Resident Schools Median				**617**	**98**	**16%**	**74%**	**26%**	**14**	**0**	**0**	**3**	**0**	**1**	**11**	**22**	**0**	**49**	**2**	**0**	**0**
Los Angeles Unified				**621,414**	**85,442**	**14%**	**70%**	**30%**	**15,561**	**16**	**352**	**1,673**	**4**	**1,418**	**4,347**	**10,580**	**2,059**	**36,247**	**12,634**	**109**	**442**

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TEACH Academy of Technologies
2017-18 "At-Risk" and Long-Term English Learners (LTEL) NEW

LD	BD	Loc Code	School	English Learners								RFEP Number	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent			
XR	**1**	**5982**	**TEACH Academy of Technologies**	**14**	**7.2%**	**7**	**3.6%**	**32**	**16.5%**	**26**	**13.4%**	**115**	**59.3%**	**194**
Similar Schools														
XR	1	5181	Animo Western Charter Middle	11	2.7%	0	0.0%	77	18.8%	60	14.6%	262	63.9%	410
XR	1	5180	Animo Phillis Wheatley Charter Middle	15	6.0%	0	0.0%	64	25.7%	34	13.7%	136	54.6%	249
W	1	8028	Audubon Middle	18	11.9%	0	0.0%	39	25.8%	17	11.3%	77	51.0%	151
C	1	6868	Barack Obama Global Preparation Academy	46	20.7%	3	1.4%	59	26.6%	39	17.6%	75	33.8%	222
W	1	8170	Bret Harte Preparatory Middle	27	8.9%	2	0.7%	89	29.3%	27	8.9%	159	52.3%	304
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	22	6.5%	1	0.3%	50	14.9%	28	8.3%	235	69.9%	336
S	7	8112	Charles Drew Middle	35	7.0%	6	1.2%	148	29.4%	48	9.5%	266	52.9%	503
NE	6	8228	Charles Maclay Middle	37	8.4%	2	0.5%	55	12.5%	55	12.5%	290	66.1%	439
S	7	8237	Edwin Markham Middle	19	4.6%	3	0.7%	110	26.5%	57	13.7%	226	54.5%	415
C	5	8094	George Washington Carver Middle	44	7.1%	10	1.6%	148	24.0%	55	8.9%	360	58.3%	617
C	2	8058	John H. Liechty Middle	77	8.9%	11	1.3%	155	18.0%	73	8.5%	546	63.3%	862
W	1	8255	John Muir Middle	75	13.0%	9	1.6%	93	16.1%	58	10.1%	341	59.2%	576
W	1	8245	Johnnie Cochran, Jr., Middle	36	8.5%	12	2.8%	89	20.9%	49	11.5%	239	56.2%	425
C	7	8200	Los Angeles Academy Middle	51	5.5%	3	0.3%	159	17.0%	104	11.1%	616	66.0%	933
S	7	8060	Mary McLeod Bethune Middle	61	8.2%	4	0.5%	124	16.6%	67	9.0%	491	65.7%	747
NW	3	8283	Northridge Middle	51	9.4%	7	1.3%	84	15.6%	53	9.8%	345	63.9%	540
S	7	8160	Samuel Gompers Middle	17	7.9%	5	2.3%	61	28.2%	35	16.2%	98	45.4%	216
NE	6	8358	San Fernando Middle	25	5.3%	4	0.9%	97	20.7%	49	10.5%	293	62.6%	468
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	23	7.9%	5	1.7%	42	14.5%	43	14.8%	177	61.0%	290

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TEACH Academy of Technologies
2017-18 "At-Risk" and Long-Term English Learners (LTEL) NEW

LD	BD	Loc Code	School	English Learners								RFEP Number	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent			
Similar Schools Median				**35**	**7.9%**	**4**	**0.9%**	**89**	**20.7%**	**49**	**11.1%**	**262**	**59.2%**	**425**
Resident Schools														
W	1	8170	Bret Harte Preparatory Middle	27	8.9%	2	0.7%	89	29.3%	27	8.9%	159	52.3%	304
XR	1	5180	Animo Phillis Wheatley Charter Middle	15	6.0%	0	0.0%	64	25.7%	34	13.7%	136	54.6%	249
W	1	7574	Horace Mann UCLA Community	28	21.7%	3	2.3%	42	32.6%	14	10.9%	42	32.6%	129
S	7	8160	Samuel Gompers Middle	17	7.9%	5	2.3%	61	28.2%	35	16.2%	98	45.4%	216
XR	1	5181	Animo Western Charter Middle	11	2.7%	0	0.0%	77	18.8%	60	14.6%	262	63.9%	410
S	7	8060	Mary McLeod Bethune Middle	61	8.2%	4	0.5%	124	16.6%	67	9.0%	491	65.7%	747
W	1	8255	John Muir Middle	75	13.0%	9	1.6%	93	16.1%	58	10.1%	341	59.2%	576
Resident Schools Median				**27**	**8.2%**	**3**	**0.7%**	**77**	**25.7%**	**35**	**10.9%**	**159**	**54.6%**	**304**
Los Angeles Unifed				**85,544**	**27.4%**	**16,450**	**5.3%**	**22,696**	**7.3%**	**18,506**	**5.9%**	**169,044**	**54.1%**	**312,240**

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TEACH Academy of Technologies

OUT-OF-SCHOOL SUSPENSION EVENTS

						2017-18					2017-18 SUBGROUPS									
											AFRICAN AMERICAN STUDENTS					STUDENTS WITH DISABILITY				
LD	BD	Loc Code	School	Susp. Event Rate 2015-16	Susp. Event Rate 2016-17	Susp. Event Rate	Single Std. Susp. %	# Enrolled	# Events	# Days	# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18	# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18
XR	**1**	**5982**	**TEACH Academy of Technologies**	**0.7%**	**1.6%**	**0.6%**	**0.6%**	**359**	**2**	**4**	**100**	**1**	**2**	**1.0%**	**1.0%**	**28**	**2**	**4**	**7.1%**	**7.1%**
Similar Schools																				
XR	1	5181	Animo Western Charter Middle	27.6%	11.1%	7.9%	4.8%	647	51	52	132	28	28	21.2%	15.2%	91	6	6	6.6%	4.4%
XR	1	5180	Animo Phillis Wheatley Charter Middle	24.0%	13.5%	18.6%	9.1%	617	115	158	269	93	125	34.6%	24.2%	94	27	32	28.7%	11.7%
W	1	8028	Audubon Middle	7.1%	4.8%	0.6%	0.6%	490	3	8	282	3	8	1.1%	1.1%	123	0	0	0.0%	0.0%
C	1	6868	Barack Obama Global Preparation Academy	7.7%	10.9%	8.5%	7.0%	398	34	46	108	23	32	21.3%	15.7%	106	13	19	12.3%	8.5%
W	1	8170	Bret Harte Preparatory Middle	1.5%	2.6%	13.5%	11.2%	525	71	130	129	39	74	30.2%	25.6%	95	17	29	17.9%	13.7%
C	2	5173	Dr. Julian Nava Learning Academies-School of Business and Technology	7.6%	4.0%	3.9%	3.2%	432	17	24	18	0	0	0.0%	0.0%	44	3	5	6.8%	2.3%
S	7	8112	Charles Drew Middle	0.0%	0.3%	4.9%	4.1%	802	39	77	142	22	44	15.5%	0.0%	134	8	17	6.0%	5.2%
NE	6	8228	Charles Maclay Middle	3.4%	2.5%	0.8%	0.8%	616	5	5	30	1	1	3.3%	3.3%	104	2	2	1.9%	1.9%
S	7	8237	Edwin Markham Middle	22.3%	2.6%	3.4%	2.6%	736	25	37	173	16	19	8.8%	0.0%	156	11	15	7.1%	5.1%
C	5	8094	George Washington Carver Middle	2.7%	7.9%	3.8%	3.1%	794	30	43	60	5	9	7.9%	0.0%	101	0	0	0.0%	0.0%
C	2	8058	John H. Liechty Middle	3.2%	5.0%	4.8%	3.2%	978	47	98	16	2	7	11.8%	0.0%	147	11	21	7.5%	5.4%
W	1	8255	John Muir Middle	5.5%	3.6%	0.9%	0.6%	808	7	14	143	4	9	4.3%	0.0%	104	4	9	3.8%	2.9%
W	1	8245	Johnnie Cochran, Jr., Middle	3.0%	3.8%	2.8%	2.4%	675	19	22	125	11	11	8.8%	0.0%	106	5	5	4.7%	4.7%
C	7	8200	Los Angeles Academy Middle	3.9%	2.1%	2.0%	1.8%	1,246	25	55	115	11	23	11.5%	0.0%	145	8	24	5.5%	4.8%
S	7	8060	Mary McLeod Bethune Middle	4.4%	0.4%	0.1%	0.1%	1,071	1	1	153	0	0	0.0%	0.0%	164	0	0	0.0%	0.0%
NW	3	8283	Northridge Middle	1.5%	6.3%	3.3%	2.4%	822	27	46	26	2	2	5.9%	0.0%	203	20	34	9.9%	6.4%
S	7	8160	Samuel Gompers Middle	11.3%	6.9%	2.5%	2.3%	440	11	31	183	7	19	4.7%	0.0%	88	7	21	8.0%	6.8%
NE	6	8358	San Fernando Middle	0.3%	0.4%	0.3%	0.3%	747	2	10	10	0	0	0.0%	0.0%	162	0	0	0.0%	0.0%
C	2	8070	Dr. Julian Nava Learning Academies-School of Arts and Culture	3.6%	1.9%	3.0%	2.6%	427	13	20	23	0	0	0.0%	0.0%	47	2	3	4.3%	4.3%
Similar Schools Median				**3.9%**	**3.8%**	**3.3%**	**2.6%**	**675**	**25**	**37**	**125**	**5**	**9**	**7.9%**	**0.0%**	**106**	**6**	**9**	**6.0%**	**4.7%**
Resident Schools																				
W	1	8170	Bret Harte Preparatory Middle	1.5%	2.6%	13.5%	11.2%	525	71	130	129	39	74	30.2%	25.6%	95	17	29	17.9%	13.7%
XR	1	5180	Animo Phillis Wheatley Charter Middle	24.0%	13.5%	18.6%	9.1%	617	115	158	269	93	125	34.6%	24.2%	94	27	32	28.7%	11.7%
W	1	7574	Horace Mann UCLA Community	--	--	--	7.6%	394	47	72	203	37	58	18.2%	0.0%	116	14	28	12.1%	8.6%
S	7	8160	Samuel Gompers Middle	11.3%	6.9%	2.5%	2.3%	440	11	31	183	7	19	4.7%	0.0%	88	7	21	8.0%	6.8%
XR	1	5181	Animo Western Charter Middle	27.6%	11.1%	7.9%	4.8%	647	51	52	132	28	28	21.2%	15.2%	91	6	6	6.6%	4.4%
S	7	8060	Mary McLeod Bethune Middle	4.4%	0.4%	0.1%	0.1%	1,071	1	1	153	0	0	0.0%	0.0%	164	0	0	0.0%	0.0%

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TEACH Academy of Technologies

OUT-OF-SCHOOL SUSPENSION EVENTS

						2017-18					2017-18 SUBGROUPS									
											AFRICAN AMERICAN STUDENTS					STUDENTS WITH DISABILITY				
LD	BD	Loc Code	School	Susp. Event Rate 2015-16	Susp. Event Rate 2016-17	Susp. Event Rate	Single Std. Susp. %	# Enrolled	# Events	# Days	# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18	# Enrolled	# Events 2017-18	# Days 2017-18	Susp. Event Rate 2017-18	Single Std. Susp % 2017-18
W	1	8255	John Muir Middle	5.5%	3.6%	0.9%	0.6%	808	7	14	143	4	9	4.3%	0.0%	104	4	9	3.8%	2.9%
Resident Schools Median				**8.4%**	**5.3%**	**5.2%**	**4.8%**	**617**	**47**	**52**	**153**	**28**	**28**	**18.2%**	**0.0%**	**95**	**7**	**21**	**8.0%**	**6.8%**

Suspension Events: The number out-of-school suspension events issued by the school.
Suspension Days: The total number of days issued for all suspension events
Suspension Event Rate: The rate is calculated by dividing the total number of suspension events for the school or subgroup by the total enrollment of the school or subgroup (events/enrollment)
Single Student Suspension %: The percent of students in the school or subgroup that have been suspended one or more times (students suspended/enrollment)

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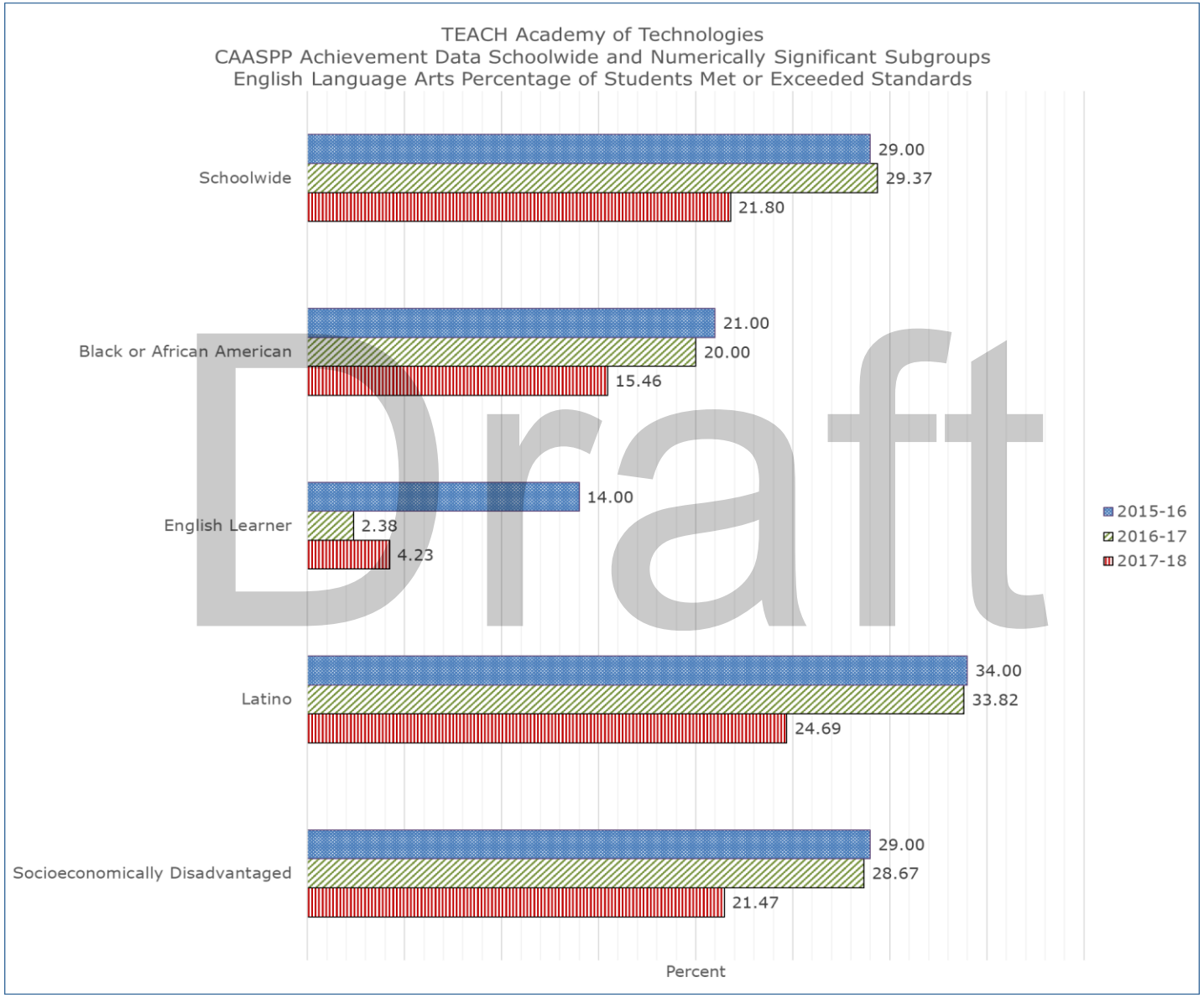
Multi-Year School Performance Summary Charts
TEACH Academy of Technologies



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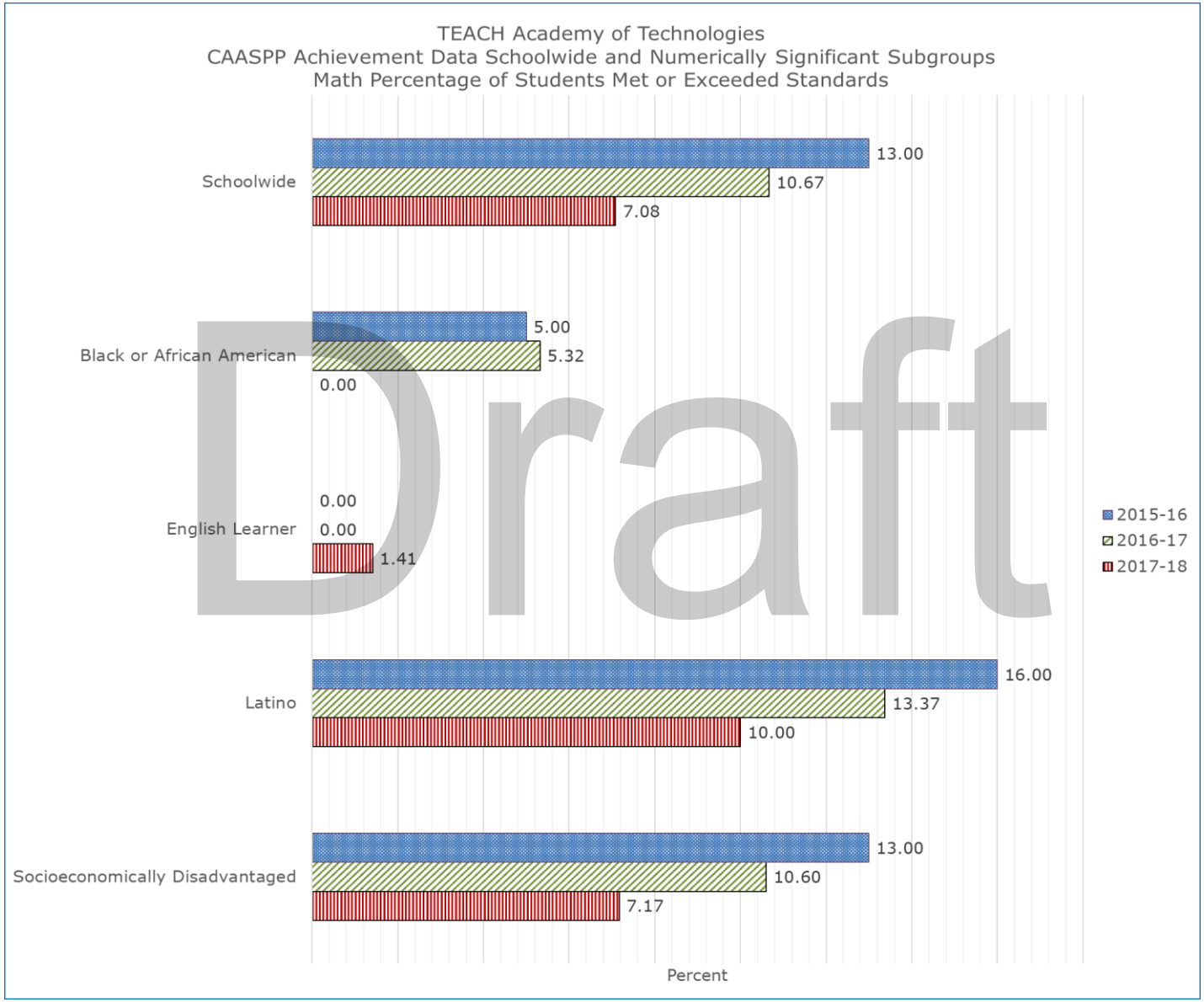
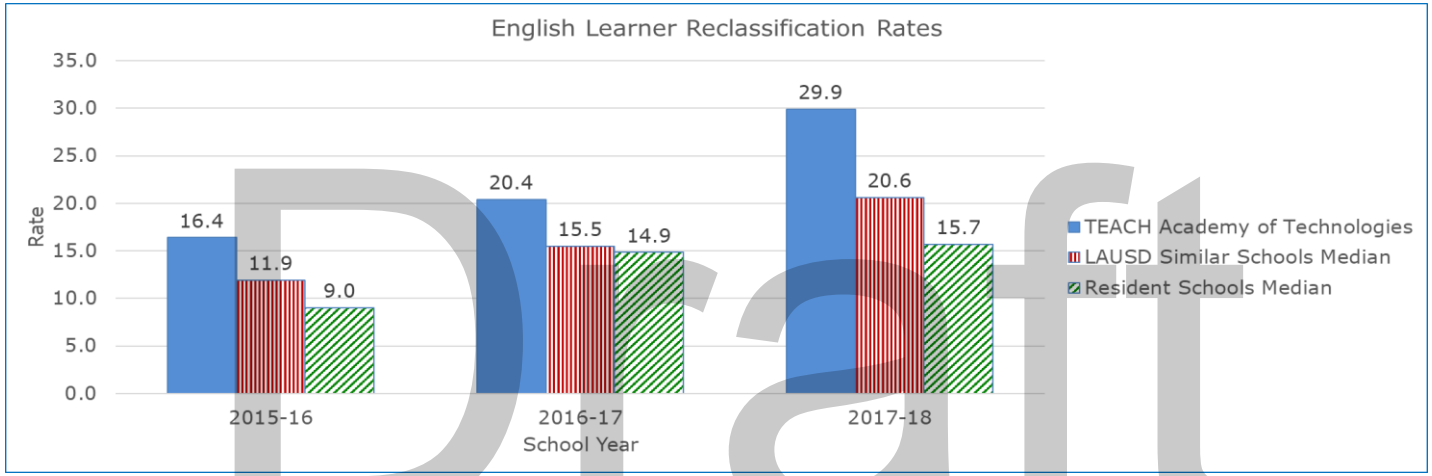
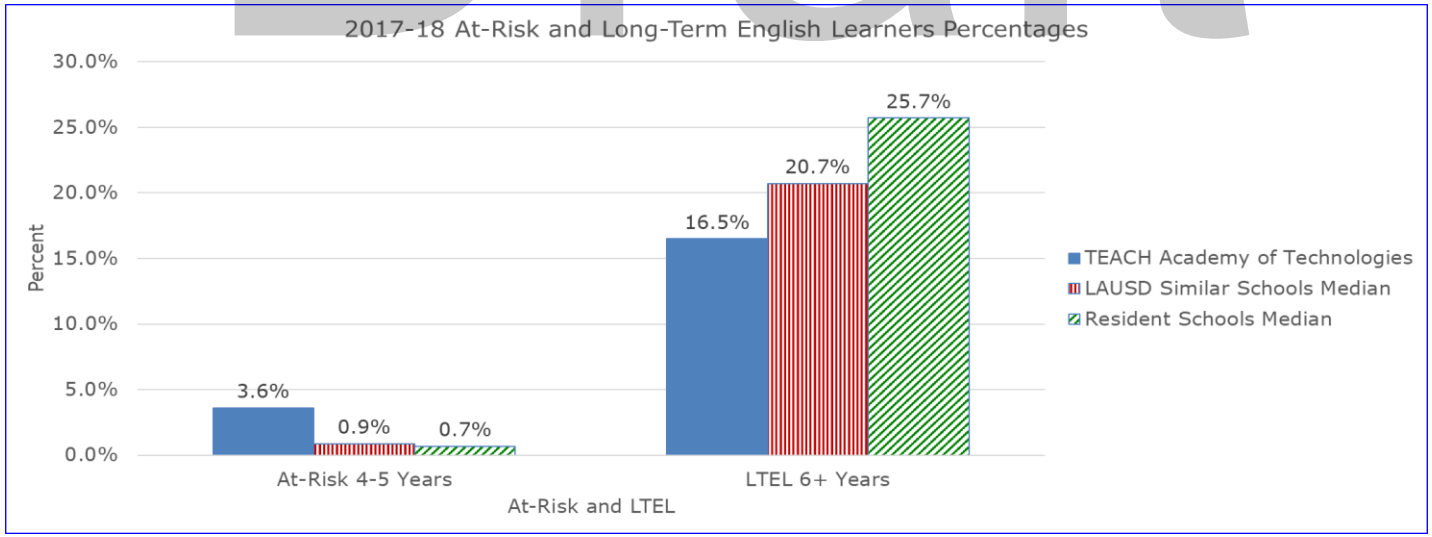


Multi-Year School Performance Summary Charts
TEACH Academy of Technologies

2017-18 CAASPP Assessment *Percentage of Students who Met/Exceeded the Standards*			
	Schoolwide	***Resident Schools Median***	***Similar Schools Median***
English Language Arts	21.80	20.50	21.39
Mathematics	7.08	9.48	13.47





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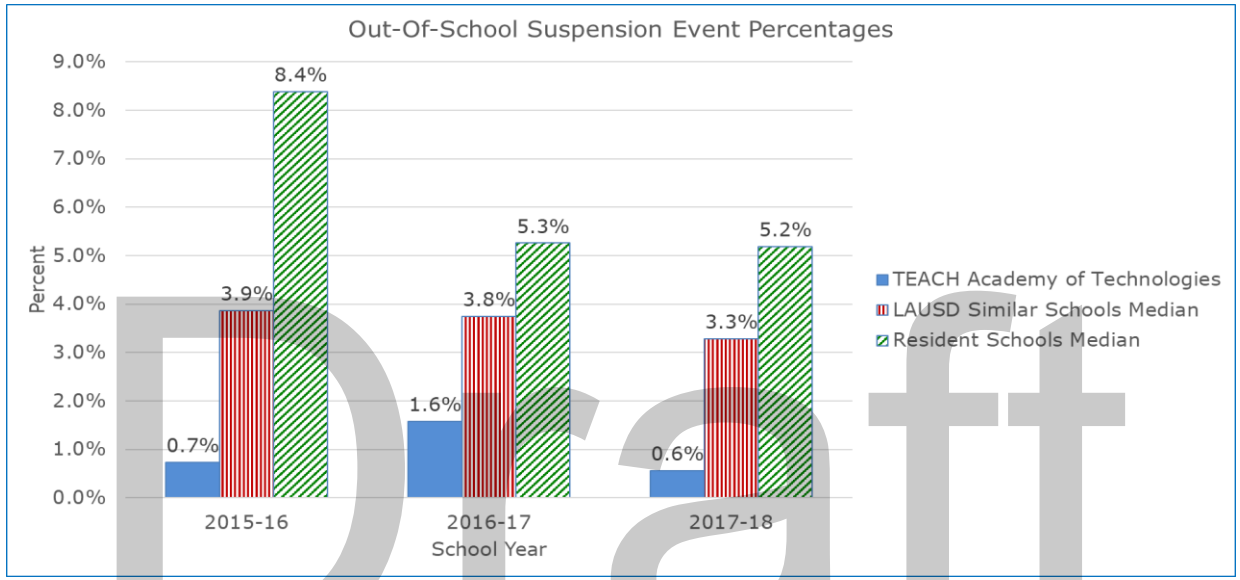
Multi-Year School Performance Summary Charts
TEACH Academy of Technologies



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Coversheet

Employee Benefits - Employer Contributions

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	H. Employee Benefits - Employer Contributions
Purpose:	Discuss
Submitted by:	
Related Material:	TEACH Employee Handbook 18-19 December 2018-2.pdf

TEACH, INC.

DBA

TEACH

TEACH PREP ELEMENTARY SCHOOL

TEACH ACADEMY OF TECHNOLOGIES

TEACH TECH CHARTER HIGH SCHOOL

Employee Handbook 2018-2019

1846 W. Imperial Hwy
Los Angeles, CA 90047

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Website: http://www.teachpublicschools.org/

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SECTION 1 – WELCOME

Welcome to TEACH Public Schools!

We are happy to have you join us at TEACH Public Schools. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of TEACH, Inc., a California Nonprofit Public Benefit Corporation and its individual charter schools (hereinafter referred to as "TEACH" or the "School") personnel policies and procedures, and your benefits as a TEACH employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No TEACH guideline, practice, manual or rule may alter the "at-will" status of your relationship with TEACH.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, TEACH reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TEACH determines that such action is warranted. For these reasons, we urge you to check with the Assistant Superintendent of Human Resources to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at TEACH.

Sincerely

Mildred S. Cunningham

CEO/President/Executive Director

TEACH Public Schools

SECTION 2 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at TEACH. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Assistant Superintendent of Human Resources. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other TEACH document confers any contractual right, either express or implied, to remain in TEACH' employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by TEACH or you may resign for any reason at any time.

No supervisor or other representative of TEACH except the Superintendent, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside TEACH, other than to individuals affiliated with TEACH whose knowledge of the information is required in the normal course of business.

EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

TEACH is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity, color, religious creed, including religious dress and grooming practices, gender, gender identity, gender expression, color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, veteran status, immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, or any other characteristic or condition protected by applicable law. Also in accordance with applicable law, the School prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, TEACH prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of the School.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Assistant Superintendent of Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. The School will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of TEACH to ensure equal employment opportunity without discrimination or harassment on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status,

immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

TEACH prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator, or other employee, including unpaid interns and volunteers of TEACH to harass, discriminate against or engage in abusive conduct towards other students, teachers, administrators, (including unpaid interns and volunteers) or other employees or anyone associated with TEACH through conduct or communication. The School will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to TEACH (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

The term employee includes teachers, classified staff, administrators, unpaid interns and volunteers.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms "discrimination" and "harassment" includes all unwelcome conduct that comprises:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, sexual orientation, gender or gender identity or expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding company functions in inappropriate venues, such as a strip-club, sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy

- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual natures, regardless of gender, when:
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
  - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
  - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
  - Use of derogatory remarks, insults and/or epithets
  - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Malice is defined as conduct which is "intended by the perpetrator to cause injury to the victim or despicable conduct which is carried on by the perpetrator with a willful and conscious disregard of the rights or safety of others." (Calif Civil Code §3294(c)(1))

Responsibility

All TEACH employees have a responsibility for keeping our work environment free of harassment, discrimination and abusive conduct.

Reporting

TEACH encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, or Assistant Superintendent of Human Resources. In addition, TEACH encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. TEACH recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. TEACH is serious about enforcing its policy against harassment; however, TEACH cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH's attention so it can take whatever steps are necessary to correct the problems.

Investigation/Complaint Procedure

All complaints of harassment, discrimination or abusive conduct will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature

and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor or Assistant Superintendent of Human Resources or Chief Operating Officer. TEACH encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination, abusive conduct or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

Misconduct constituting harassment, discrimination, abusive conduct, or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH believes appropriate under the circumstances. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. TEACH will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with the Assistant Superintendent of Human Resources or Chief Operating Officer. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected

characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of TEACH prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and TEACH will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, TEACH may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Executive Director of TEACH, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Superintendent. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict TEACH's right to terminate at-will.

OPEN COMMUNICATION POLICY

We want to hear from you. TEACH strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. TEACH is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Assistant Superintendent of Human Resources. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law.

LACTATION ACCOMMODATION POLICY

TEACH provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The school will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the Assistant Superintendent of Human Resources. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact the Assistant Superintendent of Human Resources to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to Human Resources or the School Leader. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at TEACH and will be handled in accordance with TEACH's policy on discrimination and harassment.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of TEACH and its interest in our school will be formed in part, by TEACH employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, TEACH and our school's services.

Below are several things employees can do to help leave people with a good impression of TEACH.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times

- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

WHISTLEBLOWER POLICY

TEACH is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of TEACH policy, specifically the policies contained in TEACH's Employee Handbook.

An employee who wishes to report a suspected violation of law or TEACH policy may do so confidentially by contacting the TEACH Public School Board of Directors.

TEACH expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of TEACH. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Chief Operating Officer and Assistant Superintendent of Human Resources. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Chief Operating Officer or Assistant Superintendent of Human Resources.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality, consistent with a full and fair investigation. The Assistant Superintendent and a member of TEACH management will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 3 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

An "employee" of TEACH is a person who regularly works for TEACH on a wage or salary basis. "Employees" may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and who are paid time and one-half the employee's regular rate of pay for hours worked in excess of 8 hours in any one workday or 40 hours in any one workweek.

Regular Full-Time

Employees who are regularly scheduled to work 30 or more hours per week are generally eligible for the TEACH's benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TEACH's benefit package.

Temporary (Full-Time or Part-Time)

Those whose performance is being evaluated to determine whether further employment in a specific position or with TEACH is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until they are notified of a change. They are not eligible for any of TEACH's benefit programs. Temporary employees scheduled to work more than 30 hours per week on a regular basis may be entitled to the school's benefit package.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Assistant Superintendent of Human Resources or your supervisor will assign

your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Assistant Superintendent of Human Resources.

TEACH reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend and work at the function and has written approval from the Assistant Superintendent of Human Resources to provide the additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

Exempt Employees:

The normal working hours for instructional employees at the school sites are from 7:00 a.m. to 5:00 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional Employees may be required to work other than the normal hours and to take their lunch breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The Assistant Superintendent of Human Resources must approve any exceptions to the regular work schedule for instructional employees.

Non-Exempt Employees:

The Principal and Assistant Superintendent of Human Resources will determine the normal working hours for non-Exempt employees. Nonexempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime pay as required by law. Non-Exempt employees work year-round.

Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

TEACH's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M.

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- Cesar Chavez Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees, and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed below. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Assistant Superintendent of Human Resources. The employee may use paid vacation (or PTO) if the employee has unused paid time off available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor’s request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence

- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE/PUNCTUALITY

The presence or absence of each employee is of critical importance to the successful operation of the TEACH. Regular attendance and punctuality are considered an essential function of each position. Therefore, TEACH expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Nonexempt employees must accurately complete time records within the School's timekeeping system "TimeClock Plus" on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked; working off the clock is prohibited.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact the Assistant Superintendent of Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

OFF THE CLOCK WORK

TEACH prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Nonexempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Assistant Superintendent and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Assistant Superintendent and complete a "Second Meal Period Waiver" form.

Nonexempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed meal period on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Nonexempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Nonexempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

PAYDAYS

The designated pay period for all employees is semi-monthly. The first pay period of the month extends from the first (1st) day of the month through the fifteenth (15th) day of the month. The second pay period of the month extends from the sixteenth (16th) of the month through the last day of the month.

Paychecks are distributed on the fifteenth (15th) day of the month for the first pay period and on the last day of the month for the second pay period. Except as otherwise provided, if any date of paycheck distribution falls on a Saturday, Sunday or holiday, employees shall be paid on the preceding scheduled workday.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

TEACH is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, TEACH must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions TEACH will work in good faith to resolve errors as soon as possible. The employee should notify the Assistant

Superintendent of Human Resources of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask the Assistant Superintendent of Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Assistant Superintendent of Human Resources.

SECTION 4 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

TEACH employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also completed the form if they have not completed an I-9 with TEACH within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, transcripts, and test scores each fall prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the School with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, TEACH is required to remove you from the work schedule until you meet the requirements or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee’s responsibility to remain in compliance and ensure the school has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As a condition of employment, TEACH requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. TEACH will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. TEACH will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. TEACH shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

All fingerprint and background information must be completed and the results in the possession of TEACH before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

SUBSEQUENT ARREST NOTIFICATION SERVICE

All employees are subject to "Subsequent Arrest Notification Service" by the DOJ once they have been fingerprinted for TEACH. Any time an employee is arrested after his or her initial background clearance for the school, the DOJ will notify the school Superintendent and send the school the new CORI information. The Superintendent will evaluate the new information and determine whether it justifies suspension or termination of the individual's employment. At the discretion of the Superintendent he or she can seek counsel from the Board of Directors and/or legal counsel, in closed session, in determining suitability for continued employment. After the evaluation has taken place and a decision has been made regarding the individual's suitability to continue employment, the CORI records received from the DOJ will be destroyed. Applicants will receive confidential notification of their suspension or termination. Those individuals who are suspended or terminated can make a one-time appeal to the Executive Director for reconsideration if he or she feels there has been an error in the review of their record. The decision of the Executive Director is final.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is TEACH's policy that all school employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Classroom teachers who become aware of suspected child abuse should request class coverage from the Main Office immediately and report the suspicions as required.

It is extremely important that TEACH employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

The Assistant Superintendent of Human Resources is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without TEACH's assistance, he or she is required to notify TEACH of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with TEACH.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students. TEACH will provide First Aid and CPR training for teachers, assistants and staff. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Assistant Superintendent of Human Resources.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Assistant Superintendent of Human Resources. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Assistant Superintendent of Human Resources about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 5 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss his/her current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and his/her supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

Basis for Determining Pay

Several factors may influence your rate of pay. Some of the items TEACH considers are the nature and scope of your job, what other employers pay their employees for comparable jobs (external equity), what TEACH pays their employees in comparable positions (internal equity), and individual, as well as TEACH, performance. It is TEACH's goal to have a current Job Description on hand for each employee that broadly defines the job responsibilities and essential functions for each position.

Wage or Salary Increases

Each employee's hourly wage or annual salary will be reviewed at least once each year. The employee's review date will usually be conducted on or about the end of the school or fiscal year. Such reviews may be conducted more frequently for a newly created position, or based on a recent promotion.

Increases will be determined on the basis of performance, adherence to school policies, and procedures, ability to meet or exceed duties per job description and achievement of performance goals as well as operational factors and budget conditions.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 6 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT[1]

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. the care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";

3. the "serious health condition" of the employee;

4. the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

5. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or

[1] Employees may qualify for FMLA/CFRA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave. You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related

medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation/sick or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (FMLA/CFRA). Unless otherwise mandated by law, employees on a leave of absence of more than 4 months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

BEREAVEMENT LEAVE

TEACH provides full-time employees up to three days paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any nonexempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Vacation or personal hours which have accrued but not been used may be paid to the employee for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). The leave is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in a licensed daycare, kindergarten or grades 1 through 12 may take time off to participate in the activities of the daycare or school;
- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing vacation or personal leave in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use accrued vacation, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a crime if they are:

- A victim of a crime
- An immediate family member of a victim;
- A registered domestic partner of a victim; or
- The child of a registered domestic partner of a victim

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation, sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE

If you are a victim of domestic violence, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking.]

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. The School will maintain confidentiality regarding any requests for accommodations under this policy.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

Employers are prohibited from discharging, discriminating or retaliating against an employee who is a victim of domestic violence or the victim of sexual assault for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq. ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the Assistant Superintendent of Human Resources regarding the need for military leave.

Please see the Assistant Superintendent of Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

If you volunteer to donate an organ you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to two weeks of any accrued paid leave (sick and/or vacation/PTO) for organ donation and up to five (5) days accrued paid leave (sick and/or vacation/PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

TEACH will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer or emergency rescue personnel. This is an unpaid leave but the employee may use any earned sick, vacation and/or PTO.

CIVIL AIR PATROL LEAVE

TEACH provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the company.

To be eligible, employees must have been employed with the company for 90 days immediately preceding the commencement of leave. Additionally, the company may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use accrued, unused paid time off (including [vacation/personal leave]) for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee’s request for use of paid time off under this policy.

SECTION 7 – BENEFITS

VACATION

Full-time employees who work twelve (12) months a year are eligible for vacation pay. Vacation is a time for you to rest, relax and pursue special interests. Vacation begins to accrue from date of hire and is only available for use after earning vacation time. TEACH recognizes employees by providing increased vacation time based on the number of years of continuous service.

Years of Continuous Service	Annual Time Provided	Maximum Accrual Allowed
1 - 5 years	10 days	15 days
6 – 10 years	15 days	22.50 days
11 + years	20 days	30 days

Employees that work only during the academic year do not earn vacation pay/time.

Every effort will be made to grant you your vacation at the time you desire. However, vacations should not interfere with TEACH's operation and, therefore, must be approved by Management at least thirty (30) days in advance. If a holiday occurs during your scheduled vacation, if eligible, you will receive holiday pay for that day, and you will not be charged for a vacation day on the day the holiday is observed.

The maximum accrual for vacation pay is one and one half (1.5) times your normal accrual rate. Once the maximum accrual has been reached, no further time will accrue until the employee has taken vacation time. Any accrued, unused vacation at termination will be paid out. Vacation pay is not considered "hours worked" when computing overtime.

Vacation time may not be "cashed out" in lieu of taking time off.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the School more than 30 days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Allotment

Eligible employees will be allotted PSL days as follows:

- On July 1 (and on each subsequent July 1), all eligible employees will be allotted six PSL days (48 hours) per calendar year (July 1-June 30).

- If an employee is hired mid-year, he or she will receive six PSL days (48 hours) on his or her first day of employment for use during the remainder of the employee's first calendar year of employment.

PSL days are not accrued on an as-worked basis but rather are allotted to the eligible employees on July 1 each year for the following calendar year. Unused, accrued PSL carries over from year to year. However, the accrual of sick leave is capped at seventy-two (72) hours.

Limits on Use

Eligible employees may use PSL beginning on the 120th day of employment.

PSL may be taken in minimum increments of one hour. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

INSURANCE BENEFITS

Full-time employees (30+ hours per week average) are entitled to insurance benefits offered by TEACH on the first day of the calendar month following the completion of sixty (60) days of continuous service. Certificated full-time employees are eligible to participate on the first day of the calendar month following the commencement of employment. These insurance benefits will include medical, dental, vision and life. TEACH pays for one hundred percent (100%) of the premiums for basic, employee-only insurance; and up to $100 a month per additional employee dependent coverage for non-exempt employees; and up to 10% of annual salary for exempt employee dependents per year.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than four (4) months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under TEACH's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at TEACH group rates plus an administration fee. TEACH or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under "TEACH's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

TEACH withholds income tax from all employees' earnings and participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Assistant Superintendent of Human Resources.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 8 – EMPLOYEE COMMUNICATIONS

COMPUTER, EMAIL AND INTERNET POLICY

Every employee is responsible for using the TEACH's computer system, including, without limitation, its electronic mail (Email) system and the Internet, properly and in accordance with this policy. Any questions about this policy should be addressed to the Chief Operating Officer.

The computers that you use at work and the Email system are the property of TEACH and have been provided for use in conducting TEACH business. All communications and information transmitted by, received from, created, or stored in its computer system (whether through word processing programs, Email, the Internet or otherwise) are TEACH records and property of TEACH. The computer system is to be used for school purposes only. Employees may, however, use TEACH technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with TEACH business, and does not violate any TEACH policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

<u>No Expectation of Privacy</u>

TEACH has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, without limitation, reviewing documents created and stored on its computer system, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email sent and received by users. Further, TEACH may exercise its right to monitor its computer system for any reason and without the permission of any employee. Employee use of TEACH's computer system constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the computer system (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TEACH's computers is not assured. Use of passwords or other security measures does not in any way diminish TEACH's right to monitor and access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to TEACH for any reason that TEACH, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages or files would not truly eliminate the messages from the system. All Email messages and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they create, store, send or receive on the computer system.

Notwithstanding the foregoing, even though TEACH has the right to retrieve, read and delete any information created, sent, received or stored on its computer system, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Chief Operating Officer.

Professional Use of Computer System Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on TEACH letterhead. Because Email and computer files may be subject to discovery in litigation, employees are expected to avoid making statements in Email or computer files that would not reflect favorably on the employee or TEACH if disclosed in litigation or otherwise.

Offensive and Inappropriate Material

TEACH's policy against discrimination and harassment, sexual or otherwise, applies fully to TEACH's computer system, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in TEACH's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Assistant Superintendent of Human Resources.

TEACH may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by TEACH networks. Notwithstanding the foregoing, TEACH is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to TEACH's blocking software.

Solicitations

TEACH's computer system (including, without limitation, its Email system) may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Chief Operating Officer is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Chief Operating Officer.

Games and Entertainment Software

Employees may not use a TEACH Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to TEACH's "Confidential Information" policy, contained herein, for a general description of what TEACH deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

TEACH's computer system may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from Chief Operating Officer. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any TEACH-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of TEACH, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of TEACH."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless

they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TEACH's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to TEACH's network.

Files obtained from sources outside TEACH including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage TEACH's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- TEACH sources, without first scanning the material with TEACH-approved virus checking software. If you suspect that a virus has been introduced into TEACH network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

TEACH reserves the right to modify this policy at any time, with or without notice. TEACH may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

Acknowledgement

Employees acknowledge this policy by signing the receipt of this handbook.

SOCIAL MEDIA POLICY

TEACH has adopted the following policy with regard to employees' behavior on social networking sites. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete any students already on their "friends" list immediately.

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any school-related business or policy,

employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. TEACH encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention TEACH, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of TEACH. Unless given permission by the Chief Operating Officer, you are not authorized to speak on behalf of TEACH or to represent that you do so. If you are developing a site or writing a blog that will mention TEACH, as a courtesy to the organization, please let the Chief Operating Officer know in advance of publication. The Chief Operating Officer may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to TEACH. This includes, but is not limited to, information about curriculum, school dynamics, school programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what TEACH considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with the Chief Operating Officer.

When writing a blog or participating in any other social networking site, employees should speak respectfully about TEACH and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by TEACH and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking are legally liable for anything he/she writes or presents online. Employees can be disciplined by TEACH for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create an unlawful hostile work environment. You can also be sued by TEACH's employees, competitors, and any individual or company that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Chief Operating Officer.

Failure to comply with TEACH's social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

TEACH attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct and/or negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:

- immediately report the incident to his/her immediate supervisor and Chief representative;
- obtain an official police report documenting the theft or loss; and
- provide a copy of the police report to his/her immediate supervisor or Superintendent

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

LAPTOP COMPUTERS

Each full time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of TEACH. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged laptops when the loss or damage is due to a violation of this policy or the willful misconduct or negligence of the employee.

Employees acknowledge and understand that TEACH is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return his or her laptop upon request by the school for regular maintenance.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for TEACH while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by TEACH employees is prohibited at all times in all working areas on school premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the school. The site Principal must approve any postings prior to posting.

TEACH reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from the site principal.

Definitions

School "premises": property owned, leased, operated, managed or controlled by the school, including buildings, parking lots, and play areas that the school has the right to use exclusively or in common with others, vehicles owned or operated by the school, and any location where school-sponsored activities are taking place, such as restaurants, banquet halls, athletic facilities, parks or other recreational facilities.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the site principal. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the site principal.

NEPOTISM POLICY

TEACH permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. TEACH will use sound judgment in the placement of related employees in accordance with the following guidelines:

Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. If in the opinion of TEACH, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.

The TEACH Board of Directors must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a BUILDING KEY DISBURSEMENT FORM upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Superintendent.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) and personal belongings (i.e. brief cases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH. TEACH will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH or which occur on TEACH property will not be tolerated. Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at TEACH or to create a hostile, abusive, or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH premises, regardless of the relationship between TEACH and the parties involved.

All threats or acts of violence occurring off TEACH premises involving someone who is acting in the capacity of a representative of TEACH.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapon

TEACH's prohibition against threats and acts of violence applies to all persons involved in TEACH's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH property. Violations of this policy by any individual on TEACH property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Assistant Superintendent of Human Resources.

SECTION 9 – STANDARDS OF CONDUCT

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff; during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Assistant Superintendent of Human Resources must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- Skirts and dresses should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Jeans are not permitted
- Appropriate shoes must be worn at all times.
- The Assistant Superintendent of Human Resources will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Principal along with the rationale therefor.

- Kissing of ANY kind

- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]

- Full frontal or rear hugs and lengthy embraces

- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view

- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from the Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing

- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Assistant Superintendent of Human Resources promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse / Sexual Abuse Reporting

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Principal occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Investigating

The Assistant Superintendent of Human Resources will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Superintendent shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Superintendent.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records.

- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time.
- Consuming, possessing, or being under the influence of alcohol and/or drugs during working hours or at any time on School property or job sites.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management.
- Unreported absence on scheduled workdays.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Engaging in criminal conduct whether or not related to job performance.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Making or accepting personal telephone calls during working hours except in emergencies.
- Failure to provide a physician's certificate when requested or required to do so.
- Wearing extreme, unprofessional or inappropriate styles of dress or hair while working.

- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.

- Violation of any safety, health, security or School rule.

- Working overtime without written authorization or refusing to work assigned overtime.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, personnel information and financial information. You shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;

- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Upon termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Assistant Superintendent of Human Resources so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

TEACH expects employees to devote their best efforts to the interests of our school. TEACH recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at TEACH or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with TEACH whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Assistant Superintendent of Human Resources to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at TEACH. If you wish to participate in outside work activities you are required to obtain written approval from the Assistant Superintendent of Human Resources prior to starting those activities. Approval will be granted unless the activity conflicts with TEACH's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at TEACH.
- Involve organizations that are doing or seek to do business with TEACH including actual or potential vendors.
- Violate provisions of law or TEACH policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to TEACH must be given priority. Full time employees are hired and continue employment with the understanding that TEACH is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

EXPENSE REIMBURSEMENT POLICY

TEACH expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. **TEACH** will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- All reimbursements must receive pre approval from the site principal, and either the Superintendent of Chief Operating Officer via an Office Books purchase order.
- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the Chief Operating Officer or Superintendent.

All expenses and summaries must be submitted within 30 days to the Chief Operating Officer or Superintendent for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials

- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses occurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to the Chief Operating Officer.

SECTION 10 – SAFETY

SUBSTANCE ABUSE POLICY

TEACH is committed to providing a safe and productive workplace for its employees. In keeping with this commitment, the following rules regarding alcohol and drug abuse have been established for all staff members, regardless of position, including both regular and temporary employees. The rules apply during working hours to all employees of TEACH while they are on school premises or elsewhere on TEACH business.

- The manufacture, distribution, possession, sale, or purchase of controlled substances of abuse on TEACH property is prohibited.

- Being under the influence of illegal drugs, alcohol, or substances of abuse on TEACH property is prohibited.

- Working while under the influence of prescription drugs that impair performance is prohibited.

So there is no question about what these rules signify, please note the following definitions:

- TEACH Property: All school owned or leased property used by employees.

- Controlled substance of abuse: Any substance listed in Schedules I-V of Section 202 of the Controlled Substance Act, as amended.

- Drug: Any chemical substance that produces physical, mental, emotional, or behavioral change in the user.

- Drug paraphernalia: Equipment, a product, or material that is used or intended for use in concealing an illegal drug, or otherwise introducing into the human body an illegal drug or controlled substance.

- Illegal drug: Any drug or derivative thereof whose use, possession, sale, transfer, attempted sale or transfer, manufacture, or storage is illegal or regulated under any federal, state, or local law or regulation.
  - Any drug, including – but not limited to – a prescription drug, (including medically prescribed marijuana) used for any reason other than that prescribed by a physician.
  - Inhalants used illegally.

- Under the influence: A state of not having the normal use of mental or physical faculties resulting from the voluntary introduction into the body of an alcoholic beverage, drug, or substance of abuse.

Consistent with the rules listed above, any of the following actions constitutes a violation of the TEACH's policy on drugs and may subject an employee to disciplinary action, up to and including immediate termination.

- Using, selling, purchasing, transferring, manufacturing, or storing an illegal drug or drug paraphernalia, or attempting to or assisting another to do so, while in the course of employment.

- Working or reporting to work, conducting business or being on TEACH property while under the influence of an illegal drug or alcohol, or in an impaired condition.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, and vaping. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the site Principal other employees or call 911. Report any suspicious persons or activities to the site Principal. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Please report any problems with our security systems to the site principal.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TEACH property. Vehicle break-ins are on the rise throughout California. Be cautious: keep personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

TEACH cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH's premises, including the parking area, or away from school property while on school business TEACH employees are prohibited from using personal property for work-related purposes unless approved in advance by the site Principal.

SAFETY POLICY

TEACH is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Chief Operating Officer immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or the Chief Operating Officer immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Chief Operating Officer regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Assistant Superintendent of Human Resources.

TEACH has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

TEACH has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the site Principal.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your supervisor or Assistant Superintendent of Human Resources.

SECTION 11 – TERMINATION

VOLUNTARY TERMINATION

TEACH will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from TEACH; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to Supervisor and Assistant Superintendent of Human Resources for three consecutive work days. TEACH requests that employees provide at least two weeks written notice of a voluntary termination. All TEACH property must be returned immediately upon terminating employment. TEACH retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of TEACH's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, TEACH reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

DISMISSAL, DISCIPLINE, AND TERMINATION OF EMPLOYMENT

TEACH reserves the right to terminate any employee at any time, with or without cause or notice and nothing in this policy or handbook alters the at-will nature of employment with TEACH.

The following list, while not complete, gives examples of behavior that can result in the immediate termination of employment. Employees should be aware that conduct not specifically listed below also might result in disciplinary action up to and including termination.

- Breaching confidentiality;
- Fighting, violence, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents;
- Falsifying or altering school records or student achievement data;
- Violating the school’s equal opportunity or harassment policies;
- Unauthorized use of school property;
- Unsatisfactory performance, where the employee has been given written notice of the deficiency and an opportunity to cure the deficiency;

- Unfit for service, including the inability to appropriately instruct students or associate with students;
- Insubordination;
- Falsifying or concealing information on employment records, employment information, an employment application, time record, or other TEACH record;
- Willfully or maliciously making false statements regarding any co-worker or TEACH, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating TEACH's policy concerning workplace violence;
- Theft or the deliberate or careless damage or destruction of TEACH property, or the property of TEACH's employees, students or anyone on TEACH property;
- Possessing weapons on TEACH's property at any time or while acting on behalf of TEACH;
- Refusal to comply with any federal or state regulation or law, or refusal to comply with any TEACH policy or procedure;
- Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties or when publicly representing TEACH, such as at a professional conference, or otherwise violating TEACH's Drug and Alcohol Policy;
- Engaging in criminal conduct whether or not related to job performance;
- Gross negligence leading to the endangerment or harm of a child or children;
- Excessive absenteeism;
- Willfully violating any safety, health, security, or school policy, rule, or procedure;
- Reduction in force or school closure.

EXIT INTERVIEWS

All employees who leave employment at TEACH will be asked to take part in an exit interview with the Assistant Superintendent of Human Resources to communicate their challenges and growth while employed at TEACH. Information shared during an exit interview will be treated as confidential.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Assistant Superintendent of Human Resources. Only the Assistant Superintendent of Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TEACH will disclose only the dates of employment and the title of the last position held. TEACH will verify or disclose additional information about the employee only if the employee provides written authorization for TEACH to provide the information. However, TEACH will provide information about current or former employees as required by law or court order. TEACH will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Assistant Superintendent of Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of TEACH's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding TEACH's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of TEACH's policies.

Just as I am free to terminate the employment relationship with TEACH at any time, TEACH, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and TEACH for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. This is the entire agreement between TEACH and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with TEACH, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook (including the at will employment policy).

TEACH reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than TEACH Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print)_____

Employee Signature: _____

Date: _____

Coversheet

2019-2020 TEACH Public Schools Academic Calendar

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	I. 2019-2020 TEACH Public Schools Academic Calendar
Purpose:	Vote
Submitted by:	
Related Material:	2019-2020 TEACH Academic Calendar (PreApproved) 01-09-2019.pdf

RECOMMENDATION:
Approve Consent Agenda

TEACH PUBLIC SCHOOLS

2019-2020 INSTRUCTIONAL CALENDAR

MONTH	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					DAYS TAUGHT	LEGAL HOLIDAY	PUPIL FREE DAY	LOCAL HOLIDAY
	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.				
JULY 2019				* 4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	1	0	1
AUGUST 2019				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	15	0	0	0
SEPTEMBER 2019	* 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					19	1	1	0
OCTOBER 2019		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		22	0	1	0
NOVEMBER 2019					1	4	5	6	7	8	* 11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	15	2	0	4
DECEMBER 2019	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	* 23	24	25	26	27	* 30	31				15	2	0	5
JANUARY 2020			* 1	2	3	6	7	8	9	10	13	14	15	16	17	* 20	21	22	23	24	27	28	29	30	31	13	2	0	7
FEBRUARY 2020	3	4	5	6	7	10	11	12	13	14	* 17	18	19	20	21	24	25	26	27	28						19	1	0	0
MARCH 2020	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				21	0	1	0
APRIL 2020			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		16	0	1	5
MAY 2020					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	* 25	26	27	28	29	20	1	1	0
JUNE 2020	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			10	0	0	0
																									TOTALS	185	10	5	22

IMPORTANT DATES

Independence Day	7/4/2019
First Day of Instruction	***8/12/2019***
Labor Day	9/2/2019
Veteran's Day	11/11/2019
Thanksgiving Holiday	11/25/2019 - 11/29/2019
Winter Recess	12/23/2019 - 1/10/2020
Second Semester Begins	***1/13/2020***
Dr. Martin L. King Day	1/20/2020
Presidents' Day	2/17/2020
Spring Recess	04/06/2020 - 04/10/2020
Memorial Day	5/25/2020
Last Day of Instruction	***6/12/2020***

DRAFT VERSION
NOT FOR DISTRIBUTION

LEGEND

- *School Closed / Holiday*
- *TEACH Minimum Days (Teacher PD)*
- *Teacher In-Service PD Day (No Students)*
- *Back to School / Open House Days (Minimum Day)*
- *First and Last Day of School/Semester*
- *Summer Professional Development*

Preliminary 2019-2020 Calendar

Updated: 1/10/2019 2:32 PM

Coversheet

Request for Proposals (RFP)

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	J. Request for Proposals (RFP)
Purpose:	Vote
Submitted by:	Matthew Brown
Related Material:	TEACH Backoffice RFP 2019-1.pdf TEACH RFP-FSMC Contract for Board Meeting 03-01-2019.pdf Janitorial Service RFP 2019-2.pdf

BACKGROUND:

Request For Proposal for contracts anticipate to exceed $50,000 in the 2019-2020 Fiscal Year.

RECOMMENDATION:

Approve 2019-2020 RFP's for Back Office Services, Meal Program, and Janitorial Services

TEACH Public Schools

Notice of Request for Proposals
Back Office Services
RFP No. 2019-1

Notice is hereby given that TEACH Public Schools (hereinafter referred to as "**TEACH"**) is requesting proposals for a provider of back office support and related services (hereinafter referred to as **Proposer[s]**) to assist with TEACH's operation of three charter school programs in the Los Angeles, California.

Proposers should not construe from this notice that TEACH intends to enter into a contract with the Proposer unless, in the opinion of TEACH, it is in the best interest of TEACH to do so. TEACH reserves the right to negotiate final contractual terms with the successful Proposer.

The Request for Proposal (RFP) documents are available at
TEACH's Web site at http://www.teachpublicschools.org

To request the RFP documents by e-mail or postal mail, please contact:
Matt Brown, CFO/COO TEACH Public Schools
Mbrown@teachps.org
1846 W. Imperial Hwy.
Los Angeles, CA 90047

TEACH will record and provide answers to any questions or requests for clarifying information about the RFP through March 22, 2019. All questions should be sent via email to Matt Brown (Mbrown@teachps.org) with the email subject line – "Back Office Services RFP No. 2019-1". Responses to all questions received through March 22, 2019 will be posted online by 9:00 am on Monday March 30, 2019.

Proposers must submit written proposals via email or in a sealed package, which should be labeled:

"Proposal – Back Office Services [RFP No. 2019-1]"
Addressed to:
Matt Brown,
CFO/COO
TEACH Public
Schools
mbrown@teachps.org
1846 W. Imperial Hwy.
Los Angeles, CA 90047

TEACH will accept all proposals received on or before **Monday, May 6, 2019**. Except for unusual circumstances as determined by TEACH, TEACH will not accept proposals that are received after **Monday, May 6, 2019.**

TEACH reserves the right to reject any or all proposals, and to waive any errors or corrections in a proposal or in the proposal process. TEACH will award the contract based on a review and analysis of the proposals that determines which proposal best meets the needs of TEACH. Following the review and analysis of all responsive proposals, TEACH staff will make a recommendation to the TEACH Board of Directors at a duly noticed board meeting. The TEACH Board of Directors is responsible for selecting the schools' provider of back office support and related services.

REQUEST FOR PROPOSAL
for
BACK OFFICE SERVICES

RFP No. 2019-1 BACK OFFICE SERVICES

by

TEACH PUBLIC SCHOOLS

ADDRESS ALL PROPOSALS TO:

Matt Brown
CFO/COO TEACH Public Schools
Mbrown@teachps.org
1846 W. Imperial Hwy. Los Angeles, CA 90047

Request for Proposal

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Introduction/Purpose of Solicitation

The purpose of this Request for Proposal (RFP) is to enter into a contract with a provider of back office support and related services (collectively referred to herein as "Back Office Provider") that will provide TEACH Public Schools (hereinafter referred to as "TEACH") with assistance in the operation of TEACH's California public charter schools with annual revenues of over $12,000,0000 annually. The Back Office Provider will provide services to TEACH as described in **RFP Exhibit 1, Scope of Work**.

TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity. We adhere to the thinking of philosopher G. Givhan, "What you pay attention to grows." By looking consistently at our students and the data of our practices, our teachers and students will "grow" in their development and to great successes in the 21st century.

Through this RFP, TEACH seeks to promote open and free competition consistent with applicable federal and state laws and standards.

Outlined below are examples of basic competitive bidding standards TEACH will use in the issuance of this RFP:

- TEACH is soliciting competitive proposals in order to secure public objectives in the most effective manner and avoid the possibilities of fraud, collusion, etc.
- TEACH released this RFP to benefit TEACH and not the Proposers.
- Fulfillment of RFP specifications is based on full and fair competition and acceptance by TEACH of the most responsive and responsible Proposer to TEACH's requirements, as determined by TEACH when evaluating proposals based on the criteria contained in the RFP.
- The RFP provides a basis for full and fair competition among Proposers to a common standard, free of restrictions that tend to stifle competition.

The above four points are for illustrative purposes only.

To respond to this RFP, interested Back Office Providers must present evidence of experience, ability, and financial standing necessary to meet the requirements stated in this RFP. TEACH staff will measure this evidence by scoring the proposals, using a point system that will rank each proposal from highest to lowest, to determine which proposals they will consider for the award of a contract.

To be competitive in this solicitation, the Proposer must:

- Carefully read the entire RFP, attachments, exhibits, addenda, before submitting a proposal.
- Ask appropriate questions or request clarification.
- Submit all required responses by the deadlines.
- Follow all instructions and requirements of the RFP thoroughly and appropriately.

If a Proposer discovers any ambiguity, conflict, discrepancy, omission, or other errors in this RFP, the Proposer shall immediately notify TEACH of the error in writing and request clarification or a modification of the RFP. If the Proposer fails to notify TEACH of the error prior to the date for submission of proposals, and is awarded the contract, the Proposer shall not be entitled to additional compensation or time by reason of the error or its later correction.

Schedule of Events for
RFP No. 2019-1

- Release of RFP----------Thursday March 7, 2019
- Question and Answer Period----------Monday March 11 – Friday March 22, 2019
- Anticipated Receipt of Proposals----------Tuesday May 6, 2019
- Proposals Evaluated---------- Monday June 3, 2019
- Board Meeting – Anticipated Proposal Approval----------Wednesday June 12, 2019
- Anticipated Contract Award Date---------- Thursday, June 13, 2019

TEACH will make every effort to adhere to the schedule. However, TEACH reserves the right to amend the schedule, as necessary, and will post a notice of any said amendment at www.teachpublicschools.org.

General Instructions for Proposers

1. Prepare proposals simply and economically. Provide a straightforward concise description of the Proposer's capability to satisfy TEACH's requirements. Emphasis should be placed on completeness and clarity of content.

2. Submit proposals for the performance of all the services described within this RFP.

3. TEACH may reject a proposal if the proposal is conditional or incomplete, deemed nonresponsive, or if it contains any alterations of form or other irregularities of any kind. TEACH may reject any or all proposals or waive any immaterial deviation in a proposal. TEACH's waiver of an immaterial deviation shall in no way modify the RFP document or excuse the Proposer from full compliance with all other requirements if awarded the contract.

4. Proposers are responsible for the costs of developing proposals, and shall not charge TEACH for any preparation costs.

5. Proposers may modify their proposal after submission by withdrawing the original proposal and resubmitting a new proposal prior to the submission deadline.

6. Proposers may withdraw their proposal by submitting a written withdrawal request to TEACH, by email or signed letter by the Proposer or their authorized agent, through the contact person named in the "Contact Information" provided on page ii of this RFP. Thereafter, a Proposer may submit a new proposal prior to the proposal submission deadline. Proposers may not withdraw their proposal without cause after the proposal submission deadline.

7. TEACH may modify the RFP prior to the date given for submission of proposals by posting an addendum on www.teachpublicschools.org

8. TEACH reserves the right to reject all proposals for any reason and at TEACH's discretion. TEACH is not required to award a contract.

9. TEACH will not consider more than one proposal from an individual, firm, partnership, corporation, or association under the same or different names. Reasonable grounds for believing that any Proposer has submitted more than one proposal for work contemplated herein will cause TEACH to reject all proposals submitted by the Proposer. If there is reason to believe that collusion exists among the Proposers, TEACH will not consider any of the participants of such collusion in this or future solicitations.

10. Additional charges for regular or express delivery, parcel post, packing, cartage, insurance, license fees, permits, or for any other purpose shall be included (and separately identified) in the proposal.

11. All proposals should include the forms provided as attachments to this RFP. Proposers may copy these forms. A proposal is considered responsive if it follows the required format, includes all attachments, and meets all deadlines and other requirements outlined in this RFP.

12. Proposers are responsible for examining the entire RFP package, seeking clarification for any item or requirement that may not be clear to them, and checking all responses in their proposal for accuracy before submitting it.

13. Proposers may submit their questions regarding the information presented in this RFP to Matt Brown, 1846 W. Imperial Hwy. Los Angeles, CA 90047 mbrown@teachps.org or by telephone, through March 22, 2019. TEACH will answer all questions received by the deadline in writing without exposing the query source. Responses to all questions received will be posted online by 9:00 a.m. on March 29, 2018.

    TEACH representatives reserve the right to request to inspect a Proposer's operations prior to any award of a contract.

    TEACH reserves the right to negotiate the final terms and conditions of the contract, which may differ from those contained in the proposal, provided TEACH considers such negotiation to be in its best interest.

14. Interested Proposers are encouraged to inspect TEACH's premises prior to submitting a proposal in order to determine all requirements associated with the proposed contract.

15. Proposers should submit one paper copy and one copy in digital format (*e.g.*, email, CD, DVD, or flash drive.).

    a. The paper copy should contain the original signature of the individual(s) authorized to bind the Proposer contractually."

    b. The Proposer must ensure the digital copy is complete and inclusive of all materials contained in the paper copy, including any required signatures. If there is an inconsistency between the paper and digital copies, the paper copy will take precedence.

    c. The proposal envelopes should be marked legibly with TEACH's RFP number and title, and TEACH name and address, as shown in the following example:

Proposal—Back Office Services [RFP No. 2019-1]

[*Enter* Back Office Provider Name Submitting RFP] for

TEACH Public Schools

Submitted to:

Matt Brown TEACH
Public Schools
mbrown@teachps.org
1846 W. Imperial Hwy.
Los Angeles, CA 90047

Proposal Requirements

To be eligible for evaluation, a proposal should adhere strictly to the format set forth below; failure to do so may result in disqualification. Proposers should complete, label, and separate each section, and number all pages. The content and sequence of the proposal will be as follows:

Section Title

1. Cover Letter
2. Table of Contents
3. Attachments Checklist
4. Minimum Qualifications
5. Proposal Questionnaire
6. Proposer References
7. Authorization Agreement.
8. Fee Proposal

1. Cover Letter

Only the individual(s) authorized to bind the Proposer contractually may sign the cover letter, which shall be a part of the proposal package. TEACH may reject the proposal if the Proposer fails to include the following information:

- Name and address of responding company
- Organizational structure of the responding company (*e.g.*, corporation, partnership, etc.)
- Proposer's Federal Employee Identification Number and Corporate Identification Number, if applicable
- Name, title phone number, fax number, and e-mail address of the representative who will be designated as the primary liaison to TEACH
- Name, title, phone number, and e-mail address of the representative(s) authorized to bind the Proposer in a contract if different from the primary liaison
- A statement expressing the Proposer's willingness to perform the services described in this RFP
- A statement expressing the Proposer's ability to perform the services required in the Scope of Work, including availability of staff and other required resources to meet all deliverables as described in this RFP
- A statement regarding the Proposer's proprietary information; if applicable, the Proposer must clearly mark in the upper right hand corner those pages to be considered proprietary (**Note**: the Proposer cannot consider the entire proposal to be proprietary)

- The following certification:

  By signing this cover letter, I (we) certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

2. Table of Contents

Immediately following the cover letter, include a comprehensive Table of Contents that lists all submitted proposal sections, subsections, attachments, and materials.

3. Attachments Checklist

The Proposer shall include all documents identified in the Attachments Checklist (Attachment A). TEACH may reject proposals that do not include the proper required attachments.

4. Minimum Qualifications

TEACH will only consider Proposers that **meet all minimum qualifications** (as listed on Attachment B).

5. Proposal Questionnaire

The Proposal Questionnaire (Attachment C) is intended to provide TEACH with specific information concerning the Proposer's capability to provide services as described in this RFP. Proposers should limit their responses to the number of pages noted in the questionnaire and answer each question in the same order.

6. Proposer References

Proposers must provide two references on the Proposer References form (Attachment D). TEACH reserves the right to contact any of the references listed, and retains the right to conduct reference checks with individuals and entities beyond those listed.

7. Authorization Agreement

The Proposer or their authorized representative must sign the Authorization Agreement (Attachment E) and return it with the proposal package.

8. Fee Proposal

The Proposer must complete the Fee Proposal (Attachment F) and return it with the proposal package.

Evaluation of Proposals

Proposals will be opened on or after the date and time specified in the Schedule of Events. During the evaluation process, TEACH may ask Proposers to clarify information in the proposals, but Proposers may not change their proposals.

An error in the proposal may cause TEACH to reject that proposal; however, TEACH may, at its sole discretion, retain the proposal and make certain corrections. When determining if a correction will be made, TEACH will consider the conformance of the proposal to the format and content required by the RFP and that the Proposer's intent is clearly established based on review of the whole proposal.

TEACH will open proposals to determine if they contain all the required information in accordance with this RFP. TEACH will evaluate qualifying proposals using the following factors (listed in no particular order):

- Administrative Requirements: Did the Proposer include all required information in accordance with the General Instructions and Proposal Requirements?
- Experience: Did the Proposer demonstrate experience with and an understanding of charter school and nonprofit corporation finance and accounting practices? Does the Proposer have the requisite capability and experience, as measured by performance record, years in the industry, relevant charter school experience, number of other schools served, client retention and satisfaction, and references?
- Capacity: Based on the Proposal Questionnaire responses and the Cover Letter, did the Proposer demonstrate a complete understanding of TEACH's service requirements, as described in the RFP and the Scope of Work, and can the Proposer perform those services to TEACH's satisfaction?
- Reputation: Has the Proposer demonstrated a track record in the industry of providing high quality, professional, and timely customer service, and provided positive references?
- Cost: Does the Proposer offer the requested services described in the RFP and the Scope of Work at a competitive price?

TEACH staff will recommend to the TEACH Board awarding the contract to the most responsive and responsible Proposer based on the factors above.

ATTACHMENTS
Attachment A

Attachments Checklist

_____
Proposer Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or "x" next to each item submitted to TEACH. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Section	Title
_____1	Cover Letter
_____2	Table of Contents
_____3	Attachments Checklist
_____4	Minimum Qualifications
_____5	Proposal Questionnaire
_____6	Proposer References
_____7	Authorization Agreement
_____8	Fee Proposal

Attachment B

Minimum Qualifications

A Proposer must meet all of the following minimum qualifications to TEACH's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of June 1, 2019, both the Proposer's company and its key personnel meet all of the following minimum qualifications:

1. The Proposer has at least three years of experience with providing back office services.

   Yes_____No _____

2. The Proposer has knowledge and experience working with California charter schools.

   Yes_____No _____

3. The Proposer has professional references that demonstrate and evidence the ability to perform the required services.

   Yes_____No _____

4. The Proposer is licensed to do business in the state of California.

   Yes_____No _____

Attachment C

Proposal Questionnaire

This proposal questionnaire is intended to provide TEACH with specific information concerning the Proposer's capability to provide services as described in the RFP. Please be as concise as possible and limit your responses **to no more than two pages per question, unless instructed otherwise. Type each question in the same order as listed in the questionnaire.**

1. Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment B, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.

2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing back office services (bookkeeping, internal and external reporting, budgeting, payroll, etc.) and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with providing any similar services.

3. Provide a general description of your company's experience with California charter schools.

4. Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.

4. Provide a complete list of organizations or schools that have discontinued or terminated your company's services in the last five years and the reason(s) why.

5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.

6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

7. Provide a recommended transition plan that describes the steps the Proposer will take to begin providing the services described in this RFP.

Attachment D

Proposer References

List at least two references to which the Proposer has provided back office services within the past five year(s).

Reference 1		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		
Reference 2		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		
Reference 3 (optional)		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Attachment E

Authorization Agreement

Request for Proposal for Back Office Services
RFP No. 2019-1

We, [*Enter* Company Name], by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.

2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.

3. That the proposal submitted is a firm and irrevocable offer good for one year.

4. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for TEACH.

5. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

Company Name: _____

Address: _____

City:_____ State:_____Zip: _____

E–mail Address: _____

Web Site Address: _____

Name of Authorized Representative: _____

Title of Authorized Representative: _____

_____
Signature of Authorized Representative

Date Signed: _____

Attachment F

Fee Proposal

COST BREAKDOWN

Proposer Instructions

- Provide a breakdown of all costs included in the fixed price, including personnel costs.
- **Clearly identify all costs**

Item #	Description of Services	Annual Cost
1.		$
2.		$
3.		$
4.		$
5.		$
6.		$
7.		$
8.		$
	GRAND TOTAL	

RFP EXHIBIT 1 – Scope of Work

1. **Accounting**
   a) **Bookkeeping Support** – Utilize a quality bookkeeping system to provide a complete bookkeeping solution to TEACH. Specifically, the Back Office Provider will:
      i. **Chart of Accounts** – Create a Standard Account Code Structure (SACS) and Generally Accepted Accounting Principles (GAAP) compliant and TEACH tailored Chart of Accounts.
      ii. **General Ledger** – Create and maintain SACS and GAAP compliant General Ledger. Back Office Provider will modify, revise, and incorporate more or less detail in account code structure as requested by TEACH.
      iii. **Accounts Receivable** – Monitor receipt of revenues tied to budget and expected entitlements. Includes all collection activities necessary to obtain past due funding.
      iv. **Accounts Payable** – Process all vendor invoices and payments. Includes utilizing GAAP system for verification, approval, and payment. System includes utilization of AP batch approvals, and check register reviews. Includes preparation of all 1099's.
      v. **Fund / Restricted Accounts** – Track restricted revenues (*e.g.*, Title I) and/or other revenues client requests in writing that be separately track (*e.g.*, fundraising) and corresponding expenditures via unique account coding to yield separate net income / loss per account.
   b) **Fixed Assets and Inventory Control** – Create and maintain asset tracking and depreciation schedule system, which is integrated into the General Ledger.

2. **Payroll**
   a) **Payroll Setup** – Based upon the payroll information from TEACH, Back Office Provider will enter each full- and part-time employee into an enterprise-class payroll service, for purposes of calculating appropriate withholdings, taxes and other deductions. Back Office Provider will be responsible for paying the payroll service's fees directly.
   b) **Payroll Processing** – Includes updating, maintenance, and regular, emergency and special payroll entry, as requested by TEACH. Payroll processing includes all of the following:
      i. Complete STRS and PERS reporting through the County Office of Education.
      ii. Voluntary Deductions (*e.g.*, 403(b))
      iii. Distribution of pay warrants and direct deposit administration
      iv. Distribution of W2's
      v. Processing of Worker's Compensation
      vi. Salary adjustments
      vii. Verify Budget Numbers, Dates and Rates of Pay

vi. Prepare and Maintain Annual Calendars
ix. Process Exit Forms (resignations, terminations, etc.)

c) Gather employment data from the school's management to be entered into payroll system to process payroll
d) Prepare and submit state and federal payroll tax filling reports quarterly and annually as required.
e) Make recommendations regarding personnel policies and procedures as necessary.

3. External Reporting

a) **Preparation and Data Submittal of Required Budget Reports in SACS Format** – Includes 1st Interim, 2nd Interim, next year proposed, and unaudited actual to district, county and state entities.
b) **Audit** – Back Office Provider will act as the lead point of contact with TEACH's auditor and will work with the auditor through finalization of the audit report. Based on completion of consolidated financial statement audit, Back Office Provider will coordinate the preparation and submission of Federal Form 990 and California Form 199 by applicable deadlines with external accounting firm.
c) **Categorical program budgeting and oversight** – Separate fund tracking for all restricted or categorically relevant programs.
d) **Consolidated Application** – If TEACH wishes to apply, Back Office Provider will complete Parts 1 and 2 of the Consolidated Application, which is used to apply for federal Title funds (*e.g.,* Title I). Additionally, Back Office Provider will provide assistance during the audit required by the Single Audit Act of 1984.
e) **General Reporting** – Includes any necessary grant, award, program, state, county, and district report related to financial, or operating activity. This section does not apply to CALPADS data reporting.
f) Prepare Charter School Annual Information Survey and submit by the required deadline.

4. Internal Reporting and Budgeting

a) **Budgeting/Cash Flow** – Back Office Provider shall develop and modify both current and future year budgets and pro forma cash flow models. All state mandated development and adoption timelines shall be incorporated into the planning process. At least two budget revision shall occur each year upon certification of the P1 and P2 report. Other modifications are to be performed as necessary or requested by TEACH, including for strategic planning purposes. In today's challenging economic times, it is crucial that the budget is constantly reviewed and modified as needed; therefore, there are no limits to the number of budget revisions that may be requested by TEACH. Cash flow timing and Budget to Actual reporting on a monthly basis shall be reported to TEACH.

Prepare and submit to school management multi-year long-range financial plans that will help the school in future planning.

b) **Internal Monthly Reporting** – Back Office Provider will create and send monthly reports to TEACH including:
   x. Budget to actual income statement
   xi. Balance sheet
   xii. Cash flow projections
   xiii. Fiscal analysis and commentary as applicable

   Research and communicate with authorizer, LACOE and CDE regarding funding and communicate necessary information to the school for possible action if necessary.

   Provide advice and forecasting regarding facilities acquisition and financing as necessary.

   Advice the CFO, Superintendent, and the Board regarding fiscal health of the school.

c) **Board Meeting Support** – Someone employed by Back Office Provider will be available upon request for TEACH board meetings to present financial reports and/or answer financial questions (by teleconference or in person). There is no limitation to the number of times TEACH may request a Back Office Provider employee's presence at TEACH board meetings. The Back Office Provider will also provide training to improve the fiscal capacity of the Board both at Board meetings as well as Annual Board Retreats.

d) Make recommendations to the school's management or Board of Directors on issues that the strategic planning and growth of the school.

5. Policies

a) **Fiscal/Operating Procedures** – With the collaboration of TEACH, Back Office Provider will assist in the development and maintenance of fiscal and operating procedures and internal control policies.

6. Client Support

a) **Client Support** – At TEACH's written request, Back Office Provider will provide assistance with funding, budgeting, strategy, fiscal control, or other operational/financial questions or issues.

7. Charter Development and Grants Administration

a) **Grants** – Track direct and allocate costs to grants.

b) **Charter Development** – Back Office Provider will assist, upon request, with budget development and forecasting (*e.g.*, and operational budget with budget notes, start-up costs, and cash flow, and financial projections, as applicable) for charter renewal petitions and new charter petitions.

8. LCAP/ Annual Update Support – Back Officer Provider shall provide access to specific budget information (*e.g.*, budgeted and actual expenditures, budgeted and actual revenues, supplemental and concentration grant funds, etc.) and assist TEACH as necessary in the development of the LCAP/ Annual Update for each school.

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REQUEST FOR PROPOSAL
AND
MODEL FIXED-PRICE CONTRACT
FOR
PROCURING THE SERVICES OF A
FOOD SERVICE MANAGEMENT COMPANY

Procurement Resources Unit
Nutrition Services Division
Systems Support Branch
February 2018

Notice of Request for Proposals

Food Service Management Company
RFP 2019-2020-001

Notice is hereby given that the Governing Board of **TEACH Public Schools** (hereinafter referred to as **SFA**) is requesting proposals for a food service management company (hereinafter referred to as **Respondent[s]**) to assist with the SFA's food service program.

Respondents should not construe from this legal notice that the SFA intends to enter into a fixed-price contract with the Respondent unless, in the opinion of the SFA, it is in the best interest of the SFA to do so. The SFA reserves the right to negotiate final contractual terms with the successful Respondent.

The Request for Proposal (RFP) documents are available by
TEACH Public Schools Web site at http://www.teachpublicschools.org

To request the RFP documents by e-mail, postal mail, or fax, please contact
Mr. Enrique Robles, Director of Data & IT / SNP Administrator
e-mail TEACH-SNP@teachps.org
Postal Mail 1846 W. Imperial Hwy. Los Angeles, CA 90047

The SFA will record and provide answers to any questions or requests for clarifying information about the RFP during the question and answer period.

Respondents must submit written proposals in a sealed package labeled
"Proposal - Food Service Management Company **2019-2020-001"**
Addressed to the SFA at
TEACH Public Schools
Attn: Enrique Robles
1846 W. Imperial Hwy. Los Angeles, CA 90047
e-mail TEACH-SNP@teachps.org

The SFA will accept all proposals received on or before **May 8, 2019 by 3pm**. The SFA will not accept proposals that are received after the deadline. The SFA will open proposals on May 1st, 2019.

The SFA reserves the right to reject any or all proposals, and to waive any errors or corrections in a proposal or in the proposal process. The SFA will award the contract based on a review and analysis of the proposals that determines which proposal best meets the needs of the SFA.

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Following the review and analysis of all responsive proposals, the SFA will make a recommendation to their Board of Education at its regularly scheduled meeting.

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TEACH
PUBLIC SCHOOLS

REQUEST FOR PROPOSAL
FOOD SERVICE MANAGEMENT COMPANY
Cover Page

CONTACT INFORMATION

2019-2020-001

by

TEACH Public Schools
FOOD SERVICE PROGRAM

ADDRESS ALL PROPOSALS TO:

TEACH Public Schools

Attn: Enrique Robles

1846 W. Imperial Hwy. Los Angeles, CA 90047

e-mail TEACH-SNP@teachps.org

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TEACH
PUBLIC SCHOOLS

Request for Proposal

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TEACH
PUBLIC SCHOOLS

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Introduction/Purpose of Solicitation

The purpose of this Request for Proposal (RFP) is to enter into a fixed-price contract with a food service management company (FSMC) that will provide TEACH Public Schools (hereinafter referred to as the school food authority [SFA]) with food service management assistance for their food service operation. The FSMC will provide services to the SFA as described in the Scope of Work in the Model Fixed-price Contract.

The SFA's food service goals are to provide nutritious, high-quality meals to students and participants in **School Breakfast Program, National School Lunch Program, After School Snack, Child & Adult Care Food Program (CACFP) and Summer Food Service** to accommodate special diets where medically necessary, improve the nutritional quality of meals, and maintain a financially viable food service program. General food service goals are to:

- Provide an appealing and nutritionally sound program for students as economically as possible
- Stimulate both student and adult participation in the program through improved relations with students, staff, and the community by creating awareness of the direct correlation between adequate nutrition for students and their ability to learn
- Increase participation at all levels of the food service program by improving meal quality, seeking student and parent input, offering menu variations, and improving planning
- Maintain reasonable prices for students and adults participating in the food service program
- Maintain student and staff morale at a high level

SFAs shall conduct all procurement transactions in a manner that provides maximum open and free competition consistent with Title 2, *Code of Federal Regulations* (2 *CFR*), Part 200.319(a)(1-7). The SFA must share with every Respondent all information necessary for submitting a competitive proposal. The release of this RFP, evaluation of Respondents, and award of a contract will use competitive bidding standards established in all applicable California state and federal statutes and regulations.

Outlined below are competitive bidding basic standards:

- The purpose of soliciting competitive proposals is to secure public objectives in the most effective manner and avoid the possibilities of graft, fraud, collusion, etc.
- The SFA released this RFP to benefit the SFA and not the Respondents.
- Fulfillment of RFP specifications is based on full and fair competition and acceptance by the SFA of the most responsive and responsible Respondent to the SFA's requirements, as determined by the SFA when evaluating proposals based on the criteria contained in the RFP.

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- The RFP must provide a basis for full and fair competition among Respondents to a common standard, free of restrictions that tend to stifle competition.

The above four points are for illustrative purposes only, and do not include all California state and federal requirements to achieve competitive bidding.

To respond to this RFP, interested FSMCs must present evidence of experience, ability, and financial standing necessary to meet the requirements stated in this RFP. The SFA will measure this evidence by scoring the proposals, using a point system that will rank each proposal from highest to lowest, to determine which proposals they will consider for the award of a contract.

To be competitive in this solicitation, the Respondent must:

- Carefully read the entire RFP, attachments, exhibits, addenda, and SFA responses to questions before submitting a proposal
- Ask appropriate questions or request clarification before the deadline in the RFP
- Submit all required responses by the required deadlines
- Follow all instructions and requirements of the RFP thoroughly and appropriately

If a Respondent discovers any ambiguity, conflict, discrepancy, omission, or other errors in this RFP, the Respondent shall immediately notify the SFA of the error in writing and request clarification or a modification of the RFP. If the Respondent fails to notify the SFA of the error prior to the date for submission of proposals, and is awarded the contract, the Respondent shall not be entitled to additional compensation or time by reason of the error or its later correction.

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Schedule of Events
for
RFP # 2019-2020-001

• Board Meeting – Approval of RFP Resolution	March 6, 2019 at 6:00 PM PT
• Release of RFP	March 28, 2019 at 12:00 PM PT
• First Public Notice	April 1, 2019 at 12:00 PM PT
• Respondent Question Submission Deadline	April 12, 2019 at 4:00 PM PT
• Second Public Notice	April 15, 2019 at 4:00 PM PT
• SFA Provides Answers	April 25, 2019 at 4:00 PM PT
• Deadline for Submission of Sealed Proposal	May 8, 2019 at 3:00 PM PT
• Proposals Opened	May 9, 2019
• Proposals Evaluated	May 10 - 14, 2019 9:30 AM PT
• First Round Notifications Issued	May 15, 2019 at 12:00 PM PT
• Top 3 FSMC Mandatory Tour	May 17, 2019 at 9:00 AM PT
• Food Tasting (Location TBD)	May 29, 2019 at 12:00 PM PT
• Winning Proposal(s) Selected	May 31, 2019 at 12:00 PM PT
• Anticipated Contract Award Date	June 7, 2019 at 5:30 PM PT

The SFA will make every effort to adhere to the schedule. However, the SFA reserves the right to amend the schedule, as necessary, and will post a notice of said amendment at www.teachpublicschools.org

*Please note: Once the SFA has reviewed all submitted Proposals, only the top 3 FSMC's will be invited to a Mandatory Tour. The top 3 FSMC's will receive a letter detailing the mandatory SFA tour schedule.

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General Instructions for Respondents

1. Prepare proposals simply and economically. Provide a straightforward concise description of the Respondent's capability to satisfy the SFA's requirements. Emphasis should be placed on completeness and clarity of content.

2. Submit proposals for the performance of all the services described within this RFP. The SFA will not consider any deviation from these specifications and will reject such proposals.

3. The SFA may reject a proposal if the proposal is conditional or incomplete, deemed nonresponsive, or if it contains any alterations of form or other irregularities of any kind. The SFA may reject any or all proposals or waive any immaterial deviation in a proposal. The SFA's waiver of an immaterial deviation shall in no way modify the RFP document or excuse the Respondent from full compliance with all other requirements if awarded the contract.

4. Respondents are responsible for the costs of developing proposals, and shall not charge the SFA for any preparation costs.

5. The SFA asks Respondents that do not intend to submit a proposal to notify the SFA in writing.

6. Respondents may modify their proposal after submission by withdrawing the original proposal and resubmitting a new proposal prior to the submission deadline. The SFA will not consider proposal modifications offered in any other manner, either oral or written.

7. The Respondent shall provide payment terms within their proposal.

8. The Respondent shall maintain records to support the SFA's Claim for Reimbursement and report claim information to the SFA promptly at the end of each month. Such records shall be made available to the SFA upon request and shall be retained in accordance with 7 *CFR,* Section 210.16(c)(1).

9. The Respondent shall secure State or local health certification for any facility outside the school in which it prepares meals. The Respondent shall maintain this certification for the duration of the contract.[7 *CFR* Section 210.16(a)[7]

10. The SFA participates in meal programs that require the use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U.S. substantially (51% or more by weight or volume) using agricultural commodities that are produced in the U.S. as provided in 7 CFR (d) and 220.16[d]).

11. The Respondent will document why a non-domestic food is being substituted for domestic foods. The documentation is intended to indicate if the alternative food is due to the cost of domestic being significantly higher than non-domestic foods and/or the domestic foods are not produced or manufactured in sufficient and reasonable available quantities of a satisfactory quality. The Respondent will provide documentation justifying their use of exceptions to the Buy American Provision.

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12. The Respondent will provide documentation about the percentage of domestic product in any processed end product. If the percentage is less than 51% then the respondent will notify the SFA of the non-domesticity of the processed end product.

13. The Respondent will provide certification of domestic origin for products which do not have country of origin labels.

14. The Respondent will not, directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school-sponsored event. [7 *CFR*, Section 210.21(e)]

15. The Respondent shall include a 21 Day Cycle menu. (7 *CFR*, Section 210.10)

16. The Respondent shall include meal pattern requirements for after school snacks, as per 7 *CFR*, Section 210.10?

17. The Respondent shall include meal pattern requirements for breakfast, as per 7 *CFR*, Section 220.8?

18. The Respondent must credit the recipient agency for the value of all donated foods received for use in the recipient agency's meal service in the school year or fiscal year (including both entitlement and bonus foods), and including the value of donated foods contained in processed end products. [7 *CFR*, Section 250.51(a)]

19. The Respondent will provide the method and frequency by which the crediting will occur and document that the value of all donated foods will be credited. [7 *CFR*, Section 250.51(b)]

20. The Respondent will provide the method of determining the donated food values to be used in crediting. [7 *CFR*, Section 250.51(c)]

21. The Respondent shall agree to penalties for nonperformance. [7 *CFR*, Section 210.16(b)(2)]

22. Small Businesses and Minority Business - (a) The non-Federal entity must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. (b) Affirmative steps must include: (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists; (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section. (Title 2, *Code of Federal Regulations*, Section 200.321(a)(b)(1-6))

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23. Respondents may withdraw their proposal by submitting a written withdrawal request to the SFA, signed by the Respondent or their authorized agent, through the contact person named in the “Contact Information” provided on page iv of this RFP. Thereafter, a Respondent may submit a new proposal prior to the proposal submission deadline. Respondents may not withdraw their proposal without cause after the proposal submission deadline.

24. The SFA may modify the RFP prior to the date given for submission of proposals by posting an addendum on SFA Web site: www.teachpublicschools.org. The SFA will notify Respondents so they can obtain any addenda from the SFA’s Web site, or request it by e-mail, postal mail, or fax.

25. The SFA reserves the right to reject all proposals for reasonable cause. If the costs of all proposals are excessive, the SFA is not required to award a contract.

26. The SFA will not consider more than one proposal from an individual, firm, partnership, corporation, or association under the same or different names. Reasonable grounds for believing that any Respondent has submitted more than one proposal for work contemplated herein will cause the SFA to reject all proposals submitted by the Respondent. If there is reason to believe that collusion exists among the Respondents, the SFA will not consider any of the participants of such collusion in this or future solicitations.

27. The SFA will not consider a joint proposal submitted by two or more entities.

28. Additional charges for regular or express delivery, drayage, parcel post, packing, cartage, insurance, license fees, permits, or for any other purpose shall be included (and separately identified) in the proposal.

29. All proposals shall include the forms provided as attachments to this RFP. Respondents may copy these forms. A proposal is considered responsive if it follows the required format, includes all attachments, and meets all deadlines and other requirements outlined in this RFP.

30. The SFA shall not accept proposals after the submission deadline specified in the RFP and shall return the unopened proposals to the respective Respondents. The SFA will not consider late proposals under any circumstances.

31. Respondents are responsible for examining the entire RFP package, seeking clarification for any item or requirement that may not be clear to them, and checking all responses in their proposal for accuracy before submitting it.

32. Respondents may submit their questions regarding the information presented in this RFP to Enrique Robles in writing by postal mail at 1846 W. Imperial Hwy. Los Angeles, CA 90047, or e-mail at TEACH-SNP@teachps.org , no later than April 12, 2019.The SFA will answer all questions received by the deadline in writing without exposing the query source. This will be the sole process for asking and answering questions regarding this RFP. Respondents may not contact SFA employees directly to ask questions.

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33. SFA representatives reserve the right to inspect a Respondent's other food service operations prior to any award of a contract.

34. The SFA reserves the right to negotiate the final terms and conditions of the contract, which may differ from those contained in the proposal, provided the SFA considers such negotiation to be in its best interest. Any change in the terms and conditions must not create a material change, which is any alteration or modification to the original terms stated in the RFP that would have resulted in different proposals from all respondents. A material change will require the SFA to rebid the contract.

35. Interested Respondents are required to inspect the SFA's premises prior to submitting a proposal in order to determine all requirements associated with the proposed contract. The inspection of premises will occur during the Mandatory Tour.

36. Respondents shall submit one (1) paper copy and two (2) copy in digital format (e.g., CD, DVD, flash drive, etc.).
    a. The paper copy must contain the original signature of the individual(s) authorized to bind the Respondent contractually and be labeled "Master Copy."
        i. Note: If the respondent would like to submit a copy via a secure online File Exchange system like Google Drive, Dropbox, Box, etc., it must ensure that the SFA has access to the required documents prior to the deadline. If no access is ensured prior to the deadline, the SFA can disqualify the bid.

    b. The Respondent must ensure the digital copy is complete and inclusive of all materials contained in the paper copy, including any required signatures. If there is an inconsistency between the paper and digital copies, the paper copy will take precedence.

    c. The sealed proposal envelopes must be marked legibly with the SFA's RFP number and title, and the SFA name and address, as shown in the following example:

Proposal—Food Service Management Company

[*Enter* FSMC Name Submitting RFP]

2019-2020-001

[*Enter* RFP Title]

TEACH Public Schools

Attention: Mr. Enrique Robles

1846 W. Imperial Hwy. Los Angeles, CA 90047

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Proposal Requirements

To be eligible for evaluation, a proposal must adhere strictly to the format set forth below; failure to do so may result in disqualification. Respondents must complete, label, and separate each section, and number all pages. The content and sequence of the proposal will be as follows:

Section 1 - Administrative Requirements

A. Cover Letter

Only the individual(s) authorized to bind the Respondent contractually may sign the cover letter, which shall be a part of the proposal package. If the cover letter is unsigned, the SFA will reject the proposal. The SFA may reject the proposal if the Respondent fails to include the following required information:

- Name and address of responding company
- Organizational structure of the responding company (e.g., corporation, partnership, etc.)
- Respondent's Federal Employee Identification Number and Corporate Identification Number, if applicable
- Name, title phone number, fax number, and e-mail address of the representative who will be designated as the primary liaison to the SFA
- Name, title, phone number, and e-mail address of the representative(s) authorized to bind the Respondent in a contract if different from the primary liaison
- A statement expressing the Respondent's willingness to perform the services described in this RFP
- A statement expressing the Respondent's ability to perform the services required in the Scope of Work, including availability of staff and other required resources to meet all deliverables as described in this RFP
- A statement regarding the Respondent's proprietary information; if applicable, the Respondent must clearly mark in the upper right hand corner those pages to be considered proprietary (**Note**: the Respondent cannot consider the entire proposal to be proprietary)
- The following certification:

  By signing this cover letter, I (we) certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

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B. Table of Contents

Immediately following the cover letter, include a comprehensive Table of Contents that lists all submitted proposal sections, subsections, attachments, and materials.

Section 2 – Required Attachments

A. Attachment Checklist

The Respondent shall include all documents identified in the Attachments Checklist (Attachment A). The SFA may reject proposals that do not include the proper required attachments.

B. Mandatory Tour (optional)

It is optional for the SFA to hold a mandatory tour. If the SFA holds a Mandatory Tour, the tour will include an escorted tour. The tour schedule includes the sites. Prospective Respondents may not contact any sites or employees outside of the scheduled visit. The SFA requests that Respondents do not take pictures during the tour as the SFA has not obtained releases from parents, students, and employees.

C. Minimum Qualifications

The SFA will only consider Respondents that **meet all minimum qualifications** (as listed on Attachment C).

D. FSMC Professional Standards

Establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs (as listed on Attachment D).

E. Proposal Questionnaire

The Proposal Questionnaire (Attachment D) is intended to provide the SFA with specific information concerning the Respondent's capability to provide services as described in this RFP. Respondents should limit their responses to the number of pages noted in the questionnaire and answer each question in the same order.

F. Respondent References

Respondents must provide three references on the Respondent References form (Attachment E). The SFA reserves the right to contact any of the references listed, and retains the right to conduct reference checks with individuals and entities beyond those listed.

G. Authorization Agreement

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The Respondent or their authorized representative must sign the Authorization Agreement (Attachment F) and return it with the proposal package.

H. Fee Proposal

The Respondent must complete the Fee Proposal (Attachment G) and return it with the proposal package.

I. Certifications

The Respondent must complete the certifications (Attachments I) and return them with the proposal package.

J. Certificate of Price Determination

The Respondent must complete the certifications (Attachments I) and return them with the proposal package.

K. 21 Day Cycle Menu

The Respondent must submit a 21 Day Cycle menu with the proposal package.

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Evaluation of Proposals

Proposals will be opened on or after the date and time specified in the Schedule of Events. During the evaluation process, the SFA may ask Respondents to clarify information in the proposals, but Respondents may not change their proposals.

An error in the proposal may cause the SFA to reject that proposal; however, the SFA may, at its sole discretion, retain the proposal and make certain corrections. When determining if a correction will be made, the SFA will consider the conformance of the proposal to the format and content required by the RFP and that the Respondent's intent is clearly established based on review of the whole proposal. Based on that established intent, the SFA may choose to correct errors such as obvious grammatical or punctuation errors and arithmetic errors. The Master Copy of the proposal shall have priority over additional proposal copies.

The SFA will open proposals to determine if they contain all the required information in accordance with this RFP. The SFA will evaluate qualifying proposals using the following criteria:

CRITERIA	MAXIMUM POINTS
Cost	30
Administrative Requirements: did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	20
Experience with School Breakfast & National School Lunch Programs and CACFP & Summer Feeding Program	20
Based on the Proposal Questionnaire responses and the Cover Letter, the Respondent demonstrates a complete understanding of the SFA's food service program and its service requirements, as described in the RFP and the Scope of Work, and can perform those services to the SFA's satisfaction.	20
The financial stability of the Respondent.	25
Corporate capability and experience as measured by performance record, years in the industry, relevant experience, number of SFAs served, client retention and satisfaction, and references.	20
Tasting (Round 2 Candidates Only)	20
TOTAL POINTS	135 / 155 (Round 2)

The SFA will score and rank selected proposals by assigning a score between zero and the maximum score to each proposal criterion. The SFA will recommend awarding the contract to the most responsive and responsible Respondent with the highest total proposal score.

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Attachment A: Attachments Checklist

_____
Respondent Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or "x" next to each item submitted to the SFA. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Attachment	Attachment Name
_____ A	Attachments Checklist
_____ B	Mandatory Tour (optional)
_____ C	Minimum Qualifications
_____ D	FSMC Professional Standards
_____ E	Proposal Questionnaire
_____ F	Respondent References
_____ G	Authorization Agreement
_____ H	Fee Proposal
_____ I	Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters
_____ J	Certificate of Independent Price Determination
_____ K	21 Day Cycle Menu (Include)

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Attachment B: Mandatory Tour (during Round 2)

The Mandatory Tour will include an escorted tour.

- The tour schedule includes the sites listed below.
- Prospective Respondents may not contact any sites or employees outside of the scheduled visit.
- The SFA requests that Respondents do not take pictures during the tour as the SFA has not obtained releases from parents, students, and employees.

TOUR SCHEDULE

Will be provided to the top 3 FSMC candidates once evaluations are conducted.

The SFA thanks all Respondents for abiding by our request to keep the disruption caused by the visit to a minimum.

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Attachment C: Minimum Qualifications

A Respondent must meet all of the following minimum qualifications to the SFA's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of April 1, 2019, both the Respondent's company and its key personnel meet all of the following minimum qualifications:

1. The Respondent has at least 3 years of experience with food service programs.

   Yes _____ No _____

2. The Respondent has the resources and ability to provide 200,000 of meals per fiscal year.

   Yes _____ No _____

3. The Respondent has knowledge and experience with the School Breakfast Program and National School Lunch Program, CACFP Supper Program and Summer Feeding Program.

   Yes _____ No _____

4. The Respondent has professional references that demonstrate and evidence the ability to perform the required services.

   Yes _____ No _____

5. The Respondent is licensed to do business in the state of California.

   Yes _____ No _____

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Attachment D: FSMC Professional Standards

FSMC Employees Professional Standards

Federal Register Vol. 80, No. 40, dated March 2, 2015, referred to as the "Final Rule," establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director**. The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.

2. **School Nutrition Program Manager**. The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).

3. **School Nutrition Program Staff**. School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

The Final Rule establishes that these definitions apply to the function/role rather than the specific title within the school food service structure, and that the definitions apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by the Final Rule, and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in 7 *CFR,* Section 210.30, which can be viewed at the following Web page: http://www.fns.usda.gov/sites/default/files/cn/profstandards_flyer.pdf.

- The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.

- The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staff who fail to take the required annual training.

- The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

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Attachment E: Proposal Questionnaire

This proposal questionnaire is intended to provide the SFA with specific information concerning the Respondent's capability to provide services as described in the RFP. Please be as concise as possible and limit your responses **to no more than two pages per question, unless instructed otherwise. Type each question in the same order as listed in the questionnaire.**

1. Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment C, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.

2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing food service management services (consulting, food purchase, etc.) and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.

3. Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.

4. Provide a complete list of SFAs that have discontinued or terminated your company's services in the last five years and the reason(s) why.

5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.

6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

7. Provide a description of promotional and marketing materials you will use to attract students to the program.

8. Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

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Attachment F: Respondent References

List three references to which the Respondent has provided food service management services within the past [*Insert* number] year(s).

Failure to complete and return this Attachment will cause your proposal to be rejected.

Reference 1		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Reference 2		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Reference 3		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

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Attachment G: Authorization Agreement

Request for Proposal for Food Service Management Company
RFP Number: 2019-2020-001

We, [*Enter* FSMC Name], by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.

2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.

3. That the proposal submitted is a firm and irrevocable offer good for one year.

4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by [*Enter* SFA Name].

5. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for [*Enter* SFA Name].

6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: _____

Address: _____

City: _____ State: ____ Zip: _____

E–mail Address: _____

Web Site Address: _____

Name of Authorized Representative: _____

Title of Authorized Representative: _____

_____
Signature of Authorized Representative

Date Signed: _____

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Attachment H: Fee Proposal

*[**Note to SFA:** The CDE encourages SFAs to require potential bidders to provide a detailed breakdown of costs that are included in the fixed cost price. SFAs should consult their legal counsel regarding the need for and benefit to identifying costs in a fixed-price contract. If your SFA chooses to exclude a breakdown of costs, delete the table titled **"Cost Breakdown"** below. At a minimum, you must request that the Respondents submit the cost per meal information.]*

All costs are based on average daily participation of 850 number of meals served on 185 number of school days.

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COST BREAKDOWN

Respondent Instructions
⇨ Provide a breakdown of all costs included in the fixed price, including personnel costs.
⇨ Provide the cost per meal; base all food costs **on the attached 21-day cycle menu**.
⇨ **Clearly identify all costs**

Item #	**Description** *(Include All Goods and Services included in the Fixed Price)*		**Annual Cost**
1.			$
2.			$
3.			$
4.			$
		Sub Total	$
	Personnel Costs		**Annual Cost**
5.	Management Fee Per Meal	$	
6.	Consultant Fee Per Meal	$	
	Sub Total	$	
	GRAND TOTAL		$

*[**Note to SFA:** SFA provides Units in column 2. Delete school programs not applicable]*

COST PER MEAL

Respondent Instructions:
⇨ Provide the cost per meal; base all food costs **on the attached 21-day cycle menu**.
⇨ Prices must not include values for USDA Foods and must include all meal programs applicable.

1. LINE ITEM	2. UNITS	3. RATE	4. TOTAL
Breakfast	[SFAs *Enter* a number; **Do not** use a percentage]	$	$
Lunch	[SFAs *Enter* a number. **Do not** use a percentage]	$	$
Snacks	[SFAs *Enter* a number. **Do not** use a percentage]	$	$
Nonreimbursable Meals	[SFAs *Enter* a number. **Do not** use a percentage]	$	$
TOTAL		$	$

Attachment I: Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 7 *CFR,* Part 3018, "New Restrictions on Lobbying," 7 *CFR*, Part 3017, "Government-wide Debarment and Suspension (Nonprocurement)," and 7 *CFR,* Part 3021, "Government-wide Requirements for Drug-Free Workplace (Grants)." The certification shall be treated as a material representation of fact upon which reliance will be placed when the SFA determines to award the covered transaction, grant, or cooperative agreement.

LOBBYING

As required by Title 31, *U.S. Code* (31 *U.S.C.*) Section 1352, and implemented at 7 *CFR,* Part 3018, for a person entering into a grant or cooperative agreement over $100,000, as defined at 7 *CFR,* Section 3018.105, the applicant certifies that:

a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions; and

c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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Disclosure of Lobbying Activities and Instructions

Complete this form to disclose lobbying activities pursuant to 31*U.S.C.* 1352
(See next page for public burden disclosure)

Approved by OMB

1. Type of Federal Action: a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance	2. Status of Federal Action: a. Bid/Offer/Application b. Initial Award c. Post-Award	3. Report Type: a. Initial filing b. Material change For Material Change Only: Year_____ Quarter_____ Date of last report_____
4. Name and Address of Reporting Entity: Prime / Subawardee / Tier, if known Congressional District, if known:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable:
8. Federal Action Number, if known:		9. Award Amount, if known: $
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI)
11. Information requested through this form is authorized by Title 31 *U.S.C.* Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 *U.S.C.* 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.		Signature: Print Name: Title: Telephone No: ( ) Date:
FEDERAL USE ONLY:		*Authorized for Local Reproduction* Standard Form (SF—LLL (Rev. 7-97)

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INSTRUCTIONS
Disclosure of Lobbying Activities (SF-LLL)

This disclosure form shall be completed by the reporting entity, whether subawardee or prime federal recipient, at the initiation or receipt of a covered federal action, or a material change to a previous filing, pursuant to 31 *U.S.C*. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget (OMB) for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.
4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the first tier. Subawards include but are not limited to subcontracts, subgrants, and contract awards under grants.
5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, state, and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, U.S. Department of Agriculture, Food and Nutrition Service.
7. Enter the federal program name or description for the covered federal action (Item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in item 1 (e.g., RFP number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the federal agency). Include prefixes, e.g., “RFP-DE-90-001.”
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state, and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered federal action.
    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter last name, first name, and middle initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and phone number.

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According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 *CFR*, Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 *CFR* Section 3017.200:

A. The contractor certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

_____

Contractor/Company Name — Award Number, Contract Number, or Project Name

_____

Name(s) and Title(s) of Authorized Representatives

_____

Signature(s) — Date

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Attachment J: Certificate of Independent Price Determination

Both the SFA and FSMC shall execute this Certificate of Independent Price Determination.

Name of FSMC	Name of SFA

A. By submission of this offer, the offeror (FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:

1. The prices in this offer have been arrived at independently—without consultation, communication, or agreement—for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;

2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening the case of an advertised procurement, directly or indirectly to any other offeror or to any competitor; and

3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

B. Each person signing this offer on behalf of the offeror certifies that:

1. He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or

2. He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this vendor and its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows (provide detail):

_____

_____

Signature of FSMC's Authorized Representative	Title	Date

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Signature of SFA's Authorized Representative	Title	Date

Note: Accepting a Respondent's offer does not constitute award of the contract.

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Attachment K: 21 Day Cycle Menu
Please attach to your Proposal

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TEACH

PUBLIC SCHOOLS

Exhibit 1: Model Fixed-Price Contract
For
FOOD SERVICE MANAGEMENT COMPANY

TEACH Public Schools
FOOD SERVICE PROGRAM

TEACH Public Schools
Attn: Enrique Robles
1846 W. Imperial Hwy. Los Angeles, CA 90047
e-mail TEACH-SNP@teachps.org

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TEACH
PUBLIC SCHOOLS

Model Fixed-Price Contract

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Contract Summary

FOOD SERVICES CONTRACT	CONTRACT NUMBER 2019-2020-001
	REGISTRATION NUMBER

1 This contract is entered into between the school food authority and the food service management company named below:

SCHOOL FOOD AUTHORITY NAME

TEACH, Inc. (dba TEACH Public Schools)

FOOD SERVICE MANAGEMENT COMPANY NAME

2 **The term of this Contract is for one year, commencing on** **07/01/2019** **and ending on** **06/30/2020**

3 The maximum dollar amount of this Contract is equal to the fixed price per meal multiplied by the number of meals served **$**

4 The parties herein agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Contract.

Request for Proposal Released	*Enter* page(s)
Contractor Proposal Received	*Enter* page(s)
Attached Terms and Conditions	*Enter* page(s)
Exhibit A: Scope of Work	*Enter* page(s)
Exhibit B: Schedule of Fees	*Enter* page(s)

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

FOOD SERVICE MANAGEMENT COMPANY

NAME of FSMC *(if other than an individual, state whether a corporation, partnership, etc.)*

BY *(Authorized Signature)* ✍

DATE SIGNED *(do not type)*

PRINTED NAME AND TITLE OF PERSON SIGNING

ADDRESS

SCHOOL FOOD AUTHORITY

NAME of SFA

BY *(Authorized Signature)* ✍

DATE SIGNED *(do not type)*

PRINTED NAME AND TITLE OF PERSON SIGNING

MATTHEW BROWN, CHIEF OPERATING & FINANCIAL OFFICER

California Department of Education Use Only

☐ Exempt per:

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Model Fixed-Price Contract

I. Introduction

The [district/agency name], hereinafter referred to as the school food authority (SFA), enters into this Contract with [food service management company name], hereinafter referred to as the food service management company (FSMC) to provide food service management assistance for the SFA's food service program, hereinafter referred to as "Services." **During the term of this Contract, the FSMC will provide services to the SFA as described in the Scope of Work (Exhibit A) of this Contract.**

II. General Terms and Conditions

A. Term

The term of this contract is one year. The FSMC shall commence providing Services under the Contract on [*Enter* date], and continue through [*Enter* date]. After careful consideration, the SFA may annually renew this Contract for four additional one year periods upon agreement between both parties. Execution of all contracts and amendments is contingent on approval by the California Department of Education (CDE). The SFA may cancel this Contract upon notification from the CDE that it or any part of the bidding process has been determined noncompliant with state and federal laws and regulations (Title 7, *Code of Federal Regulations* [*7 CFR*], Section 210.16[d]).

B. Designated Contract Liaisons

SFA Liaison for Services		FSMC Liaison for Services	
Name: Enrique Robles		Name:	
Title:		Title:	
Phone: 323-872-0808	Cell Phone:	Phone:	Cell Phone:
Fax:	E-mail: erobles@teachps.org	Fax:	E-mail:

Respondents shall serve or deliver by postal mail all legal notices to:

SFA	FSMC
Name: Enrique Robles	Name:
Title:	Title:
Address: 1846 W. Imperial Hwy. Los Angeles, CA 90047	Address:

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C. Fees

1. Fixed-price Contracts

The SFA will pay the FSMC at a fixed rate per meal. The fixed rate per meal includes all fees and charges indicated in the Schedule of Fees (Exhibit B) of this Contract. The SFA must determine, and the FSMC shall credit the SFA for, the full value of U.S. Department of Agriculture (USDA) Foods. The FSMC's fixed-price invoice will be fully compliant with procurement requirements for the National School Lunch, School Breakfast, and Special Milk Programs, set forth in Title 7, *Code of Federal Regulations* (7 *CFR*), parts 210, 215, and 220, and the USDA Food and Nutrition Service (FNS) Final Rule issued Wednesday, October 31, 2007. The FSMC shall take discounts, rebates, and other credits into account when formulating their prices for this fixed-price contract (Title 2, *Code of Federal Regulations [2 CFR*], sections 200 & 400).

2. Payment Terms

The FSMC shall submit **MONTHLY** invoices by 5th of the following month that reflect all activity for the previous calendar month. The FSMC must submit detailed cost documentation monthly to support all charges to the SFA. Charges and expenses are included in the Schedule of Fees (Exhibit B). All costs, charges, and expenses must be mutually agreeable to the SFA and the FSMC, and must be allowable costs consistent with the cost principles in 2 *CFR*, parts 200 or 400, as applicable. The SFA will pay invoices submitted by the FSMC within 30 days of the invoice date. The SFA will pay invoices received by its accounting department within 60 days of receipt of invoices and processing, if the invoices pass the SFA's audit (7 *CFR*, sections 210.14[a] 210.19[a], 210.21[c][3]). The SFA will notify the FSMC of invoices that do not pass audit, which the SFA will not pay until the invoices have passed audit, with no penalty accruing to the SFA (7 *CFR*, sections 210.19[a][1], 210.14[a], 210.21[f]).

3. Interest, Fines, Penalties, and Finance Charges

Interest, fines, penalties, and finance charges that may accrue under this contract are not allowable expenses to the nonprofit school food service (cafeteria fund). The SFA will not pay unallowable expenses from the SFA's cafeteria fund (2 *CFR*, Section 200.449).

4. Spoiled or Unwholesome Food

The SFA shall make no payment to the FSMC for food that, in the SFA's determination, is spoiled or unwholesome at the time of delivery, does not meet detailed food component specifications as developed by the SFA for

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the meal pattern, or does not otherwise meet the requirements of this Contract (7 *CFR,* Section 210.16[c][3]).

The SFA shall make no payment to the FSMC for meals that, in the SFA's determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by the SFA for the meal pattern, or do not otherwise meet the requirements of this Contract (7 *CFR,* Section 210.16[c][3]).

D. Contract Cost Adjustment

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

E. Availability of Funds

Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. The SFA may terminate this Contract at the end of the period for which funds are available if funds are not allocated and available for the continuance of this Contract. In the event the SFA exercises this provision, no liability shall accrue to the SFA and the SFA shall not be obligated or liable for any future payments or for any damages resulting from termination under this provision.

F. Timeliness

Time is of the essence in this Contract.

G. Approval

This Contract has no force or effect until it is signed by both parties and is approved by the CDE (7 *CFR*, Section 210.19 [a][5]).

H. Amendment

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No amendment or variation of the terms of this Contract shall be valid unless made in writing, signed by both parties, and approved by the CDE. Any oral understanding or agreement not incorporated into the Contract in writing and approved by the CDE is not binding on either party (7 *CFR*, Section 210.19[a][5]).

I. Substantive Changes to Contract

Any change to this Contract that results in a material change or any proposed renewals of this Contract may, at the determination of the CDE, either void this Contract or require the SFA to rebid the Contract. Following are examples of substantive changes that could require the SFA to rebid the Contract (2 *CFR*, Section 200.324 [b][5]):

- The addition of a program
- A major shift in responsibilities for FSMC/SFA staff
- A modification that changes the scope of the Contract or increases the price of the Contract by more than the applicable federal, state, or local small purchase threshold (2 *CFR*, Section 200.324 [b][4])

J. Subcontract/Assignment

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA.

K. Written Commitments

Any written commitment by the FSMC relative to the services herein shall be binding upon the FSMC. Failure of the FSMC to fulfill any such commitment shall render the FSMC liable for damages due to the SFA. Such written commitments include, but are not limited to:

- Any warranty or representation made by the FSMC in any publication, drawing, or specifications accompanying or referred to in the proposal pertaining to the responsiveness of the proposal
- Any written notifications, affirmations, or representations made by the FSMC in, or during the course of, negotiations that are incorporated into a formal amendment to the proposal

L. Trade Secrets/Copyrights

The FSMC and SFA shall designate any information they consider confidential or proprietary—including recipes, surveys and studies, management guidelines, operational manuals, and similar documents—that the SFA and FSMC regularly

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use in the operation of their business or that they develop independently during the course of this Contract. Information so designated and identified shall be treated as confidential by the FSMC and the SFA, and the FSMC and the SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences, unless disclosure is otherwise required under the law. All such materials shall remain the exclusive property of the party that developed them and shall be returned to that party immediately upon termination of this Contract. Notwithstanding, the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use, the following for federal government purposes:

- The copyright in any work developed under a federal grant, subgrant, or contract under a grant or subgrant (7 *CFR*, Section 200.315)
- Any rights of copyright to which a grantee, subgrantee, or a contractor purchases ownership with federal grant support (2 *CFR*, Section 200.315[B])

M. Severability

Should any provision(s) of this Contract be declared or found to be illegal, unenforceable, ineffective, and/or void, then each party shall be relieved of any obligations arising from such provision(s). The balance of this Contract, if capable of performance, shall remain and continue in full force and effect.

N. Counterparts

This Contract may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

O. Silence/Absence/Omission

Any silence, absence, or omission from the Contract specifications concerning any point shall mean that only the best commercial practices are to prevail. Only those materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA are to be used.

P. Indemnification

The FSMC shall indemnify and hold harmless the SFA, or any employee, director, agent, or Board Member of the SFA, from and against all claims, damages, losses, and expenses (including attorney's fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the FSMC's acts or omissions, willful misconduct, negligence, or breach of the FSMC's

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obligations under this Contract by the FSMC, its agents, employees, or other persons under its supervision and direction.

The FSMC shall not be required to indemnify or hold harmless the SFA from any liability or damages arising from the SFA's sole acts or omissions.

Q. Penalties

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

R. Small and Minority Businesses - Prime Contractors and Subcontractors

(a) The non-Federal entity must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. (b) Affirmative steps must include: (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists; (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section. (2 *CFR*, Part 200.321[a][b][1-6])

S. The FSMC shall comply with the provisions referenced in Appendix II to 2 *CFR* Part 200, which include but are not limited to:

a) Equal Employment Opportunity (for contracts in excess of $10,000)
b) Davis Bacon Act (for construction contracts in excess of $2,000)
c) Rights to Inventions Made Under a Contract or Agreement (if applicable)
d) Byrd Anti-Lobbying Amendment [31 U.S.C. 1352) (Appendix II to 2 *CFR,* Part 200 (for contracts worth $100,000 or more]

T. Force Majeure

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1. Neither party shall be liable to the other for delay in, or failure of, performance nor shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. Force majeure means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not restricted to, acts of God, the public enemy, acts of the state in its sovereign capacity, fires, floods, power failure, disabling strikes, epidemics, quarantine restrictions, and freight embargoes.

2. Force majeure does not include any of the following occurrences:

    - Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market

    - Late performance by a subcontractor, unless the delay arises out of a force majeure occurrence

    - Inability of either the FSMC or any of its subcontractors to acquire or maintain any required insurance, bonds, licenses, or permits

3. If either party is delayed at any time in the progress of work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as practicable and no later than the following work day or the commencement thereof, and shall specify the causes of such delay. Such notice shall be delivered by hand or sent by postal mail with a certified return receipt requested and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time for completion shall be extended by contract amendment, as long as the amended period does not violate 7 *CFR* Section 210.16(d).

4. Any delay or failure in performance by either party caused by force majeure shall not constitute default, nor give rise to any claim for damages or loss of anticipated profits.

U. Nondiscrimination

Both the SFA and FSMC agree that no child who participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Summer Food Service Program (SFSP), or Child and Adult Care Food Program (CACFP) will be discriminated against on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income derived from any public assistance program or protected genetic information in employment or in any program or activity conducted or

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funded by the USDA. (Not all prohibited bases will apply to all programs and/or employment activities (2 *CFR*, Section 210.23[b])

V. Compliance with the Law

The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies regarding purchasing, sanitation, health, and safety for the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, in the FSMC's compliance efforts.

The FSMC shall comply with 2 *CFR,* Part 200, 7 *CFR,* parts 210 (NSLP), 220 (SBP), 225 (SFSP), 226 (CACFP), 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools) as applicable, 250 (Donation of Foods for Use in the United States, its Territories and Possessions and Areas Under its Jurisdiction, USDA FNS Instructions and policy, federal laws and regulations, California *Education Code* (*EC*), and California laws and regulations, where applicable.

W. Choice of Law

This Contract shall be construed under the laws of the state of California, where applicable, without giving effect to the principles of conflict of laws. Any action or proceeding arising out of this Contract shall be heard in the appropriate courts in California.

X. Advice of Counsel

Each party acknowledges that, in executing this Contract, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this Contract (California *Education* Code [*EC*], Section 45103.5[b]).

III. Relationship of the Parties

A. The FSMC's relationship with the SFA will be that of an independent contractor and not that of an employee of or supervisor for the SFA. The FSMC will not be eligible for any employee benefits, nor will the SFA make deductions from payments made to the FSMC for taxes; all of which will be the FSMC's responsibility. The FSMC agrees to indemnify and hold the SFA harmless from any liability for, or assessment of, any such taxes imposed on the SFA by relevant taxing authorities. The FSMC will have no authority to enter into contracts that bind the SFA or create obligations on the part of the SFA (*EC* Section 45103.5).

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B. Where the SFA is a public school district or program operated by the county Office of Education, the FSMC, as an independent contractor, shall have no authority to supervise food service classified personnel operating the NSLP, SBP, SSO, CACFP Supper or Afterschool Meal Supplements (AMS) under the NSLP (*EC* Section 45103.5).

C. All services to be performed by the FSMC will be as agreed between the FSMC and the SFA. The FSMC will be required to report to the SFA concerning the services performed under this Contract. The SFA shall determine the nature and frequency of these reports.

D. The SFA is the responsible authority, without recourse to USDA or CDE, for the settlement and satisfaction of all contractual and administrative issues arising in any way from this Contract. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of a contractual nature.

IV. Food Service Program

A. Food Service Management Company Responsibilities

1. The FSMC will provide the SFA with an electronic Point of Service (POS) meal/milk counting system. Such meal/milk counting system must eliminate any potential for the overt identification of free and reduced-price eligible students under 7 *CFR,* Section 245.8. This POS system will be used for the duration of this Contract and the SFA will not take an ownership interest or option in the POS system provided

2. The SFA participates in meal programs that require the use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U.S. substantially (51% or more by weight or volume) using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d) and 220.16[d]).

3. The Respondent will document why a non-domestic food is being substituted for domestic foods. The documentation is intended to indicate if the alternative food is due to the cost of domestic being significantly higher than non-domestic foods and/or the domestic foods are not produced or manufactured in sufficient and reasonable available quantities of a satisfactory quality. The Respondent will provide documentation justifying their use of exceptions to the Buy American Provision.

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4. The Respondent will provide documentation about the percentage of domestic product in any processed end product. If the percentage is less than 51% then the respondent will notify the SFA of the non-domesticity of the process end product.

5. The FSMC will provide certification of domestic origin for products which do not have country of origin labels.

B. School Food Authority Responsibilities

1. The SFA shall ensure that the food service operation is in conformance with the SFA's Permanent Single Agreement with the CDE and will monitor the food service operation through periodic on-site visits (7 *CFR*, sections 210.16[a][2] and 210.16[a][3]).

2. The SFA shall retain control of the quality, extent, and general nature of the food service program and establish all program and nonprogram meal and a la carte prices (7 *CFR,* sections 210.09(b)(1) and 210.16[a][4]).

3. SFAs with more than one school shall perform no less than one on-site review of the lunch counting and claiming system employed by each school under its jurisdiction. The on-site review shall take place prior to February 1 of each school year. Further, if the review discloses problems with a school's meal counting or claiming procedures, the SFA shall ensure that the school implements corrective action and, within 45 days of the review, conduct a follow-up on-site review to determine that the corrective action resolved the problem. Each on-site review shall ensure that the school's claim is based on the counting system authorized by the CDE under 7 *CFR,* Section 210.7(c) and that the counting system, as implemented, yields the actual number of reimbursable free, reduced-price, and paid lunches respectively, served for each day of operation (7 *CFR*, Section 210.8[a][1]).

4. The SFA shall retain control of the nonprofit school service account and overall financial responsibility for the nonprofit food service operation; the quality, extent, and the general nature of its food service; and the prices children are charged for meals (7 *CFR,* Section 210.16[a][4]).

5. The SFA shall retain responsibility for developing the meal pattern for students with disabilities, when their disability restricts their diet, and for those students without disabilities who are unable to consume the regular lunch because of medical or other special dietary needs (7 *CFR,* Section 210.10[m]).

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6. The SFA shall retain signature authority for the food services application, agreements, Free and Reduced-Price Policy Statement, monthly Claim for Reimbursement, reports, program renewal, the verification of applications, letters to households, and all correspondence to the CDE relating to the food service program (7 *CFR,* Section 210.16[a][5]).

7. The SFA shall retain signature authority and be responsible for all contractual agreements entered into in connection with the food service program (7 *CFR* Section 210.21).

8. The SFA shall be responsible for the establishment and maintenance of the free and reduced-price meals eligibility roster (*EC* Section 49558).

9. The SFA shall be responsible for the development, distribution, and collection of the letter to households and Application for Free and Reduced-Price Meals and/or Free Milk. (*EC* Section 49558 and 7 *CFR,* Section 245.6).

10. If the SFA uses direct certification of eligibility, the SFA shall be responsible for obtaining the direct certification list at least annually (*EC* Section 49558).

11. The SFA shall be responsible for the determination of eligibility for free and reduced-price meals and shall disclose the eligibility status of individual students or confidential information provided on the application for free or reduced-price meals to the FSMC, to the extent that such information is necessary for the FSMC to fulfill its obligations under this Contract. The FSMC will not disclose the eligibility status of individual students or confidential information provided.

12. The SFA shall be responsible for conducting any hearings related to determinations regarding free and reduced-price meal eligibility (*EC* Section 49558 and 7 *CFR,* Section 245.7).

13. The SFA shall be responsible for verifying applications for free and reduced-price meals as required by federal regulations (7 *CFR,* sections 245.6 and 245.6a).

14. The SFA shall establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning (7 *CFR,* Section 210.16[a][8]).

15. The SFA shall maintain applicable health certification and ensure that all state and local regulations are being at an SFA facility (7 *CFR,* Section 210.16[a][7]). Meals are prepared by the FSMC off-site.

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V. U.S. Department of Agriculture Foods

A. Food Service Management Company Responsibilities

1. The FSMC shall fully use, to the maximum extent possible, USDA Foods made available by the SFA solely for the purpose of providing benefits for the SFA's nonprofit school food program (7 *CFR,* Section 210.16[a][6]).

2. In accordance with 7 *CFR* Section 250.53, the FSMC shall comply with the following provisions relating to the use of USDA Foods, as applicable:

   a. The FSMC must credit the SFA for the value of all USDA Foods (including both entitlement and bonus foods) received for use in the SFA's meal service in the school year or fiscal year. The credit must include the value of USDA Foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing on the USDA Food value of processed end products to the SFA (7 *CFR,* Section 250.51[a])

   b. The FSMC shall account for the full value of USDA Foods (7 *CFR,* Section 250.51) by:

      i) Subtracting the value of all USDA Foods received for use in the SFA's food service from the SFA's (monthly/quarterly) invoice, and

      ii) Using the Average Price File for the school year that the USDA Foods are received by the SFA. This listing is available from the USDA Food Distribution Web page at http://www.fns.usda.gov/fdd/processor-pricing-reports

3. The FSMC will be responsible for any activities relating to USDA Foods in accordance with 7 *CFR,* Section 250.50(d)(2), (3), and (4), and will ensure that such activities are performed in accordance with the applicable requirements in 7 *CFR,* Part 250.

4. The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA Foods.

5. The FSMC must use all donated ground beef and ground pork products, and all processed end products, in the SFA's food service (7 *CFR,* Section 250.51[d]).

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6. In accordance with 7 *CFR* Section 250.51(d), the FSMC may, in most cases, use commercially purchased foods of the same generic identity, of U.S. origin and of equal or better quality, in place of donated foods. Exceptions are donated ground beef, donated ground pork, and all processed end products, which contain donated foods that may not be replaced with commercial substitutes. The SFA must ensure that such substitution has been made and that it has received credit for the value of all donated foods received, in accordance with review requirements in 7 *CFR,* Section 250.54(c).

7. According to 7 *CFR*, Section 250.53(a)(7), the FSMC shall ensure that the processing agreement's value will be used in crediting the SFA for the value of USDA Foods contained in end products.

8. The FSMC will provide assurance that it will not itself enter into the processing agreement with the processor required in subpart C of 7 *CFR* Part 250.

9. The FSMC will provide assurance that it will comply with the storage and inventory requirements for USDA Foods (7 *CFR*, Section 250.53[a][9]).

10. The distributing agency, subdistributing agency, the CDE, SFA, the Comptroller General, the USDA, or their duly authorized representatives, may perform on-site reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for the management and use of USDA Foods (7 *CFR*, Section 250.53[a][10]).

11. The FSMC will maintain records to document its compliance with requirements relating to USDA Foods, in accordance with 7 *CFR,* Section 250.54(b).

12. Any extensions or renewals of the Contract, if applicable, are contingent upon the fulfillment of all Contract provisions relating to USDA Foods (7 *CFR*, Section 250.53[a][12]).

B. School Food Authority Responsibilities

1. The SFA shall retain title to all USDA Foods and ensure that all USDA Foods received by the SFA and made available to the FSMC accrue only for the benefit of the SFA's nonprofit school food service and are fully used therein (7 *CFR,* Section 210.16[a][6]).

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2. The SFA shall accept and use, in as large quantities as may be efficiently used in its nonprofit food service program, such foods as may be offered as a donation by USDA (7 *CFR*, Section 210.9[b][15]).

3. The SFA will maintain records to document its compliance with requirements relating to USDA Foods and conduct reconciliation (at least annually and upon termination of the Contract) to ensure that the FSMC has credited the value of all USDA Foods in accordance with 7 *CFR,* sections 250.54(a) and (c).

VI. Meal Responsibilities

A. The FSMC shall (7 *CFR*, Section 250.54[a] and [c]):

1. Serve meals on such days and at such times as requested by the SFA.

2. Offer free, reduced-price, and paid reimbursable meals to all eligible children through the SFA's food service program (7 *CFR*, Section 210.16[a]).

3. Provide meals through the SFA's food service program that meet the requirements as established in 7 *CFR*, Part 210.

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B. The SFA shall:

1. Offer free, reduced-price, and paid reimbursable meals to all eligible children through the SFA's food service program (7 *CFR*, Section 210.16[a]).

2. Provide meals through the SFA's food service program that meet the requirements as established in 7 *CFR,* Part 210.

3. Retain sole control of the preparation, delivery, and service of meals.

VII. Food Service Management Company Employees

A. The FSMC shall only place employees for work in the SFA that meet the minimum professional standards outlined in 7 *CFR*, Section 210.30 which can be viewed at the following Web page: http://www.fns.usda.gov/sites/default/files/cn/pofstandards_flyer.pdf.

The SFA shall ensure that all employees the FSMC proposes for placement meet the minimum professional standards. The FSMC shall ensure their employees take the required annual training as outlined in the professional standards. The FSMC shall track the trainings completed by each employee and maintain documentation to validate that training was completed. The FSMC shall remove from the SFA premises any employee who fails to take the required training.

The FSMC shall provide the SFA with a list of employees and evidence that they meet the professional standards.

A. The SFA reserves the right to interview and approve the on-site food service consultant(s)/employee(s).

B. The FSMC shall provide the SFA with a schedule of employees, positions, assigned locations, salaries, and work hours. The FSMC will provide specific locations and assignments to the SFA [*Enter* number of weeks here] calendar weeks prior to the commencement of operation.

C. The FSMC shall comply with all wage and hours of employment requirements of federal and state laws. The FSMC will be responsible for supervising and training their personnel.

D. The FSMC agrees to assume full responsibility for the payment of all contributions and assessments, both state and federal, for all of its employees engaged in the performance of this Contract.

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E. The FSMC agrees to furnish the SFA, upon request, a certificate or other evidence of compliance with state and federal laws regarding contributions, taxes, and assessments on payroll.

F. The FSMC will be solely responsible for all personnel actions regarding employees on its respective payroll. The FSMC shall withhold and/or pay all applicable federal, state, and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation costs, and shall file all required documents and forms. The FSMC shall indemnify, defend, and hold the SFA harmless from and against any and all claims, liabilities, and expenses related to, or arising out of, the indemnifying party's responsibilities set forth herein.

VIII. Books and Records

A. The SFA and the FSMC must provide all documents as necessary for an independent auditor to conduct the SFA's single audit. The FSMC shall maintain such records as the SFA will need to support its Claims for Reimbursement. Such records shall be made available to the SFA upon request and shall be retained in accordance with 7 *CFR,* Section 210.16(c)(1).

B. The SFA and the FSMC shall, upon request, make all accounts and records pertaining to the nonprofit food service program available to the CDE and USDA FNS for audit or review at a reasonable time and place. Each party to this Contract shall retain such records for a period of three (3) years after the date of the final Claim for Reimbursement for the fiscal year in which this Contract is terminated, unless any audit findings have not been resolved. If audit findings have not been resolved, then records shall be retained beyond the three-year period as long as required for resolution of issues raised by the audit (7 *CFR,* Section 210.9(b)(17) and 2 *CFR*, Section 200.336[a]).

C. The FSMC shall not remove state or federally required records from the SFA premises upon contract termination.

D. The SFA and the FSMC shall allow the CDE, USDA, the Comptroller General of the United States, or any of their duly authorized representatives access to any books, documents, papers, and records of the FSMC that are directly pertinent to the Contract for the purpose of making any audit, examination, excerpts, and transcriptions (2 *CFR,* Section 200.336[a]).

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IX. Monitoring and Compliance

A. The SFA shall monitor the food service operation through periodic on-site visits in order to develop recommendations for improvement of the food service program

B. The FSMC warrants and certifies that in the performance of this Contract it will comply with all applicable statutes, rules, regulations, and orders of the United States and the state of California.

C. The SFA shall establish internal controls that ensure the accuracy of lunch counts prior to the submission of the monthly Claim for Reimbursement in accordance with 7 *CFR,* Section 210.8(a). At a minimum, these internal controls shall include all of the following:

- An on-site review of the lunch counting and claiming system employed by each school within the jurisdiction of the SFA (7 *CFR,* Section 210.8[a][1])
- Comparisons of daily free, reduced-price, and paid lunch counts against data that will assist with the identification of lunch counts in excess of the number of free, reduced-price, and paid lunches served each day to children eligible for such lunches
- A system for following up on lunch counts that suggest the likelihood of lunch counting problems.

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X. Equipment, Facilities, Inventory, and Storage

A. The SFA will make available to the FSMC, without any cost or charge, area(s) of the premises agreeable to both parties in which the FSMC shall render its services. The SFA shall provide the FSMC with local telephone service. The SFA shall not be responsible for loss or damage to equipment owned by the FSMC and located on the SFA's premises. Meals are prepared by the FSMC off-site.

B. The FSMC shall notify the SFA of any equipment belonging to the FSMC on the SFA's premises within 10 days of its placement on the SFA's premises.

C. The premises and equipment provided by the SFA for use in its nonprofit food service program shall be in good condition and maintained by the SFA to ensure compliance with applicable laws concerning building conditions, sanitation, safety, and health including, without limitation, Occupational Safety and Health Administration regulations. The SFA further agrees that any structural or nonstructural modifications or alterations to the workplace or the premises necessary to comply with any statute or governmental regulation shall be the responsibility of the SFA and shall be at the SFA's expense. This provision shall survive termination of this Contract.

D. The SFA shall have access, with or without notice, to all of the SFA's facilities used by the FSMC for purposes of inspection and audit.

E. Ownership of the beginning inventory of food and supplies shall remain with the SFA.

F. All USDA Foods shall remain with the SFA (7 *CFR*, Section 210.16[a][6]).

G. Ownership of all nonexpendable supplies and capital equipment shall remain with the SFA. However, the FSMC must take such measures as may be reasonably required by the SFA for protection against loss, pilferage, and/or destruction.

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XI. Certifications

A. The FSMC warrants and certifies that in the performance of this Contract, it will comply with the rules and regulations of the CDE and the USDA, and any additions or amendments thereto, including but not limited to 2 *CFR,* Part 200 and 7 *CFR*, parts 210, 215, 220, 225, 245, 250, and USDA FNS Instruction and policy, as applicable. The FSMC agrees to indemnify the SFA and the CDE against any loss, cost, damage, or liability by reason of the FSMC's violation of this provision.

B. The FSMC shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; and any additions or amendments to any of these regulations.

C. The SFA and FSMC shall comply with all applicable standards, orders, or regulations issued, including:

A. Section 306 of Clean Air Act (42 *U.S.C.* 1847[h]): http://www.gpo.gov/fdsys/pkg/USCODE-2013-title42/pdf/USCODE-2013-title42-chap85-subchapIII-sec7602.pdf

B. Section 508 of the Clean Water Act (33 *U.S.C.* 1368): http://www.gpo.gov/fdsys/pkg/USCODE-2013-title33/pdf/USCODE-2013-title33-chap26.pdf

C. Executive Order 11738: http://www.epa.gov/isdc/eo11738.htm

D. Environmental Protection Agency (EPA) regulations at Title 40, *Code of Federal Regulations*, Part 15, et seq. (http://www.ecfr.gov/cgi-bin/text-idx?SID=9ed90ed6fc9c89c5c8465c743584c79a&tpl=/ecfrbrowse/Title40/40tab_02.tpl). Environmental violations shall be reported to the USDA and the U.S. EPA Assistant Administrator for Enforcement, and the FSMC agrees not to use a facility listed on the EPA's List of Violating Facilities

D. Debarment Certification

The USDA Certification Regarding Debarment must accompany each subsequent four (4) additional one-year renewals (2 *CFR*, sections 180 and 417). Contract renewals that do not include this certification will not be accepted for consideration.

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E. Lobbying

The Certification Regarding Lobbying and a Disclosure of Lobbying Activities form (2 *CFR*, Section 418) must accompany each subsequent four (4) additional one-year renewals (2 *CFR*, sections 180 and 417). Contract renewals that do not include this certification will not be accepted for consideration.

F. Energy Policy and Conservation Act: http://legcounsel.house.gov/Comps/EPCA.pdf.

The SFA and the FSMC shall recognize mandatory standards and policies relating to energy efficiency which are contained in the state conservation plan issued in compliance with the Energy Policy and Conservation Act.

G. Contract Work Hours and Safety Standards Act Compliance: http://www.dol.gov/compliance/laws/comp-cwhssa.htm .
FSMC will comply with Sections 103 and 107 of the Contract Work Hours and Safety Standard Act.

XII. **Insurance**

The parties shall maintain the following insurances:

A. Workers' Compensation Insurance

Each party shall maintain Workers' Compensation Insurance coverage as required by state law, and Employers' Liability in the amount of one million dollars ($1,000,000.00) for each accident covering all employees employed in connection with child nutrition program operations.

B. Comprehensive or Commercial Insurance

The FSMC shall maintain during the term of this Contract, for protection of the SFA and the FSMC, Comprehensive or Commercial General Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than five million dollars ($5,000,000.00) for each occurrence, including, but not limited to, Personal Injury Liability, Broad Form Property Damage Liability on the FSMC-owned property, Blanket Contractual Liability, and Products Liability, covering only the operations and activities of the FSMC under the Contract and, upon request, shall provide the SFA with a certificate evidencing such policies. The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without 30 days prior written notice of cancellation to the SFA. With the exception of Workers' Compensation Insurance, the SFA shall be named as

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an additional insured under the FSMC's policies of insurance to the extent the SFA is indemnified pursuant to this Contract.

C. Property Insurance

The SFA shall maintain, or cause to be maintained, a system of coverage either through purchased insurance, self-insurance, or a combination thereof to keep the buildings, including the premises, and all property contained therein insured against loss or damage by fire, explosion, or other cause normally covered by standard broad form property insurance.

XIII. Termination

Either party may terminate this Contract at any time upon 60-days' written notice (7 *CFR,* Section 210.16[d]).

Either party may cancel for cause with a 60-day notification if either party breaches a provision of this Contract (7 *CFR*, Section 210.16[d]). The nonbreaching party shall give the other party notice of such cause. If the cause is not remedied within 10 days, the nonbreaching party shall give a 60-day notice to the breaching party of their intent to terminate this Contract upon expiration of the 60-day period (2 *CFR*, Section 200.339[a][3]). This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Part 200). The Contract may also be terminated, in whole or in part, by the FSMC upon written notification to the SFA, setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, in the case of a partial termination, if the SFA determines that the remaining portion of the Contract will not accomplish the purposes for which the Contract was made, the SFA may terminate the Contract in its entirety under 2 *CFR*, Part 200, Appendix II(B). The rights of termination referred to in this Contract are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

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Exhibit A

Scope of Work

1. Overview of TEACH Public Schools Food Service Program

A. Scale. [Describe facility(ies), and where, when, and how the food service is provided.] The SFA employs 4 staff members who provide food service to approximately 1000 children at 4 sites, including 3 schools The food service prepares approximately 150,000 meals annually.

B. Financial Goals. TEACH Public Schools intends on serving as many students, as possible, with the lowest fiscal impact to our school's general fund. The FSMC will be required to provide a plan on how to support TEACH's goal on ensuring waste is not occurring and ensuring our students receive a healthy & nutritious meal, in addition to providing solutions on waste management and crediting for unserved meals.

C. Management Goals. TEACH Public Schools expects the FSMC to be fiscally solvent, in compliance with all local, state and federal public health policies. In addition, the FSMC must have a clear business structure that allows TEACH's Management Team to clearly identify key decision makers to ensure the FSMC provides all items requested in a timely manner and has the least impact on students. The SFA's food service goals are to provide nutritious, high-quality meals to students and participants in the School Breakfast Program, School Lunch Program, Summer Feeding Program, Child and Adult Care Food Program (CACFP) Supper Program and After School Snack Program. Additionally, the SFA strives to accommodate special diets where medically necessary, improve the nutritional quality of meals, and maintain a financially viable nonprofit food service program.

D. Food Service Office and Staff. The food service central office is located at TEACH Public School's Home Office. The Food Service Program is overseen by the Chief Operating Officer. In addition to the Chief Operating Officer, a Director of Business Operations provides overall operations & general direct support within the TEACH network and it's SFA members. Lastly, the School Officer Manager at each school will act as a liaison between the FSMC and the school.

E. National School Lunch Program and School Breakfast Program. Our schools participate in the National School Lunch Program and School Breakfast Program. SFA's food service goals are to provide nutritious, high-quality meals to students and participants in the School Breakfast Program, School Lunch Program, Summer Feeding Program, Child and Adult Care Food Program (CACFP) Supper Program and After School Snack Program.. Additionally, the

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SFA strives to accommodate special diets where medically necessary, improve the nutritional quality of meals, and maintain a financially viable nonprofit food service program. General food service goals are as to:

- Provide an appealing and nutritionally sound program for students as economically as possible
- Stimulate both student and adult participation in the program through improving relations with students, staff, and the community by creating awareness of the direct correlation between adequate nutrition for students and their ability to learn
- Increase participation at all levels of the food service program by improving meal quality, seeking student and parent input, and successful menu variation and planning
- Maintain reasonable prices for students and adults participating in the food service program, while maximizing USDA commodities and any other local, state & federal compliant programs that support our Food Service Program
- Maintain student and staff morale at a high level

Participation:

TEACH Public Schools
2019-2020 Master Roster
School Nutrition Program Projection (updated: 03-05-2019)

PROGRAM	GRADES	Address	Service Type	Servers Required	POS Rep Required	MAX ENROLLMENT*	AVERAGE DAILY PARTICIPATION	FULL PAY*	FREE*	REDUCED*
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	Currently K-2 but will grow to be TK-5	8505 S. Western Ave. Los Angeles, CA 90047	Serve All (Provision 2 or CEP Candidate Site)	1	1	175 *(for 19-20 but will grow to 400)*				
National School Lunch (NSLP)							165	10	140	15
School Breakfast Program (SBP)							165	10	140	15
NSLP Afterschool Meal Supplements (AMS) (Snacks)				0	0		60	0	60	0
CACFP Supper**				1	0		60	0	60	0
TEACH Academy of Technologies	5th - 6th	10045 S. Western Ave. Los Angeles, CA 90047	Serve All (Provision 2 Site)	1	1	450				
National School Lunch (NSLP)							400	15	350	35
School Breakfast Program (SBP)	7th - 8th	10000 S. Western Ave. Los Angeles, CA 90047		1	1		350	10	315	25
NSLP Afterschool Meal Supplements (AMS) (Snacks)				0	0		100	0	100	0
CACFP Supper**				1	0		120	0	120	0
Summer Food Service Program**				1	0		120	0	120	0
TEACH Tech Charter High School	9th - 12th	10616 S. Western Ave. Los Angeles, CA 90047	Offer vs Serve (Provision 2 Site)	1	1	450				
National School Lunch (NSLP)							300	15	250	35
School Breakfast Program (SBP)							250	10	215	25
NSLP Afterschool Meal Supplements (AMS) (Snacks)				0	0		80	0	80	0
CACFP Supper**				1	0		80	0	80	0
Summer Food Service Program**				1	1		120	0	120	0

** Contingent on Funding for After School and Summer Programs

*These numbers are based on full enrollment as of October 31 for the 2019-2020 school year. There is no guarantee these numbers will be met.

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2. Description of FSMC Responsibilities

General: under the direction of the SFA's Food Service Director, the FSMC selected pursuant to this RFP will provide the following. In addition, the FSMC will employ qualified professional(s) to ensure compliance with state and federal regulations, such as but not limited to Highly Qualified Nutritionist, Program Compliance staff and Quality Control professionals. Furthermore, the FSMC will be responsible for acting as the Point of Service (POS) utilizing SFA's Meal Service Online system (currently, MealTime).

Responsibilities of the FSMC shall include: The FSMC will supply MEALS to the SFA that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the Traditional Food-Based Menu Planning option which is further described at http://www.cde.ca.gov/ls/nu/he/smi.asp. The FSMC will prepare MEALS off-site (in a site that maintains the appropriate state and local health certifications) and will package and deliver these MEALS in accordance with the food safety guidelines of the appropriate governing health departments. FSMC must submit with their bid a copy of the current state and local health certifications. Additionally, the FSMC will supply a certified food handler to prepare, serve and dispose meals while ensuring a clean and sanitized area is provided in and around the serving area. Furthermore, the FSMC will be responsible for acting as the Point of Service (POS) utilizing SFA's Meal Service Online system (currently, MealTime).

A. Purchasing of Supplies for the Food Service Program

Recommend (or be responsible for) purchasing standards and specifications that will result in the best quality of products and services at the lowest price for the food service program.

All transactions shall be conducted in a manner so as to provide maximum open and free competition as provided by statute and regulation.

The grade, purchase unit, style, weight, ingredients, formulation, etc., shall be in compliance with applicable statutes and regulations.

Purchase food and/or supplies (if applicable); if authorized by the SFA, the FSMC shall purchase food used by the food service operation and the purchasing of food shall not displace SFA staff or delegate responsibilities of the SFA to the FSMC.

Recommend new or improved procedures for the requisition, receipt, and verification of all supplies used by the food service operation

B. Facility or Site Operations

The FSMC shall recommend:

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- Safety programs for employees
- Sanitation standards for housekeeping, preparation, storage, and equipment
- Adjustments to practices and operation of equipment as required
- A Food Safety Plan and participate in the development, implementation, and maintenance of said plan
- Methods to increase participation at all levels of the SFA's food service programs, improve food quality, and upgrade equipment and facilities
- Hours and number of positions at each site to meet food service operational needs

C. Menus

Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval (7 *CFR,* 210.16[b][1] and 220.80**.**)

Provide recommendations for menu development that will result in the best quality of products and services at the lowest price for the food service program**.**

Seek student and parent input on successful menu variation and planning.

Provide, upon request by the SFA, recommended menus to assure compliance with all applicable statutes and regulations; include menu recommendations to meet the needs of students with special dietary needs or disabilities

D. Quality Control

Recommend or establish a formal structure to routinely and continuously gather input from students, staff, and parents about food services.

Recommend or establish a structure or process to routinely and continuously gather input from food service employees to ensure the most effective and efficient operation possible.

E. Staff

Recommend management staff and structure that will enhance the SFA's food service programs and ensure that the SFA's food service programs are of

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consistent top quality and held in positive regard by students, staff, and the public.

Recommend or establish and conduct management and staff training programs that will ensure staff development, proper supervision, professional/health certification, and consistent quality control both in production and service

F. Records

Maintain full and complete financial and inventory records sufficient to meet federal and state requirements and that are in accordance with generally accepted accounting procedures.

Maintain employment records that show FSMC staff have all professional and health certifications as required by federal or state law and the SFA

G. Education

Recommend actions or events to promote the nutrition education aspects of the food service program, and recommend or cooperate with efforts to merge these actions or events with classroom instruction; the FSMC will work in partnership with the SFA to educate students, parents, teachers, and the community about efforts to promote better nutrition and health.

Coordinate meeting times with the Food Service Director, other SFA staff, and parents or students to discuss ideas to improve the food service program; arrange meetings between an acceptable management representative of the FSMC and the Food Service Director, other SFA staff, and/or the school board, upon request

H. Reports

Collect and provide, in the required format, information necessary for school food service claims for reimbursement from state and federal agencies and maintain records of past information; at the end of each month the number of meals to be claimed will be submitted to the SFA contact by the FSMC consultant/representative on or before the **5**th of each month (7 *CFR,* 210.16[c][1]).

Provide the SFA with monthly operating statements and other information determined by the SFA regarding the food service programs

I. Point of Service

Provide and/or implement an accurate point of service meal/milk count; such meal/milk counting system must eliminate the potential for the overt

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identification of free and reduced-price eligible students under 7 *CFR,* Section 245.8

3. Specific FSMC Tasks

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Exhibit B

Schedule of Fees

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 CFR, Part 200.

All costs are based on the average daily participation of 1000 students in the district and 185 number of school days.

Cost per Meal

Note: Prices must **not** include values for USDA Foods, and must include all meal programs.

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	750	$	$
Lunch	900	$	$
Snacks	150	$	$
Seamless Summer Feeding Option**	200	$	$
Child and Adult Care Food Program Supper**	200	$	$
Nonreimbursable Meals	0	$	$
TOTAL		$	$

*Units to be provided by SFA

**Please note that our SFA will be adding additional schools in these categories.

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TEACH Public Schools

Notice of Request for Proposals
Janitorial Services RFP
No. 2019-2

Notice is hereby given that TEACH Public Schools (hereinafter referred to as "**TPS"**) is requesting proposals for a provider of Janitorial Services and related services (hereinafter referred to as **Proposer[s]**) for it three charter schools and district office located at 10000 S. Western Ave., 10045 S. Western Ave., 8505 S. Western Ave. and 1846 W. Imperial Hwy. Los Angeles, CA 90047.

Proposers should not construe from this notice that TPS intends to enter into a contract with the Proposer unless, in the opinion of TPS, it is in the best interest of TPS to do so. TPS reserves the right to negotiate final contractual terms with the successful Proposer.

The Request for Proposal (RFP) Information are available at
TPS's Web site awww.teachpublicschools.org

To request the RFP by e-mail or postal mail, please contact:
Matt Brown, CFO/COO TEACH Public Schools
Mbrown@teachps.org
1846 W. Imperial Hwy.
Los Angeles, CA 90047

TPS will record and provide answers to any questions or requests for clarifying information about the RFP through March 22, 2019. All questions should be sent via email to Matt Brown (Mbrown@teachps.org) with the email subject line – "Janitorial Services RFP No. 2019-2". Responses to all questions received through March 22, 2019 will be posted online by March 29, 2019.

Proposers are required to submit written proposals that present the proposer's qualifications and understanding of the work to be performed. The Proposer's proposal should be prepared simply and economically and should provide all the information it considers pertinent to its qualifications for the Specifications listed herein. Emphasis should be placed on completeness of services offered and clarity of content.

Proposers must submit written proposals via email or in a sealed package, which should be labeled:

"Proposal – Janitorial Services [RFP No. 2019-2]"
Addressed to:
Matt Brown
Mbrown@teachps.org
1846 W. Imperial Hwy. Los Angeles, CA
90047
Los Angeles, CA 90007

TPS will accept all proposals received on or before Tuesday **May 28, 2019** Except for unusual circumstances as determined by TPS, TPS will not accept proposals that are received after this date. TPS reserves the right to reject any or all proposals, and to waive any errors or corrections in a proposal or in the proposal process. TPS will award the contract based on a review and analysis of the proposals that determines which proposal best meets the needs of TPS. Following the review and analysis of all responsive proposals, TPS staff will make a recommendation to the TPS Board of Directors at a duly noticed board meeting.

REQUEST FOR PROPOSAL
for
JANITORIAL SERVICES

RFP No. 2019-2
JANITORIAL SERVICES

by

TEACH PUBLIC SCHOOLS

ADDRESS ALL PROPOSALS TO:

Matt Brown,
CFO/COO TEACH Public Schools
mbrown@teachps.org
1846 W. Imperial Hwy. Los Angeles, CA 90047

Introduction/Purpose of Solicitation

The purpose of this Request for Proposal (RFP) is to enter into a contract with a provider of Janitorial and Cleaning and related services (collectively referred to herein as "Janitorial Services") that will provide TEACH Public Schools (hereinafter referred to as "TPS") with cleaning services for its schools. The Janitorial Services provider will provide services to TPS as described in **RFP Exhibit 1, Scope of Work**.

TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity. We adhere to the thinking of philosopher G. Givhan, "What you pay attention to grows." By looking consistently at our students and the data of our practices, our teachers and students will "grow" in their development and to great successes in the 21st century.

Through this RFP, TPS seeks to promote open and free competition consistent with applicable federal and state laws and standards.

Outlined below are examples of basic competitive bidding standards TPS will use in the issuance of this RFP:

- TPS is soliciting competitive proposals in order to secure public objectives in the most effective manner and avoid the possibilities of fraud, collusion, etc.
- TPS released this RFP to benefit TPS and not the Proposers.
- Fulfillment of RFP specifications is based on full and fair competition and acceptance by TPS of the most responsive and responsible Proposer to TPS's requirements, as determined by TPS when evaluating proposals based on the criteria contained in the RFP.
- The RFP provides a basis for full and fair competition among Proposers to a common standard, free of restrictions that tend to stifle competition.

The above four points are for illustrative purposes only.

To respond to this RFP, interested Janitorial Services Providers must present evidence of experience, ability, and financial standing necessary to meet the requirements stated in this RFP. TPS staff will measure this evidence by scoring the proposals, using a point system that will rank each proposal from highest to lowest, to determine which proposals they will consider for the award of a contract.

To be competitive in this solicitation, the Proposer must:

- Carefully read the entire RFP, attachments, exhibits, addenda, before submitting a proposal.
- Ask appropriate questions or request clarification.
- Submit all required responses by the deadlines.
- Follow all instructions and requirements of the RFP thoroughly and appropriately.

If a Proposer discovers any ambiguity, conflict, discrepancy, omission, or other errors in this RFP, the Proposer shall immediately notify TPS of the error in writing and request clarification or a modification of the RFP. If the Proposer fails to notify TPS of the error prior to the date for submission of proposals, and is awarded the contract, the Proposer shall not be entitled to additional compensation or time by reason of the error or its later correction.

Schedule of Events for
RFP No. 2019-2

- Release of RFP----------Thursday March 7, 2019
- Question and Answer Period----------Monday March 11 – Friday March 22, 2019
- Anticipated Receipt of Proposals----------Tuesday May 28, 2019
- Proposals Evaluated---------- Monday June 3, 2019
- Anticipated Contract Award Date---------- Thursday June 13, 2019

TPS will make every effort to adhere to the schedule. However, TPS reserves the right to amend the schedule, as necessary, and will post a notice of any said amendment at www.teachpublicschools.org.

General Instructions for Proposers

1. Prepare proposals simply and economically. Provide a straightforward concise description of the Proposer's capability to satisfy TPS's requirements. Emphasis should be placed on completeness and clarity of content.

2. Submit proposals for the performance of all the services described within this RFP.

3. TPS may reject a proposal if the proposal is conditional or incomplete, deemed nonresponsive, or if it contains any alterations of form or other irregularities of any kind. TPS may reject any or all proposals or waive any immaterial deviation in a proposal. TPS's waiver of an immaterial deviation shall in no way modify the RFP document or excuse the Proposer from full compliance with all other requirements if awarded the contract.

4. Proposers are responsible for the costs of developing proposals, and shall not charge TPS for any preparation costs.

5. Proposers may modify their proposal after submission by withdrawing the original proposal and resubmitting a new proposal prior to the submission deadline.

6. Proposers may withdraw their proposal by submitting a written withdrawal request to TPS, by email or signed letter by the Proposer or their authorized agent, through the contact person named in the "Contact Information" provided on page ii of this RFP. Thereafter, a Proposer may submit a new proposal prior to the proposal submission deadline. Proposers may not withdraw their proposal without cause after the proposal submission deadline.

7. TPS may modify the RFP prior to the date given for submission of proposals by posting an addendum on www.teachpublicschools.org

8. TPS reserves the right to reject all proposals for any reason and at TPS's discretion. TPS is not required to award a contract.

9. TPS will not consider more than one proposal from an individual, firm, partnership, corporation, or association under the same or different names. Reasonable grounds for believing that any Proposer has submitted more than one proposal for work contemplated herein will cause TPS to reject all proposals submitted by the Proposer. If there is reason to believe that collusion exists among the Proposers, TPS will not consider any of the participants of such collusion in this or future solicitations.

10. Additional charges for regular or express delivery, parcel post, packing, cartage, insurance, license fees, permits, or for any other purpose shall be included (and separately identified) in the proposal.

11. Proposers are responsible for examining the entire RFP package, seeking clarification for any item or requirement that may not be clear to them, and checking all responses in their proposal for accuracy before submitting it.

    TPS representatives reserve the right to request to inspect a Proposer's operations prior to any award of a contract.

    TPS reserves the right to negotiate the final terms and conditions of the contract, which may differ from those contained in the proposal, provided TPS considers such negotiation to be in its best interest.

12. Interested Proposers are encouraged to inspect TPS's premises prior to submitting a proposal in order to determine all requirements associated with the proposed contract.

13. Proposers should submit one paper copy and one copy in digital format (*e.g.*, email, CD, DVD, or flash drive.).

    a. The paper copy should contain the original signature of the individual(s) authorized to bind the Proposer contractually."

    b. The Proposer must ensure the digital copy is complete and inclusive of all materials contained in the paper copy, including any required signatures. If there is an inconsistency between the paper and digital copies, the paper copy will take precedence.

    c. The proposal envelopes should be marked legibly with TPS's RFP number and title, and TPS name and address, as shown in the following example:

Proposal—Janitorial Services [RFP No. 2019-2]

[*Enter* Back Office Provider Name Submitting RFP] for

TEACH Public Schools

Submitted to:

Matt Brown, CFO/COO
TEACH Public Schools
mbrown@teachps.org
1846 W. Imperial Hwy.
Los Angeles, CA 90047

Proposal Requirements

To be eligible for evaluation, a proposal should adhere strictly to the format set forth below; failure to do so may result in disqualification. Proposers should complete, label, and separate each section, and number all pages. The content and sequence of the proposal will be as follows:

1. Cover Letter

Only the individual(s) authorized to bind the Proposer contractually may sign the cover letter, which shall be a part of the proposal package. TPS may reject the proposal if the Proposer fails to include the following information:

- Name and address of responding company
- Organizational structure of the responding company (*e.g.*, corporation, partnership, etc.)
- Proposer's Federal Employee Identification Number and Corporate Identification Number, if applicable
- Name, title phone number, fax number, and e-mail address of the representative who will be designated as the primary liaison to TPS
- Name, title, phone number, and e-mail address of the representative(s) authorized to bind the Proposer in a contract if different from the primary liaison
- A statement expressing the Proposer's willingness to perform the services described in this RFP
- A statement expressing the Proposer's ability to perform the services required in the Scope of Work, including availability of staff and other required resources to meet all deliverables as described in this RFP
- A statement regarding the Proposer's proprietary information; if applicable, the Proposer must clearly mark in the upper right hand corner those pages to be considered proprietary (**Note**: the Proposer cannot consider the entire proposal to be proprietary)

- The following certification:

  By signing this cover letter, I (we) certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

2. Attachments Checklist

The Proposer shall include all documents identified in the Attachments Checklist (Attachment A). TPS may reject proposals that do not include the proper required attachments.

3. Minimum Qualifications

TPS will only consider Proposers that **meet all minimum qualifications**

4. Proposer References

Proposers must provide a minimum of two references. TPS reserves the right to contact any of the references listed, and retains the right to conduct reference checks with individuals and entities beyond those listed.

5. Authorization Agreement

The Proposer or their authorized representative must sign the Authorization to do reference checks

6. Fee Proposal

The Proposer must complete a Fee Proposal as part of the proposal package.

7. Licenses

Proposer must add copies of all licenses, certificates and authorizations needed to perform the task

8. Insurance

Proposer must provide evidence and copies of liability and all needed insurance coverage for the entity. Proposer must also be agreeable to naming TPS and its associates as additionally insured.

Evaluation of Proposals

Proposals will be opened on or after the date and time specified in the Schedule of Events. During the evaluation process, TPS may ask Proposers to clarify information in the proposals, but Proposers may not change their proposals.

An error in the proposal may cause TPS to reject that proposal; however, TPS may, at its sole discretion, retain the proposal and make certain corrections. When determining if a correction will be made, TPS will consider the conformance of the proposal to the format and content required by the RFP and that the Proposer's intent is clearly established based on review of the whole proposal.

TPS will open proposals to determine if they contain all the required information in accordance with this RFP. TPS will evaluate qualifying proposals using the following factors (listed in no particular order):

- Administrative Requirements: Did the Proposer include all required information in accordance with the General Instructions and Proposal Requirements?
- Experience: Did the Proposer demonstrate experience with and an understanding of charter school and nonprofit corporation finance and accounting practices? Does the Proposer have the requisite capability and experience, as measured by performance record, years in the industry, relevant charter school experience, number of other schools served, client retention and satisfaction, and references?
- Capacity: Based on the Proposal Questionnaire responses and the Cover Letter, did the Proposer demonstrate a complete understanding of TPS’s service requirements, as described in the RFP and the Scope of Work, and can the Proposer perform those services to TPS’s satisfaction?
- Reputation: Has the Proposer demonstrated a track record in the industry of providing high quality, professional, and timely customer service, and provided positive references?
- Cost: Does the Proposer offer the requested services described in the RFP and the Scope of Work at a competitive price?
- Insurance: Does the Proposer possess the needed liability and other insurance coverage. Is the proposer prepared to name TPS as additionally insured?
- Licenses: Does the proposer possess the requisite licenses, certifications and authorizations needed to perform the task.

TPS staff will recommend to the TPS Board awarding the contract to the most responsive and responsible Proposer based on the factors above.

ATTACHMENTS

Attachment A

Attachments Checklist

_____

Proposer Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or "x" next to each item submitted to TEACH. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Section	Title
_____1	Cover Letter
_____2	Table of Contents
_____3	Attachments Checklist
_____4	Minimum Qualifications
_____5	Proposal Questionnaire
_____6	Proposer References
_____7	Authorization Agreement
_____8	Fee Proposal

Attachment B

Minimum Qualifications

A Proposer must meet all of the following minimum qualifications to TEACH's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of June 1, 2019, both the Proposer's company and its key personnel meet all of the following minimum qualifications:

1. The Proposer has at least three years of experience with providing back office services.

   Yes_____No _____

2. The Proposer has knowledge and experience working with California charter schools.

   Yes_____No _____

3. The Proposer has professional references that demonstrate and evidence the ability to perform the required services.

   Yes_____No _____

4. The Proposer is licensed to do business in the state of California.

   Yes_____No _____

Attachment C

Proposal Questionnaire

This proposal questionnaire is intended to provide TEACH with specific information concerning the Proposer's capability to provide services as described in the RFP. Please be as concise as possible and limit your responses **to no more than two pages per question, unless instructed otherwise. Type each question in the same order as listed in the questionnaire.**

1. Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment B, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.

2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing janitorial services and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with providing any similar services.

3. Provide a general description of your company's experience with California charter schools.

4. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.

Attachment D

Proposer References

List at least two references to which the Proposer has provided janitorial services within the past five year(s).

Reference 1		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		
Reference 2		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		
Reference 3 (optional)		
Name of Reference		
Street Address		
City	State	Zip Code
Contact Person	Contact Title	Contact Phone Number
Brief Description of Services Provided		
Dates of Service		

Attachment E

Authorization Agreement

Request for Proposal for Back Office Services
RFP No. 2019-1

We, [*Enter* Company Name], by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.

2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.

3. That the proposal submitted is a firm and irrevocable offer good for one year.

4. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for TEACH.

5. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

Company Name: _____

Address: _____

City:_____ State:_____Zip: _____

E–mail Address: _____

Web Site Address: _____

Name of Authorized Representative: _____

Title of Authorized Representative: _____

_____
Signature of Authorized Representative

Date Signed: _____

Attachment F

Fee Proposal

COST BREAKDOWN

Proposer Instructions

- Provide a breakdown of all costs included in the fixed price, including personnel costs.
- **Clearly identify all costs**

Item #	Description of Services	Annual Cost
1.		$
2.		$
3.		$
4.		$
5.		$
6.		$
7.		$
8.		$
	GRAND TOTAL	

RFP EXHIBIT 1 – Scope of Work

The proposed services consisted of the following:

TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School and TEACH Public Schools Office

- Clean all floor areas of the classrooms, and
- Clean all floor areas of the hallways and stairwells.
- Clean all restrooms,
- Clean the outdoor lunch areas,
- Remove all trash, and
- Cleaning in this context include but not limited to Washing, mopping, scrubbing, disinfecting, decontaminating, laundering, sterilizing, scraping, vacuuming, removal of stains, spots, dirt among others.
- Walls of classrooms, hallways, and stairways, stair rails, and windows, ceilings
- The deep cleaning service consist of but not limited to the following tasks:
- High dusting of hard to reach areas,
- Dusting of AC vents,
- Cleaning of low reach areas such as baseboards,
- Cleaning of windowsills, and ledges, and
- Cleaning of interior glasses.
- Refill of Receptacles (paper towels, napkins, soap, toilet seat covers)
- Removing and emptying all trash bags and replacing with new trash bags
- Wiping clean all desks & tables
- Dusting of blinds

The floor care service consisted of but not limited to:

- Carpet care (shampoo and stain removal once per month

Coversheet

Form 700

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: K. Form 700
Purpose: FYI
Submitted by:
Related Material: LAUSD FORM 700 NOTICE.pdf
Which Schedule Should I Use.pdf
Timeline - Form 700 - 01-07-19.pdf
Notice to Charter Schools - Form 700 - 01-07-19.pdf
Form 700 - 10 minutes Checklist.pdf
Sample How to complete form 700 2018-2019.pdf
Form 700 2018-2019 with Schedules.pdf
Form 700 2018-2019 Cover Only.pdf

BACKGROUND:
California law requires these designated individuals to file a Form 700 as follows: (1) First assume position (within 30 days) (2) Annually while on position (due every April 1st) (3) Leaving position (within 30 days)

Brown, Matt <mbrown@teachpublicschools.org>

ACTION | First notice: Form 700 for 2018-19

2 messages

Dominguez, Melida <melida.dominguez@lausd.net> Mon, Feb 11, 2019 at 2:03 PM

On behalf of the Charter Schools Division

Good afternoon Charter School Ethics Liaisons,

Thank you for submitting your names as ethics liaison for your school(s) for the 2018-19 school year! It's time again to prepare for the annual submission of the Form 700.

The deadline for the submission of the Updated roster of filers has been updated to Friday, February 22, 2019: Due to the deployment during the strike, we are still updating our rosters. We will send them to you sometime this week for your review and update. Please submit this list in *excel format* via e-mail to: charterschools@lausd.net.

Do not remove names from the list, if staff no longer with your organization, please indicate under notes that employee left and the exact date and provide the 700 exit form.

Any changes or alterations to the roster must be highlighted in yellow.

Future Deadlines for your information.

Friday, March 1, 2019: Notify filers of their requirement and provide forms to them to complete. **Please ensure to provide submission guidelines. Make sure forms are printed single sided.**

Friday, March 8, 2019: Filers should start completing their forms for your review and submission to our Division

Friday, March 22, 2019: Submit original completed form 700 to the Charter Schools Division – 20th Floor Attn: Melida Dominguez via us mail or in person. Make sure to call our Division if delivering in person so your name can be added to security.

Monday, April 1, 2019. ***Government Code Section 91013 provides that any person who files a statement after its deadline shall be liable in the amount of $10 per day, up to a maximum of $100, in addition to any administrative penalty (up to the statutory maximum, currently $5,000) imposed by the Fair Political Practices Commission (FPPC).***

Guidelines for Submission of Form 700

1. Provide 2018-2019 form to filers – do not use old forms (correct form is attached) – Please be advised that forms are updated annually.
2. Hand print or type your form – do not use cursive writing
3. Print forms single-sided – do not print double-sided
4. Under the agency name enter Los Angeles Unified School District
5. Your school name should be entered under the Division line
6. Please use a **BLUE** ink pen to sign your form
7. Enclose any completed schedules if applicable
8. Ensure all applicable sessions are checked and completed
9. Provide a personalized business email address – do not provide a general business email address
10. Submit original signed form and keep a copy for your records. State Law prohibits us from accepting scanned copies or faxes of the Form 700.
11. U.S. mail or hand deliver your original signed form to:

Los Angeles Unified School District

Charter Schools Division

333 S. Beaudry Ave. 20th Fl.

Los Angeles, CA 90017

Attn: Melida Dominguez

The last day to file the Form 700 will be Monday, April 1, 2019.

In the event that you need to make changes to your Form 700 after filing, please call Melida Dominguez at (213) 241-0399.

Thank you so much for your assistance and support with this project.

Sincerely,

Melida Dominguez

Administrative Assistant to José Cole-Gutiérrez

Los Angeles Unified School District

Charter Schools Division

Office (213) 241-8660 | Fax (213) 241-2054

Website: http://charterschools.lausd.net

Charter Schools Division Mission:

The LAUSD Charter Schools Division 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.

6 attachments

- **Form 700 - 10 minutes Checklist.pdf** 500K
- **Which Schedule Should I Use.pdf** 181K
- **Sample How to complete form 700 2018-2019.pdf** 1059K
- **Form 700 2018-2019 Cover Only.pdf** 516K
- **Form 700 2018-2019 with Schedules.pdf** 818K
- **Timeline - Form 700 - Rev 02-11-19.pdf** 239K

Brown, Matt <mbrown@teachps.org> Wed, Feb 13, 2019 at 2:13 PM
To: Shawnna Lawson <slawson@teachps.org>

[Quoted text hidden]

--

Matthew Brown
Chief Operating Officer, TEACH Public Schools
323-872-0808 ext.7621 | mbrown@teachps.org | 1846 W. Imperial Hwy Los Angeles, CA 90047

6 attachments

Form 700 - 10 minutes Checklist.pdf
500K

Which Schedule Should I Use.pdf
181K

Sample How to complete form 700 2018-2019.pdf
1059K

Form 700 2018-2019 Cover Only.pdf
516K

Form 700 2018-2019 with Schedules.pdf
818K

Timeline - Form 700 - Rev 02-11-19.pdf
239K

Which Schedule Do I Use?

Common Reportable Interests

Schedule A-1	Stocks, including those held in an IRA or a 401K
Schedule A-2	Business entities (including certain independent contracting), sole proprietorships, partnerships, LLCs, corporations, and trusts
Schedule B	Rental property in the jurisdiction, or within two miles of the boundaries of the jurisdiction
Schedule C	Non-governmental salaries of public official and spouse/registered domestic partner
Schedule D	Gifts from businesses (such as tickets to sporting or entertainment events)
Schedule E	Travel payments from third parties (not your employer)

Common Non-Reportable Interests

Schedule A-1	Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 13, for detailed information. (Regulation 18237)
Schedule A-2	Savings and checking accounts and annuities
Schedule B	A residence used exclusively as a personal residence (such as a home or vacation cabin)
Schedule C	Governmental salary (such as a school district)
Schedule D	Gifts from family members
Schedule E	Travel paid by your government agency

Remember:

- ✓ Mark the "No reportable interests" box on Part 4 of the Schedule Summary on the Cover Page if you determine you have nothing to disclose and file the Cover Page only. **Make sure you carefully read all instructions to ensure proper reporting.**
- ✓ The Form 700 is a public document.
- ✓ **Most individuals must consult their agency's conflict of interest code for reportable interests.**
- ✓ Most individuals file the Form 700 with their agencies.

FORM 700 TIMELINE

AS A CHARTER LEADER:

STEP 1 – Jan. 11

- *SELECT A PERSON RESPONSIBLE TO HANDLE ALL your 700 Forms Submission and process.*

  Identify and submit the name of your ethics liaison (– Should be an employee at your location who will be responsible to update roster of filers, provide information to your staff regarding the form 700 requirements, submit completed forms, follow-up with non-filers and received any notifications of staff not in compliance

  CLICK HERE to Submit the Name of your Ethics Liaison.

STEP 2 – Feb. 15

- *GET READY TO FILE!*

  IDENTIFY FILERS
  Review the positions in your organization, including all board members and employees, and identify those that make or advise on financial decision-making. i.e.:
  - All Board Members
  - Chief Executive Director
  - Executive Director
  - Superintendent
  - Operations Director or Coordinator
  - Director
  - Principal
  - Fiscal or Business Manager
  - Financial Adviser or Manager
  - Consultant positions that advise on decision-making should also be added to the "List of Form 700 Filers

  Compare and Update the "Roster of Form 700 Filers" that will be provided by the Charter Schools Division to your ethics liaison. When updating the roster, keep in mind that names may be removed only if you have an exit 700 form. Add any new filers in red and remember that any additional filers must also have the assuming office form. Submit updated roster to the Charter Schools Division via e-mail to: charterschools@lausd.net. ***E-MAIL LIST OF FILERS TO LAUSD ON EXCEL FORMAT***

STEP 3 – Feb. 22

- *NOTIFY YOUR FILERS OF THEIR REQUIREMENT TO FILE.*

*You should share with all filers the 700 form, review the 10 minutes checklist, wh*ich schedule should I use guideline and the sample of how to complete form 700

STEP 4 – Mar. 8

AS A FILER:

- ***COMPLETE THE FORM!***

  Fill out the cover page and any relevant schedules required of your position and interests. **Sign with BLUE INK and date your SEI to make it an official document.**

Instructions to submit form 700

1. Forms must be PRINTED SINGLE SIDED on white paper **(DO NOT PRINT DOUBLE SIDE)**
2. Make sure your printer has appropriate toner/ink to ensure copies quality is legible
3. Ensure you are using the correct year form. Please be advised that the 700 form is updated annually. **PREVIOUS YEARS FORMS ARE OBSOLETE.**
4. Remember filing year cannot be alter
5. Review the sample on how to complete form and the 10 minutes checklist to identify which schedules you need to complete
6. Use full official name (no nick names)
7. Enter School Name (do not abbreviate)
8. Sign and date form with **blue ink** pen
9. Submit only original forms

STEP 5 – Mar. 22

- ***FILE YOUR STATEMENT!***

  US Mail or deliver your ***ORIGINAL* SEI 700 forms** to:

  Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave.
  20th Floor
  Los Angeles, CA 90017
  Attn: Melida Dominguez

PLEASE BE ADVISED THAT THE 700 MAILBOXES IN THE LAUSD BUILDING **ARE ONLY FOR LAUSD EMPLOYEES** **DO NOT DROP OFF YOUR 700 FORMS THERE**. **DO NOT DELIVER OR SEND FORMS TO THE LAUSD ETHICS OFFICE.**

PLEASE DELIVER YOUR COMPLETED ORIGINAL FORMS TO THE CHARTER SCHOOLS DIVISION AS FOLLOWS:

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 S. BEAUDRY AVE. 20TH FLOOR
LOS ANGELES, CA 90017
ATTN: MELIDA DOMINGUEZ

E-MAIL COPIES, FAXES, COPIES, or SCAN COPIES ARE NOT ACCEPTABLE.
PLEASE KEEP A COPY FOR YOUR OWN RECORDS.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent of Schools

FRANCES GIPSON, PH.D.
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

January 7, 2019

SUBJECT: 2018 FORM 700 FILING REQUIREMENTS

Dear Charter School Governing Board President and Charter School Leaders:

Filing a Form 700 - Statement of Economic Interests (SEI) is a state-mandated requirement for individuals who make decisions or advise on decision making at any government agency in California. The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Under the Act, these individuals are required to disclose assets and income, which may be materially affected by their official actions.

The Fair Political Practices Commission (FPPC) has determined that a charter school constitutes a "local government agency." As such, a charter school leader, board members, executive director, chief executive officer, director, principal, assistant principal, coordinator, business manager, financial manager and consultants are subject to the same conflict-of-interest and disclosure requirements as any other public agency. Unless lawmakers and/or the courts clarify otherwise, we are abiding by the FPPC's guidance in the spirit of good ethics and have incorporated this disclosure requirement into the LAUSD Charter Policy and the LAUSD Conflict of Interest Code.

California law requires these designated individuals to file a Form 700 as follows:

(1) First assume position (within 30 days)
(2) Annually while on position (due every April 1st)
(3) Leaving position (within 30 days)

First-time filers should remember these key points:

- Filing is easier than it may seem at first. The Form 700 is notoriously thick and intimidating in appearance, but for a large majority, filing is as simple as completing the cover sheet (especially if your finances are not complex).
- Do not delay. The Charter Schools Division is required by law to report violations of the Act to the District Attorney or the Fair Political Practices Commission, and violators can face financial penalties and/or sanctions.

A number of tools, references and other support materials are available on the California Fair Political Practices Commission website at: http://www.fppc.ca.gov/.

If you have any questions about your filing requirements, you may contact Melida Dominguez at (213) 241-0399 or via e-mail at melida.dominguez@lausd.net. I thank you in advance for your cooperation and efforts in this matter, and for your efforts to preserve and build the public trust.

Sincerely,

José Cole-Gutiérrez
Director, Charter Schools Division

Attachments: Timeline
10 minutes checklist
Which schedule should I use
Sample of how to complete form 700
Form 700

FORM 700 CHECK LIST

A TEN MINUTE CHECK LIST FOR FORM 700 FILERS

Step 1: Level of Disclosure

Each position designated to file the Form 700 is assigned a disclosure category. Determinate by the scope and types of financial interests to disclose.

Step 2: Cover Page (Complete Sections 1-5)

There are 5 sections on the "Cover Page" that require completion by **ALL FILERS**

Section 1: Office, Agency or Court

Under Agency Name (Do not use acronyms)
Enter LOS ANGELES UNIFIED SCHOOLS DISTRICT

Under Division, Board, Department, District, if applicable
Enter charter full school name. Also, include your *position title*.

Section 2: Jurisdiction of Office
This section is already included for you. For all filers, the filing jurisdiction is "Other: Portion of LA County (LAUSD)."

Section 3: Type of Statement
For annual filings, please check the "Annual" box. The Form 700 is looking at the previous calendar year, so **do not alter the years listed**. If you started after the 1st of the year, you may write in your start date in the boxes provided.

Section 4: Schedule Summary
Save this section until the end. If you, after reviewing all schedules, find that you do not have interests to disclose, check "None" and write-in "1" for the number of pages included. Otherwise, check the corresponding schedule boxes and write in the total number of pages attached including cover.

Section 5: Verification
Please remember that the Form 700 is a PUBLIC DOCUMENT. When completing the verification section use your business contact information, including address, phone number and email address.

IN REVIEWING THE SCHEDULES, CONSIDER YOUR PERSONAL FINANCIAL INTERESTS DURING THE 2017 CALENDAR

Step 3: Schedules A-1 & A-2 (Investments) A-1=Ownership < 10%, A-2=Ownership

1. Do you/your spouse/domestic partner/or dependent child have any investments worth over $2000 in a company or individual that could one day sell goods or services to the charter school? YES or NO If yes, note on your Form 700.

Step 4: Schedule B (Interest in Real Property)

1. Do you/your spouse/your domestic partner/or dependent child have an interest in any real property located within two (2) miles of the Charter School's boundaries? YES or NO If yes, note on your Form 700.

Step 5: Schedule C (Sources of Income)

1. Do you/your spouse/your domestic partner/or dependent child receive any income from a company or individual that could one day sell goods or services to the charter school? YES or NO If yes, note on your Form 700.

2. Did you/your spouse/your domestic partner/or dependent child receive any loans from a company or individual that could one day sell goods or services to the charter school? YES or NO If yes, note on your Form 700.

Step 6: Schedule D (Income-Gifts)

1. Did you/your spouse/your domestic partner/or dependent child receive any gifts or prizes from a company or individual that could one day sell goods or services to the charter school? **YES** or **NO** If yes, note on your Form 700.

Step 7: Schedule E (Travel Payments)

1. Did you receive any gifts of travel from a company or individual that could one day sell goods or services to the charter school? **YES** or **NO** If yes, note on your Form 700.

Step 8: Sign & Date, Send Original to the Charter Schools Division Office on or before April 1. PLEASE USE BLUE INK FOR EASE OF IDENTIFYING AN ORIGINAL SIGNATURE.

REMEMBER: We are prohibited, by law, from accepting copies, scans, emails or faxes of Form 700s. Be sure to date and sign your form, send the original version to:

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 S. Beaudry Ave., 20th Floor, Los Angeles, CA 90017
Attn: Melida Dominguez

Proclaimer: This sheet covers the most common items, but is by no means exhaustive. If your finances are more complex, please review the Form 700 directions in full.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS

COVER PAGE

A PUBLIC DOCUMENT

Date Initial Filing Received
Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) | (FIRST) | (MIDDLE)

ENTER LAST NAME | ENTER FIRST NAME | ENTER MIDDLE NAME

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)* AGENCY WILL BE LAUSD UNLESS YOU HAVE AN APPROVED CONFLICT OF INTEREST CODE BY FPPC

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division, Board, Department, District, if applicable | Your Position

ENTER FULL SCHOOL NAME | ENTER POSITION TITLE (I.E. BOARD MEMBER)

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: _____ Position: _____

2. Jurisdiction of Office *(Check at least one box)*

- ☐ State
- ☐ Multi-County _____
- ☐ City of _____
- ☐ Judge or Court Commissioner (Statewide Jurisdiction)
- ☐ County of _____
- ☒ Other PORTION OF LA COUNTY (LAUSD)

3. Type of Statement *(Check at least one box)* SELECT TYPE OF STATEMENT

- ☐ **Annual:** The period covered is January 1, 2018, through December 31, 2018.
  -or-
  The period covered is ____/____/____ through December 31, 2018.
- ☐ **Assuming Office:** Date assumed ____/____/____
- ☐ **Candidate:** Date of Election _____ and office sought, if different than above _____
- ☐ **Leaving Office:** Date Left ____/____/____ *(Check one circle.)*
  - ○ The period covered is January 1, 2018, through the date of leaving office.
  - ○ The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► *Total number of pages including this cover page:* _____

Schedules attached CHECK WHICH SCHEDULES YOU ARE REQUIRED TO COMPLETE

- ☐ **Schedule A-1 -** *Investments* – schedule attached
- ☐ **Schedule A-2 -** *Investments* – schedule attached
- ☐ **Schedule B -** *Real Property* – schedule attached
- ☐ **Schedule C -** *Income, Loans, & Business Positions* – schedule attached
- ☐ **Schedule D -** *Income – Gifts* – schedule attached
- ☐ **Schedule E -** *Income – Gifts – Travel Payments* – schedule attached

-or- ☐ ***None*** **-** *No reportable interests on any schedule*

5. Verification

MAILING ADDRESS STREET | CITY | STATE | ZIP CODE
(Business or Agency Address Recommended - Public Document)

ENTER BUSINESS ADDRESS | ENTER CITY | CA | ENTER ZIP CODE

DAYTIME TELEPHONE NUMBER | EMAIL ADDRESS

(AREA) ENTER PHONE NUMBER | ENTER E-MAIL ADDRESS (BUSINESS)

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed ENTER DATE (MM/DD/YY) *(month, day, year)*

Signature SIGN WITH BLUE INK *(File the originally signed paper statement with your filing official.)*

Clear Page | Print

SAMPLE

Powered by BoardOnTrack

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS

Date Initial Filing Received
Official Use Only

COVER PAGE

A PUBLIC DOCUMENT

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: _____ Position: _____

2. Jurisdiction of Office *(Check at least one box)*

- ☐ State
- ☐ Multi-County _____
- ☐ City of _____
- ☐ Judge or Court Commissioner (Statewide Jurisdiction)
- ☐ County of _____
- ☒ Other PORTION OF LA COUNTY (LAUSD)

3. Type of Statement *(Check at least one box)*

☐ **Annual:** The period covered is January 1, 2018, through December 31, 2018.

-or-

The period covered is ____/____/____, through December 31, 2018.

☐ **Assuming Office:** Date assumed ____/____/____

☐ **Leaving Office:** Date Left ____/____/____ *(Check one circle.)*

○ The period covered is January 1, 2018, through the date of leaving office.

-or-

○ The period covered is ____/____/____, through the date of leaving office.

☐ **Candidate:** Date of Election _____ and office sought, if different than Part 1: _____

4. Schedule Summary (must complete) ► *Total number of pages including this cover page:* _____

Schedules attached

- ☐ **Schedule A-1 -** *Investments* – schedule attached
- ☐ **Schedule A-2 -** *Investments* – schedule attached
- ☐ **Schedule B -** *Real Property* – schedule attached
- ☐ **Schedule C -** *Income, Loans, & Business Positions* – schedule attached
- ☐ **Schedule D -** *Income – Gifts* – schedule attached
- ☐ **Schedule E -** *Income – Gifts – Travel Payments* – schedule attached

-or- ☐ ***None*** **-** *No reportable interests on any schedule*

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER
( )

EMAIL ADDRESS

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____ *(month, day, year)*

Signature _____ *(File the originally signed paper statement with your filing official.)*

Clear Page Print

Powered by BoardOnTrack

SCHEDULE A-1
Investments
Stocks, Bonds, and Other Interests
(Ownership Interest is Less Than 10%)

Investments must be itemized.
Do not attach brokerage or financial statements.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

Comments: _____

Clear Page Print

Powered by BoardOnTrack

SCHEDULE A-2
Investments, Income, and Assets of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address *(Business Address Acceptable)* _____

Check one
☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
☐ $0 - $1,999
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☐ $100,001 - $1,000,000
☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
___/___/18 ACQUIRED ___/___/18 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

☐ $0 - $499
☐ $500 - $1,000
☐ $1,001 - $10,000
☐ $10,001 - $100,000
☐ OVER $100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

_____

_____

_____

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or
City or Other Precise Location of Real Property _____

FAIR MARKET VALUE
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☐ $100,001 - $1,000,000
☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
___/___/18 ACQUIRED ___/___/18 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address *(Business Address Acceptable)* _____

Check one
☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
☐ $0 - $1,999
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☐ $100,001 - $1,000,000
☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
___/___/18 ACQUIRED ___/___/18 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

☐ $0 - $499
☐ $500 - $1,000
☐ $1,001 - $10,000
☐ $10,001 - $100,000
☐ OVER $100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

_____

_____

_____

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or
City or Other Precise Location of Real Property _____

FAIR MARKET VALUE
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☐ $100,001 - $1,000,000
☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
___/___/18 ACQUIRED ___/___/18 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

Comments: _____

Clear Page Print

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

SCHEDULE B
Interests in Real Property
(Including Rental Income)

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED __/__/18 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED __/__/18 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

Comments: _____

Clear Page Print

SCHEDULE C
Income, Loans, & Business Positions
(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

INTEREST RATE _____% ☐ None

TERM (Months/Years) _____

SECURITY FOR LOAN
- ☐ None
- ☐ Personal residence
- ☐ Real Property _____ *Street address*

_____ *City*

- ☐ Guarantor _____
- ☐ Other _____ *(Describe)*

Comments: _____

Clear Page Print

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

SCHEDULE D
Income – Gifts

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

Comments: _____

Clear Page Print

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

SCHEDULE E
Income – Gifts
Travel Payments, Advances, and Reimbursements

- **Mark either the gift or income box.**
- **Mark the "501(c)(3)" box for a travel payment received from a nonprofit 501(c)(3) organization or the "Speech" box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.**
- **For gifts of travel, provide the travel destination.**

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

Comments: _____

Clear Page Print

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS

Date Initial Filing Received
Official Use Only

COVER PAGE

A PUBLIC DOCUMENT

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: _____ Position: _____

2. Jurisdiction of Office *(Check at least one box)*

- ☐ State
- ☐ Multi-County _____
- ☐ City of _____
- ☐ Judge or Court Commissioner (Statewide Jurisdiction)
- ☐ County of _____
- ☒ Other PORTION OF LA COUNTY (LAUSD)

3. Type of Statement *(Check at least one box)*

☐ **Annual:** The period covered is January 1, 2018, through December 31, 2018.

-or-

The period covered is ____/____/____, through December 31, 2018.

☐ **Assuming Office:** Date assumed ____/____/____

☐ **Leaving Office:** Date Left ____/____/____
(Check one circle.)

○ The period covered is January 1, 2018, through the date of leaving office.

-or-

○ The period covered is ____/____/____, through the date of leaving office.

☐ **Candidate:** Date of Election _____ and office sought, if different than Part 1: _____

4. Schedule Summary (must complete) ► *Total number of pages including this cover page:* _____

Schedules attached

- ☐ **Schedule A-1 -** *Investments* – schedule attached
- ☐ **Schedule A-2 -** *Investments* – schedule attached
- ☐ **Schedule B -** *Real Property* – schedule attached
- ☐ **Schedule C -** *Income, Loans, & Business Positions* – schedule attached
- ☐ **Schedule D -** *Income – Gifts* – schedule attached
- ☐ **Schedule E -** *Income – Gifts – Travel Payments* – schedule attached

-or- ☐ ***None*** **-** *No reportable interests on any schedule*

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER
( )

EMAIL ADDRESS

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____ *(month, day, year)*

Signature _____ *(File the originally signed paper statement with your filing official.)*

Clear Page Print

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Coversheet

TEACH Prep Facility Update- 8505 S. Western Ave.

Section: IV. Facilities Report
Item: A. TEACH Prep Facility Update- 8505 S. Western Ave.
Purpose: FYI
Submitted by:
Related Material: IMG-0009.JPG
IMG-0007.JPG
IMG-0012.JPG
IMG-0008.JPG
IMG-0006.JPG
IMG-0015.JPG
IMG-0014.JPG
IMG-0013.JPG
IMG-0004.JPG
IMG-0010.JPG

Powered by BoardDocs®

EXIT

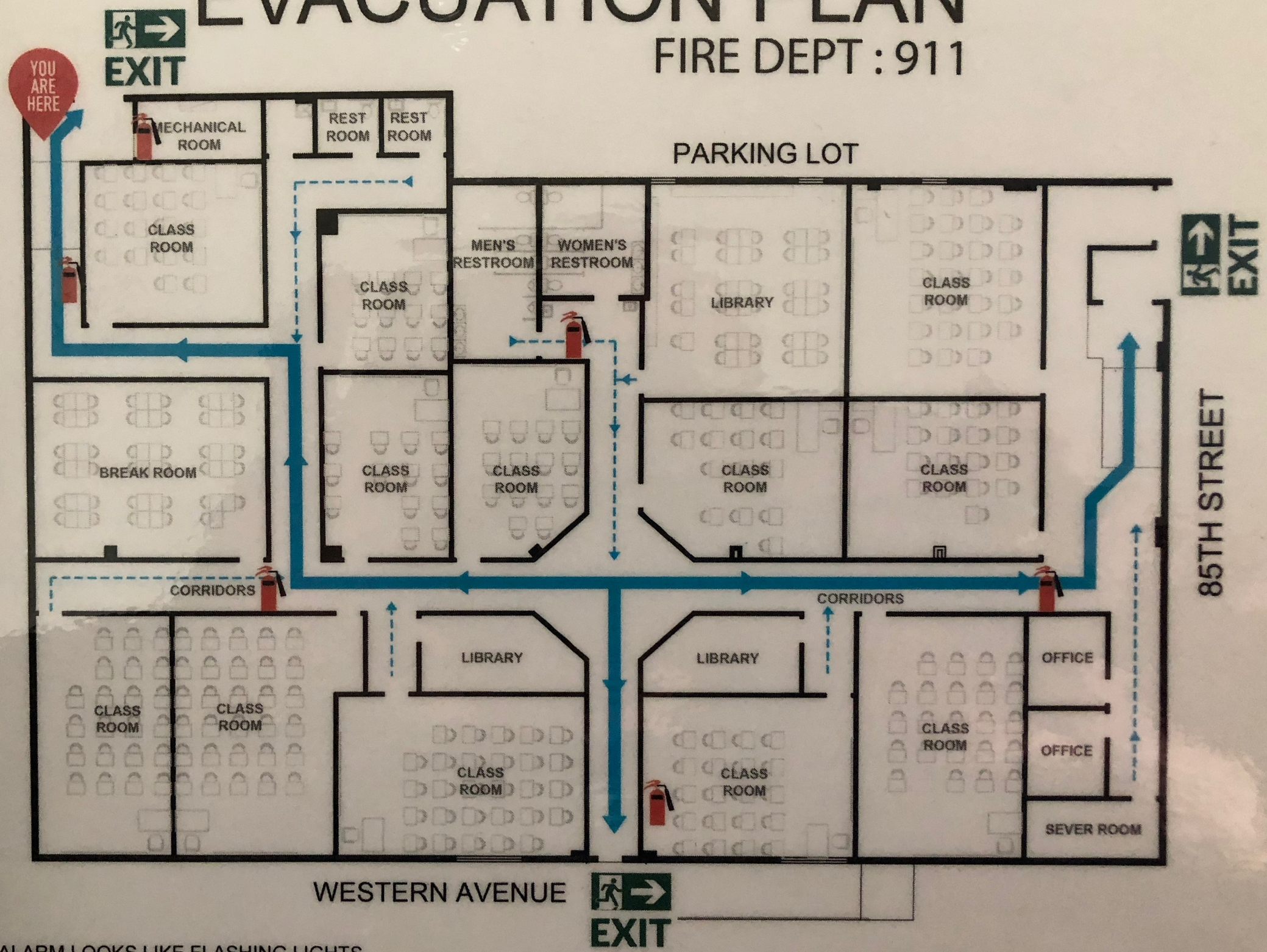
HOOL
SELL YOUR HOUSE
BUY HOUSES FAST CASH
Local Calls 25¢
$ Get up to 3
Mobil
Mobil Gasoline
Self Serve
Open 24 Hours
Rent's
O'Reilly AUTO PARTS
JINO'S PIZZA

EXIT
EXIT

EXIT

EVACUATION PLAN

FIRE DEPT : 911



-ALARM LOOKS LIKE FLASHING LIGHTS
- ALARM SOUNDS LIKE VOICE FOLLOW BY WHOOP WHOOP WHOOP

YOU ARE HERE — YOU ARE HERE

EXIT ROUTES

EXIT — EXIT LOCATION

FIRE EXTINGUISHER

Powered by BoardOnTrack

HOLY
STOP
Manchester Square

GAMES CHARTER SCHOOL
323-294-2008
8505

Coversheet

TEACH Tech 10600 Property Update

Section: IV. Facilities Report
Item: B. TEACH Tech 10600 Property Update
Purpose: FYI
Submitted by:
Related Material: IMG_1609.JPG
IMG_1608.JPG
IMG_1607.JPG
IMG_1611.JPG
IMG_1610.JPG
IMG_1612.JPG

TEACH
PUBLIC SCHOOLS
EACH
C SCHOOLS
10618

TEACH
PUBLIC SCHOOLS
10600
PARKING IN REAR

TEACH
PUBLIC SCHOOLS
10600
106th St
HILL TOP MARKET
PARKING IN REAR

TEAC
PUBLIC SCH

Coversheet

California Energy Commission 0% Interest Loan Program

Section:	IV. Facilities Report
Item:	C. California Energy Commission 0% Interest Loan Program
Purpose:	Vote
Submitted by:	
Related Material:	PON-18-101_Pre-Application_Workshop_Presentation.pdf Attachment 3 Sample Governing Board Resolution.doc

California Energy Commission

Pre-Application Workshop

ECAA-Ed Competitive Loan Program PON-18-101

Local Assistance and Financing Office
Efficiency Division
California Energy Commission
February 20, 2019

California Energy Commission

Agenda

Time	Topic
1:30 pm	Welcome and Introductions • Housekeeping • Solicitation Purpose, Background • Key Dates
1:40 pm	Submission Requirements and Funding Criteria • Eligible Applicants • Eligible and Ineligible Projects • Application Screening and Award Process • Funding Criteria • Grounds for Rejection
2:05 pm	Application Submission • Online Application submission Tutorial
2:15 pm	Questions and Answers

Housekeeping

- In case of emergency
- Facilities
- Solicitation Documents and today's presentation can be found at:

www.energy.ca.gov/contracts/efficiency.html#PON-18-101

Purpose and Background

- Energy Conservation Assistance Act – Education Subaccount (ECAA-Ed)
- SB110 added unused Proposition 39 funds to ECAA-Ed to be disbursed on a competitive basis
- Loan funds at 0% interest to benefit local educational agencies for energy efficiency & renewable energy projects

Key Dates

Activity	Action Date
✓ Solicitation Release	February 5, 2019
Pre-Application Workshop	February 20, 2019
DEADLINE FOR WRITTEN QUESTIONS	**February 27, 2019**
Distribute Questions and Answers	March 8, 2019
DEADLINE TO SUBMIT APPLICATION	**May 31, 2019 by 5:00 pm**
Post Notice of Proposed Award (NOPA)	July 15, 2019
Anticipated Energy Commission Business Meeting Date	September 11, 2019
Anticipated Agreement Start Date	September 2019

California Energy Commission

Submission Requirements and Funding Criteria

Eligible Applicants

Local Education Agencies (LEAs)

- Public School Districts (K-12)
- County Offices of Education
- Charter Schools
- State Special Schools

California Energy Commission

Examples of Eligible Projects

- Interior and Exterior Lighting Systems
- Heating, Ventilation and Air-Conditioning *(HVAC)*
- Controls/Thermostats
- Pumps and Motors
- Plug Loads
- Building Envelope
- Clean Energy Generation (solar photovoltaic)

Examples of Ineligible Projects

- Equipment that is not owned by the LEA (e.g. power purchase agreements and third party owned battery storage systems
- Projects previously funded with an ECAA loan
- Projects already installed
- New construction

Program Funding Criteria

1. Geographic diversity

2. Size of LEAs student population

3. Percentage of students eligible for free or reduced-price meals (FRPM)

4. Project energy savings

California Energy Commission

Geographic Diversity

Regions Divided as:

Green = North

Purple = Central

Pink = South

Yellow = Los Angeles County

Method: There is approximately 1.5 million student population by geographic region

Size of LEAs student population

- Tier 1 - Up to 1,000 students
- Tier 2 - >1,000 to <2,000 students
- Tier 3 - >2,000 students

Free and Reduced Price Meal Program (FRPM)

- Percent of LEA's students receiving FRPM
- Data comes from California Department of Education
- Data is certified February 1, 2018

California Energy Commission

Project Energy Savings

Percentage of annual energy savings

Application Screening Criteria

Applications must be received online by May 31, 2019 5:00 pm – no exceptions

Applications must include all documents listed in the Program Opportunity Notice (PON), such as:

- Eligible energy measures
- Required authorizations and certifications
- Required back-up documentation

California Energy Commission

Funding Amounts by Tier and Region

North		
Tier	Max Loan Amount	Total Funding
1	$3,000,000	$3,000,000
2	$3,000,000	$3,000,000
3	$3,000,000	$3,000,000
	TOTAL	**$9,000,000**

Central		
Tier	Max Loan Amount	Total Funding
1	$3,000,000	$3,000,000
2	$3,000,000	$3,000,000
3	$3,000,000	$3,000,000
	TOTAL	**$9,000,000**

South		
Tier	Max Loan Amount	Total Funding
1	$3,000,000	$3,000,000
2	$3,000,000	$3,000,000
3	$3,000,000	$3,000,000
	TOTAL	**$9,000,000**

Los Angeles County		
Tier	Max Loan Amount	Total Funding
1	$3,000,000	$3,000,000
2	$3,000,000	$3,000,000
3	$3,000,000	$3,000,000
	TOTAL	**$9,000,000**

Funding Amount

Maximum Loan $3,000,000

Lesser of:

- Total Energy Costs Savings over the Estimated Useful Life (EUL) of Measures
- Actual Project Cost

FRPM Point Scores

FRPM participation provided by the California Department of Education

FRPM multiplied by weighing factor of 50%

$$\frac{\text{Number of students eligible for FRPM}}{\text{Total Enrollment}} \times 50\% \times 100$$

Energy Savings

Baseline energy consumption before implementing energy project

Energy savings multiplied by weighing factor of 50%

$$\frac{\text{Energy Savings}}{\text{Baseline Energy Use}} \times 50\% \times 100$$

Energy Savings Calculations

Step 1 – Energy Benchmarking

- 12 Consecutive Months Energy Consumption Data
- Convert Electricity, Natural Gas, Propane, and Fuel Oil Consumption into MMBtu
- Conversion Factors:

Electricity	10,716	Btu/kWh
Natural Gas	100,000	Btu/therm
Propane	92,500	Btu/gal
Fuel Oil	138,500	Btu/gal

Energy Savings Calculations

Step 2a – Energy Savings

- Estimate Annual Energy Savings from EACH Measure
  - Energy Saving Method Must be Articulated
  - Calculations and Assumptions (if any) must be provided in Audit Report
  - All calculations must be provided in an easily verifiable spreadsheet (e.g. MS Excel)
  - If software is used, the output must be provided with assumptions (if any)

- Convert Each Measure's Annual Energy Savings into MMBtu

Energy Savings Calculations

Step 2a – Energy Savings

• Multiply Each Measure's Annual Energy Savings (MMBtu) with its Respective EUL to get **Total Energy Savings Over Measure's Life Span**

(EUL for ECAA-Ed Loans will be the Lesser of Actual EUL of the EEM or 20 Years)

• Add Individual Energy Savings (MMBtu) for All Measures to **Estimate Total Energy Savings From the Project**

Energy Savings Calculations

Step 2a – % of Energy Savings

% of Energy Savings =

Energy Savings (MMBtu) ÷

Energy Benchmarking (MMBtu) to get the

Energy Dollar Savings Calculations

Step 2b – Total Dollar Cost Savings from Measures

- Multiply Annual Energy Cost Savings from Each Measure with Respective EUL to get **Total Cost Savings from the Measure over its EUL**

- Add Total Cost Savings from All Measures to get **Total Savings from the Project**

Energy Savings Calculations

Step 2c – Role of Simple Payback Period

- Add First Year's Cost Savings from each Measure to get **Total First Year Cost Savings**
- Divide Project Cost by Total First Year Cost Savings to get **Simple Payback** period
- If the Final Score of Two Applications is the Same, the Application with the Shorter Simple Payback will be Ranked Higher

California Energy Commission

Example of FRPM and Energy Savings Calculation/Total Score/Ranking

	Evaluation Criteria						Ranking
	Free and Reduced Meals Program		Energy Savings				
Applicant	% of FRPM Students	Weighing Factor	% of Baseline Usage	Weighing Factor	Total Score	Expected Payback Period (yrs)	
1	20%	50%	80%	50%	50.00	15	3
2	50%	50%	50%	50%	50.00	12	2
3	80%	50%	40%	50%	60.00	17	1

Program Implementation

Funding Awarded by Competitive Solicitation

- Limited time period to apply
- Application subject to administrative, technical, and financial evaluation criteria
- Energy Commission reviews and scores
- Application ranking is based on final overall score
- Competitive loans approved at CEC Business Meeting

Grounds for Application Rejection

Examples:

- Contains false or misleading information
- Does not comply with PON
- Applicant is non responsive to a Notice of Proposed Award for 14 days
- CEQA review will not be complete prior to the scheduled CEC business meeting
- Applicant fails to sign the final loan agreement within 30 days

California Energy Commission

Bright Schools Program
(Technical Assistance)

Apply, Apply, Apply!!!

Technical Assistance program that provides energy audit services to LEAs.

This services is provided on a first come, first served basis.

A simple application is all that's needed to get started

Online Application Submission

- Loan applications have to be submitted online using CEC's Grant Solicitation System (GSS)
- Tutorial video for applicants https://www.energy.ca.gov/contracts/GSS/GSS_How_to_Apply_Video.mp4
- Please note program staff can NOT discuss the PON with interested parties as it is a competitive process.

Questions and Answers

Please send all PON related questions in written form to:

Gordon Kashiwagi
Commission Agreement Officer
Gordon.Kashiwagi@energy.ca.gov

Deadline to submit questions is February 27, 2019!

ATTACHMENT 3

Sample Governing Board Resolution

RESOLUTION NO. _____

Resolution of

_____

Name of Institution or Organization

WHEREAS, the California Energy Commission provides loans to schools, hospitals, local governments, special districts, and public care institutions to finance energy efficiency improvements;

NOW THEREFORE, BE IT RESOLVED, that _____
Governing Body
authorizes _____ to apply for energy efficiency
Name of Institution or Organization
loan from the California Energy Commission to implement energy efficiency measures.

BE IT ALSO RESOLVED, that in compliance with the California Environmental Quality Act (CEQA), _____ (Governing Body) finds that the activity funded by the loan is _____ (not a project because ___) or (a project that is exempt under ___ because ___) or (a project and ___ document was prepared.)

BE IT ALSO RESOLVED, that if recommended for funding by the California Energy Commission, the _____ authorizes _____
Governing Body *Institution or Organization*
to accept a loan up to $_____.
Loan amount requested

BE IT ALSO RESOLVED, that the amount of the loan will be paid in full, plus interest, under the terms and conditions of the Loan Agreement, Promissory Note and Tax Certificate of the California Energy Commission.

BE IT FURTHER RESOLVED, that _____ is hereby
Title of Designated Official
authorized and empowered to execute in the name of _____
Institution or Organization
all necessary documents to implement and carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects.

Passed, Approved and Adopted this _____ day of _____, _____.
Month *Year*

Governing Board Representatives:

_____ _____

_____ _____

Powered by BoardOnTrack

Coversheet

TEACH Academy of Technologies

Section:	V. School Site Reports
Item:	A. TEACH Academy of Technologies
Purpose:	FYI
Submitted by:	
Related Material:	TEACH_Academy_MonthlyBoardReport_1819 FEBRUARY (1).pdf rptRoster.pdf

CONFIDENTIAL

TEACH Public Schools

TEACH Academy of Technologies

Monthly Board Report

For the Month of:

February 2019

CONFIDENTIAL

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2018-19

Enrollment and Turnover

Goal: **Maintain minimum enrollment level of 405 students and keep attrition below 3 students**

Summary Status: Currently increasing recruitment efforst to target 405 and maintain ADA

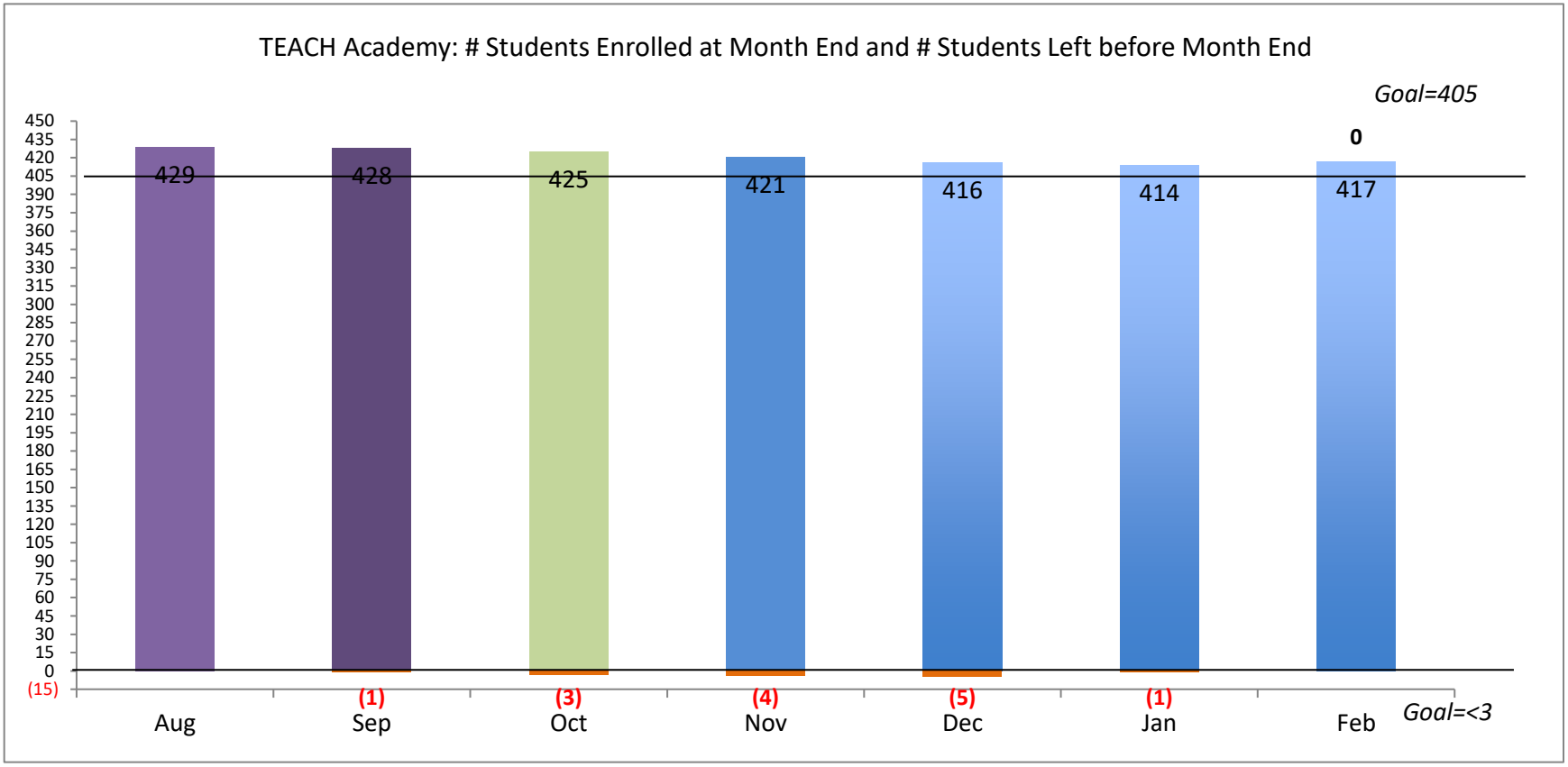


Chart Notes: 18-19 Annual is an average across months year to date.

Notes (Implemented Strategies &/or Challenges):

a) TEACH maintained its enrollment top close out the school year

b) Enrollment by grade: 5th= 50, 6th= 132, 7th= 131, 8th = 104

c)

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2017-18

Student Attendance

Goal: **Maintain a 96% or above average daily attendance (LCAP Goal 4)**

Summary Status: Will focud on declines utilizing parent square

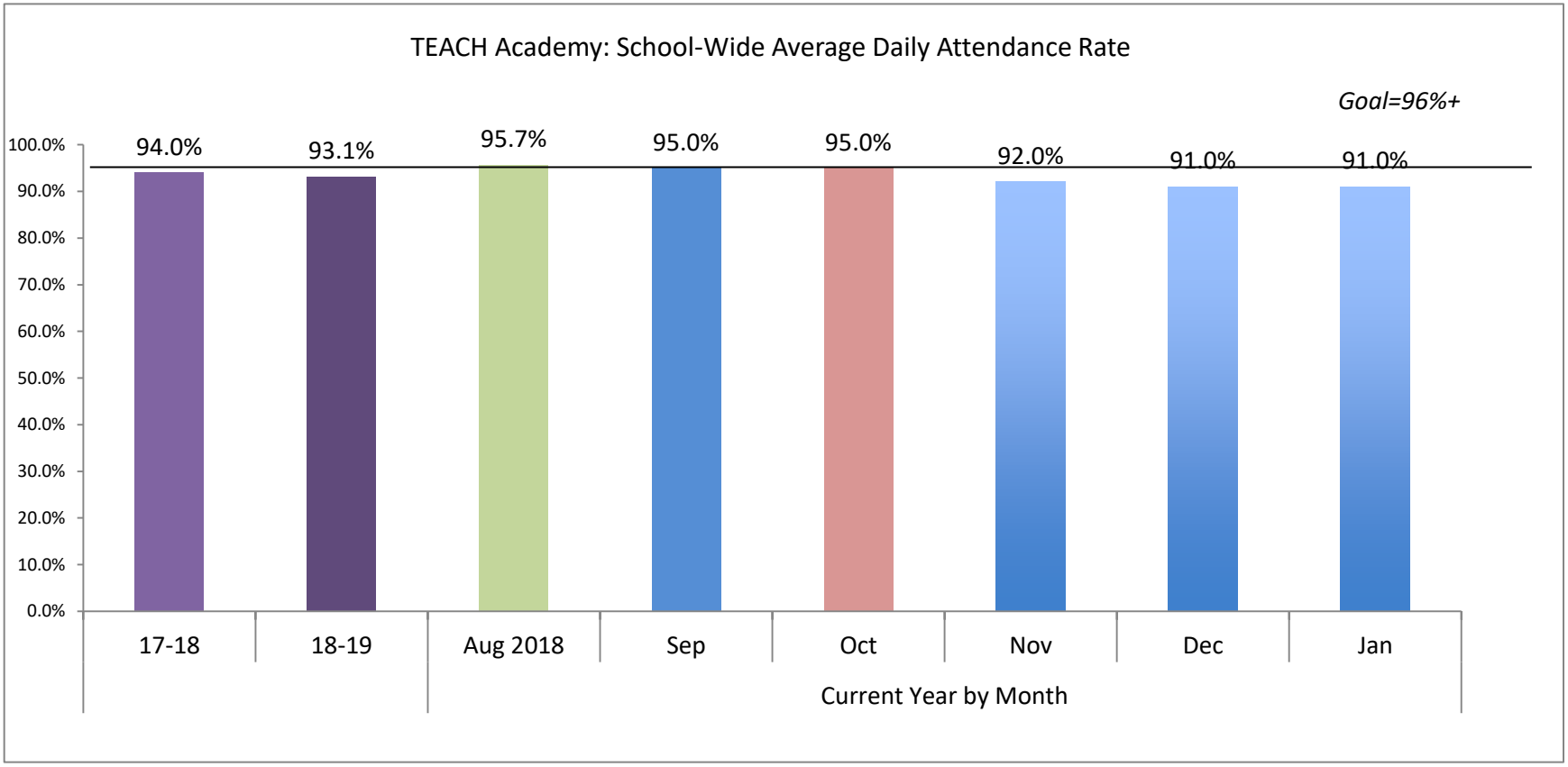


Chart Notes: 17-18 Annual is included for comparison purpose; 18-19 Annual is an average across months year to date.

Notes (Implemented Strategies &/or Challenges):

a) Attendance by grade: 5th= 94%, 6th=89%, 7th= 90%, 8th= 91%

b)

c)

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2017-18

Academics - Student Grades

Goal: **90% of students receive passing grades in all core class subjects**

Summary Status: Increase of passage of classes

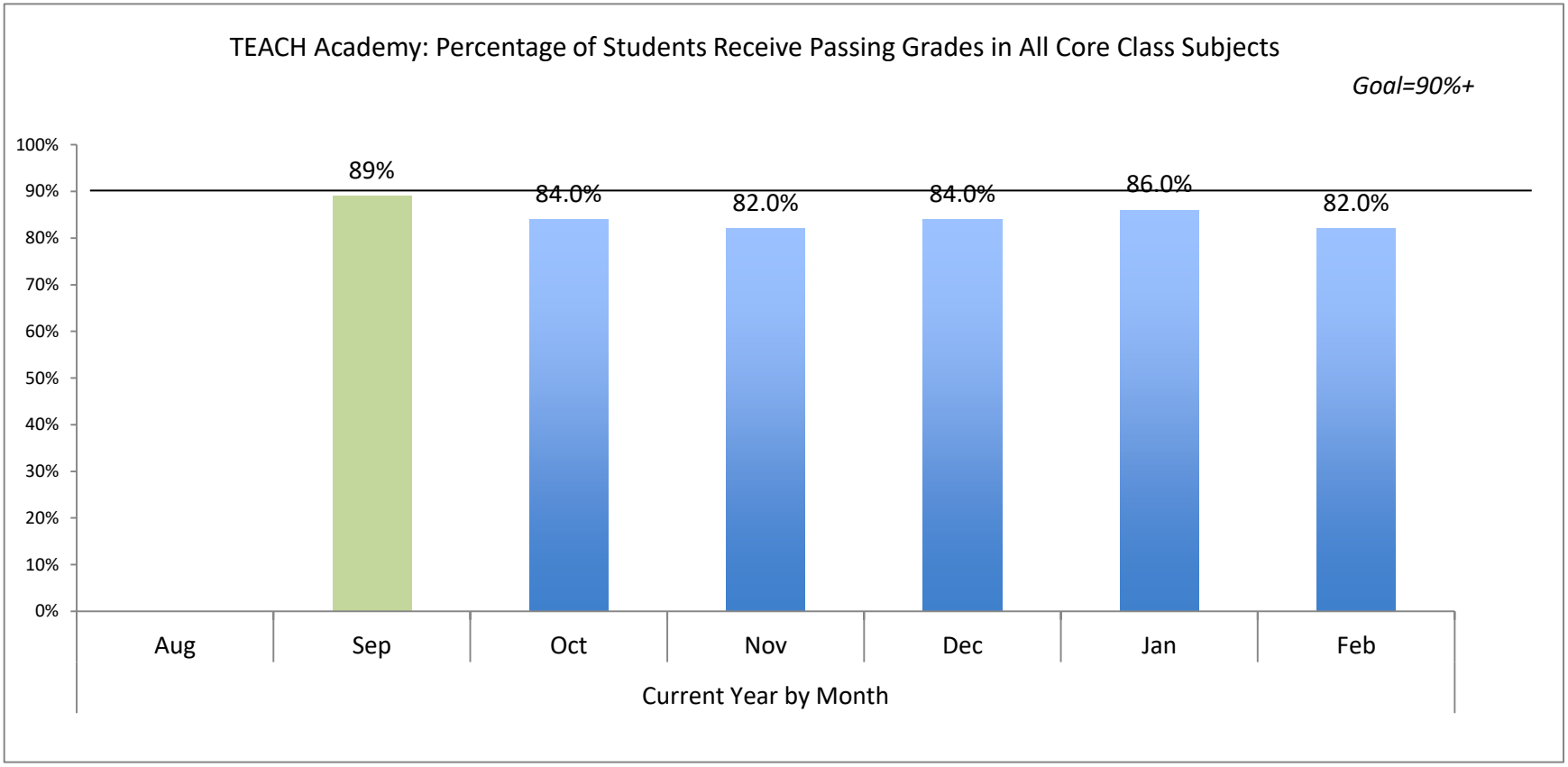


Chart Notes: Passing grade is defined as 2 or higher

Notes (Implemented Strategies &/or Challenges):

a)

b)

c)

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2018-19

Student Suspensions

Goal: **Maintain a suspension rate below 3% (LCAP Goal 6)**

Summary Status: Working with LACOE on alternatives to suspension

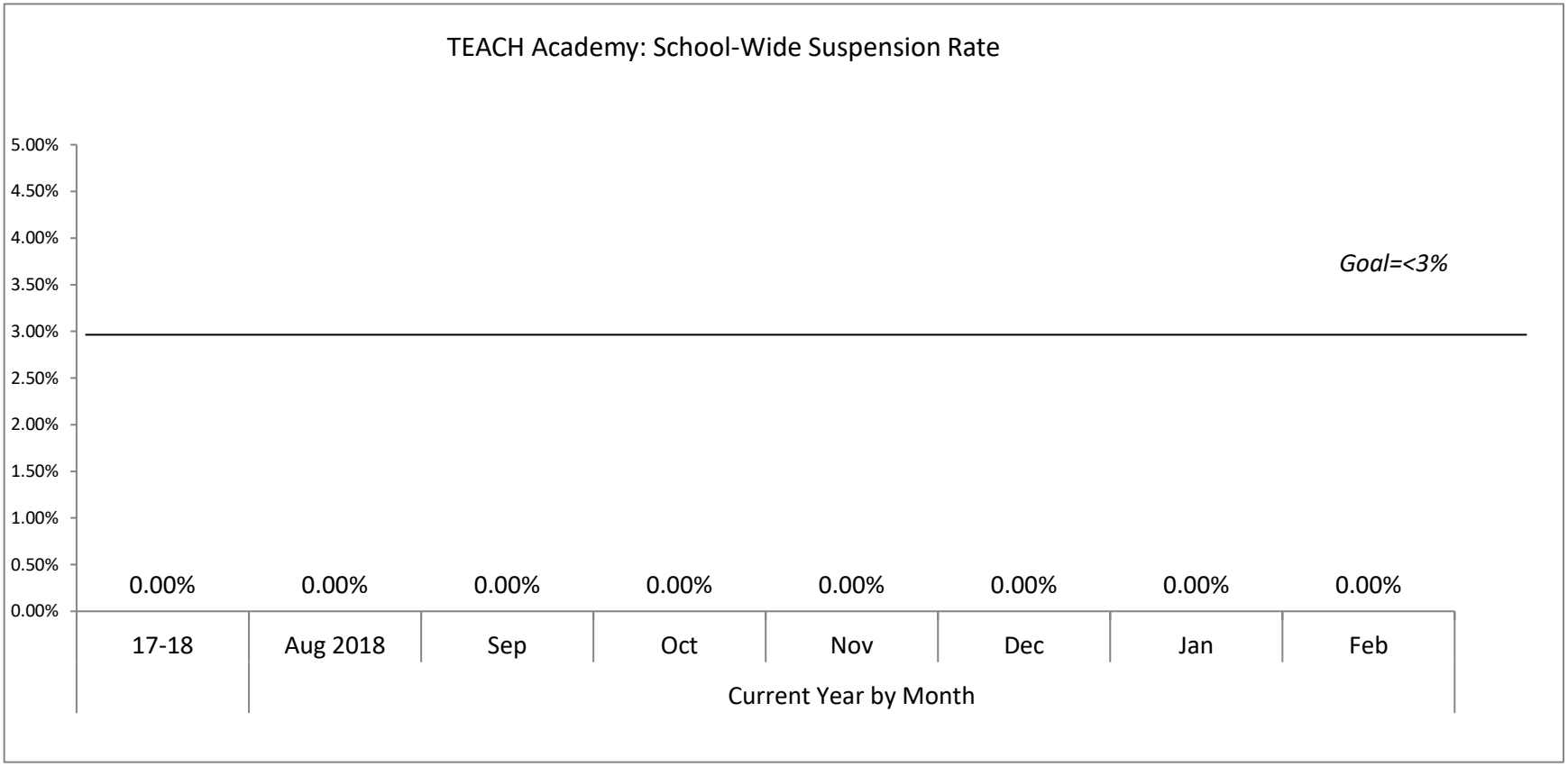


Chart Notes: 17-18 Annual is an average across months year to date. 18-19 Annual is an average across months year to date.

Notes (Implemented Strategies &/or Challenges):

a) School will continue to work with LACOE's PBIS support

b)

c)

Accrediting Commission for Schools
Western Association of Schools and Colleges

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(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

BARRY GROVES, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
EXECUTIVE VICE PRESIDENT

To: Mr. Gregory J. Perez
Principal
TEACH Academy of Technologies
10045 S. Western Avenue
Los Angeles, CA 90047

Date: October 9, 2018

From: Barry R. Groves, Ed.D, President

Subject: Members on the visiting committee for:

TEACH Academy of Technologies 19 64733 242
10045 S. Western Avenue
Los Angeles, CA 90047

Phone: 323-777-2068 ext Fax: 323-777-7143 ext http://www.academy.teachpublicschools.org

Mr. Gregory J. Perez
Principal
323-513-7917 gperez@teachpublicschools.org

Visit: 4/8/2019 through 4/9/2019
2 committee members

We are pleased to inform you that the following individuals have accepted invitations to serve as members of the visiting committee:

Chair
Mr. Terry Wolfe **132515**
Retired
6104 Landfair Drive
Bakersfield, CA 93309
Cell Phone: 661-565-2773
Home Phone: 661-831-5357
bernardwolfe@aol.com

Member
Ms. Julie Parra **142486**
Regional Vice President of Educational Programs
Orange County Workforce Innovation High School
505 N. Euclid St. #100
Anaheim, CA 92805
Work Phone: 657-207-2100
Cell Phone: 562-541-5436
jparra@innovationhigh.org

Your visiting committee is complete.

Coversheet

Every Student Succeeds Act - Additional Target Support and Improvement

Section:	V. School Site Reports
Item:	B. Every Student Succeeds Act - Additional Target Support and Improvement
Purpose:	Discuss
Submitted by:	
Related Material:	scheligibilitystate.xlsx Math Action Plan.docx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

scheligibilitystate.xlsx

TEACH

ACADEMY OF TECHNOLOGIES

2018-2019

CAASPP SUMMARY STUDENT ACHIVEMENT ACTION PLAN

Math Action Plan

At the beginning of the 2018-2019 School Year, TEACH has demonstrated its highest enrollment of 421 students. This is the first school year that TEACH would operate fully in alignment to its enrollment projections based on its charter petition. Although we have continued growth and have had waiting lists for two consecutive years, we have also observed a trend of transient students in various grade levels. During the 2015-2016 School year, TEACH Academy Site Administrative team moved forward to taking a deeper dive with our CAASPP data to uncover retention trends, evaluate CAASPP Data, seek any correlations between online learning platforms and any additional trends that we could observe that impacts student achievement. This process included its site administrative team, teachers, and stakeholders. Our goal is to uncover data and continue to do so using the CAASPP Data sets provided at the conclusion of every school year.

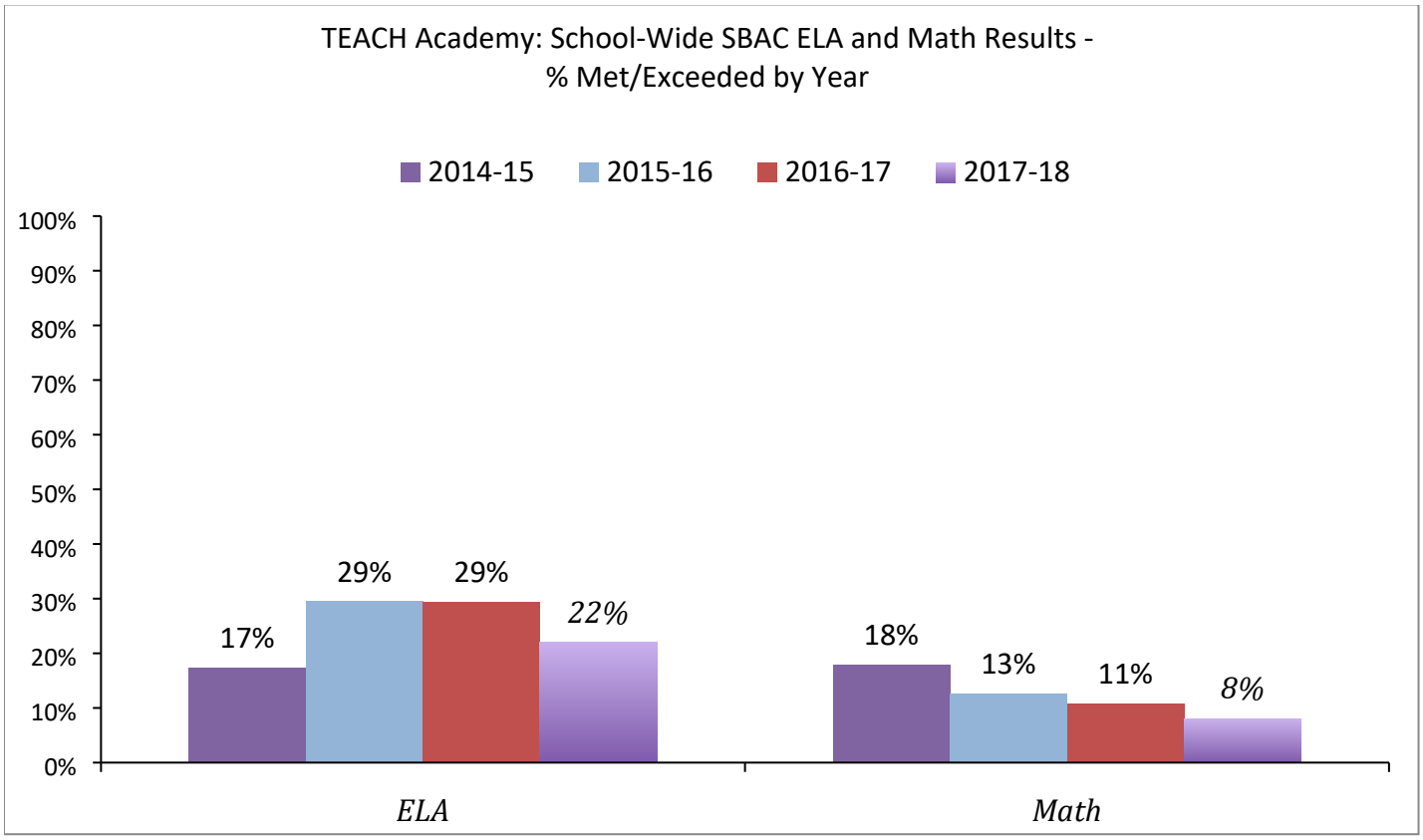
With addition of the Math Curriculum Coordinator and Math consultant for TEACH Academy the primary focus is on the development and success of our 5-8 Math program. The vision has expanded the capacity of our students and teachers with the creation of many math specific roles. At TEACH we have an aide in every Math classroom, a well balanced Math curriculum in CPM, an online math program in Dreambox with individualized pathways and a SBAC aligned assessment suite in Illuminate learning. These tools serve the purpose of enhancing the success of all students. Our EL's and SPED students are now receiving additional support in math through SBAC pullout and SBAC push in times that is taught by the Math coordinator during the intervention block. At we have grown every year in enrollment, we have been diligently working to build an infrastructure to support all learners. As such, we inherent students that many, for the first time, have the opportunity to experience math as a set of interrelated ideas rather than answer getting.

This shift in our academic program began by diagnostically assessing all of our students using the UCLA MDTP curriculum. Data provided by this tool uncovered number sense gaps across skills and grade levels. This created an instant pathway to small group intervention as lead by our aides. Our teachers are flexible and supportive with new approaches thanks to our all hands on deck approach of Math instruction. Teachers growing knowledge of SBAC blueprints, claims and targets led to anticipated results in the fall implementation of the CAASPP ICA. As result of pushing a balance between procedural and conceptual learning, now our 6th grade class grew 10% on last weeks IAB.

We know that student success with the rigor of the SBAC is a reflection of the instruction across all classrooms. Our most recent staff wide PD focused on all teachers experiencing a grade level Math IAB. An experience that provided our math teachers a window on how other content areas can support the success of all students in the May math SBAC. In addition to school-wide intervention, Saturday academy is being providing for all learners in ELA and Math. During this action planning, veteran teachers coach our new Math teacher on how to front load vocabulary as well as create a sorting activity to simulate the drag and drop item types from the CAASSP. These are only a few examples on how we strive and make purposeful moves to support all learners. At TEACH our success depends on the growth and safety of those most in need. Equity and rigor is our purpose.

Academic Performance Data: CAASPP Results

All Students: Percentage Met/Exceeded SBAC Achievement Standards by School Year

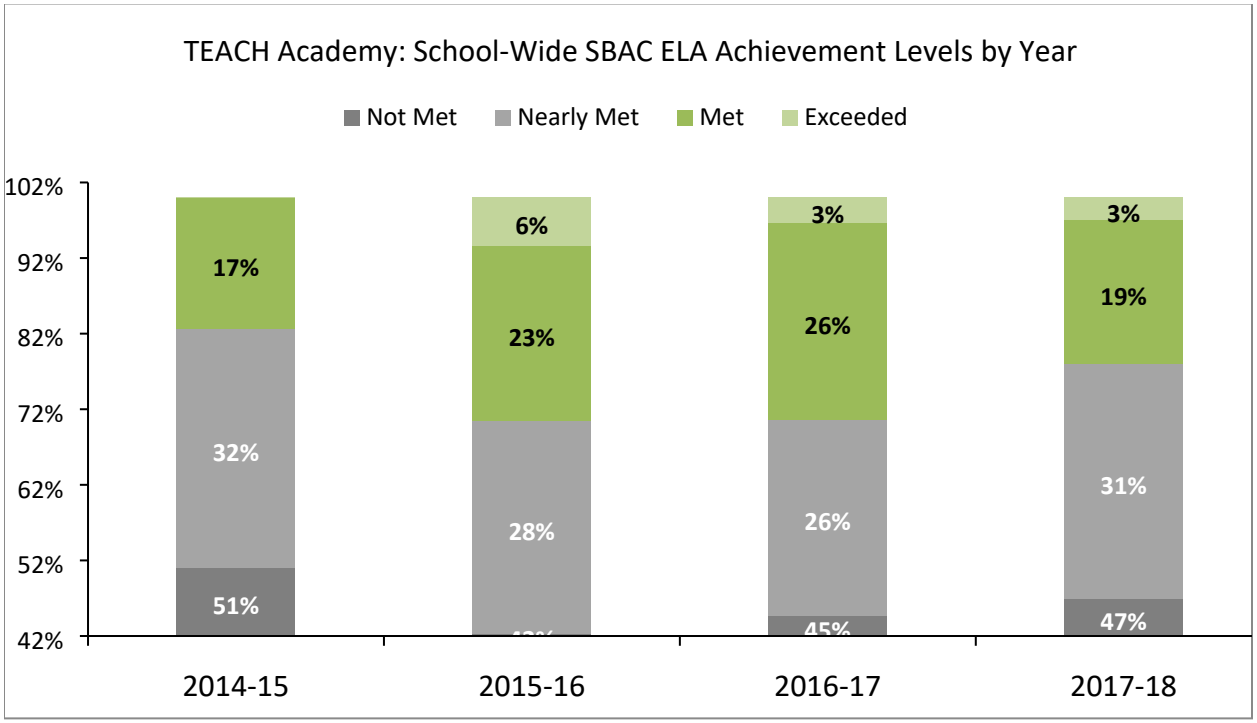


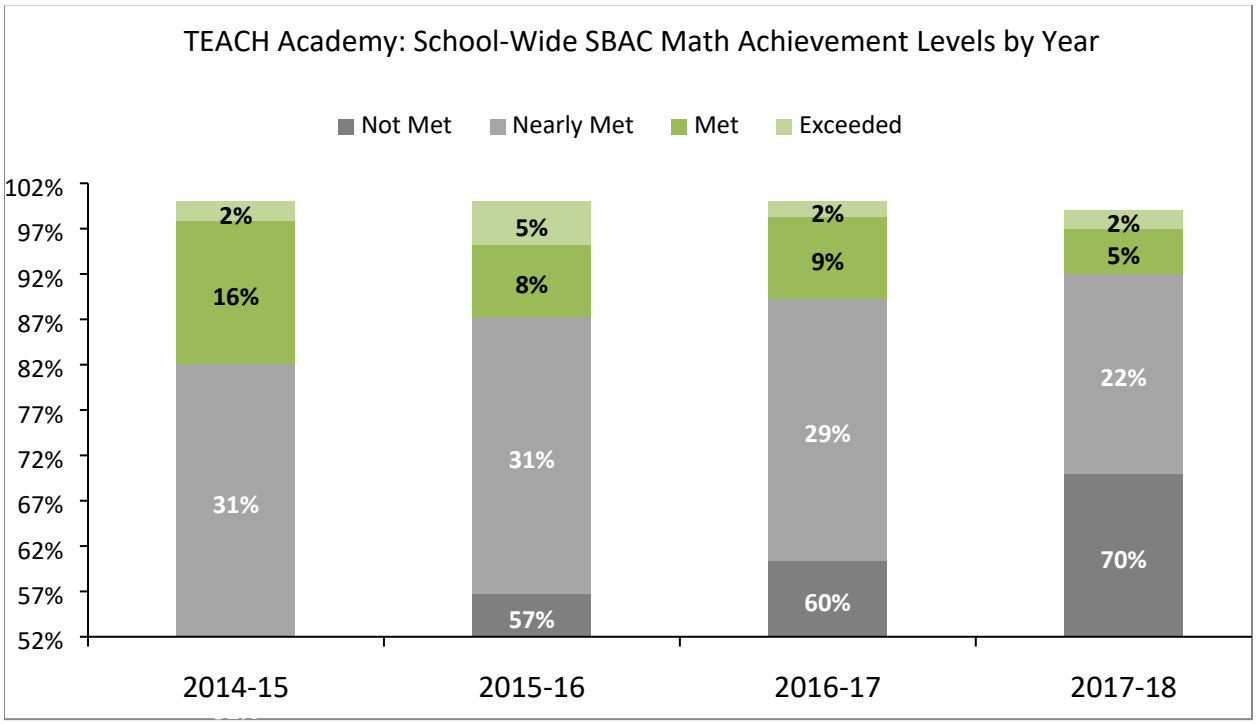
Ns
ELA:2014-15 (92), 2015-16 (251), 2016-17 (300)
Math:2014-15 (95), 2015-16 (252), 2016-17 (298)

CAASPP Data Overall:

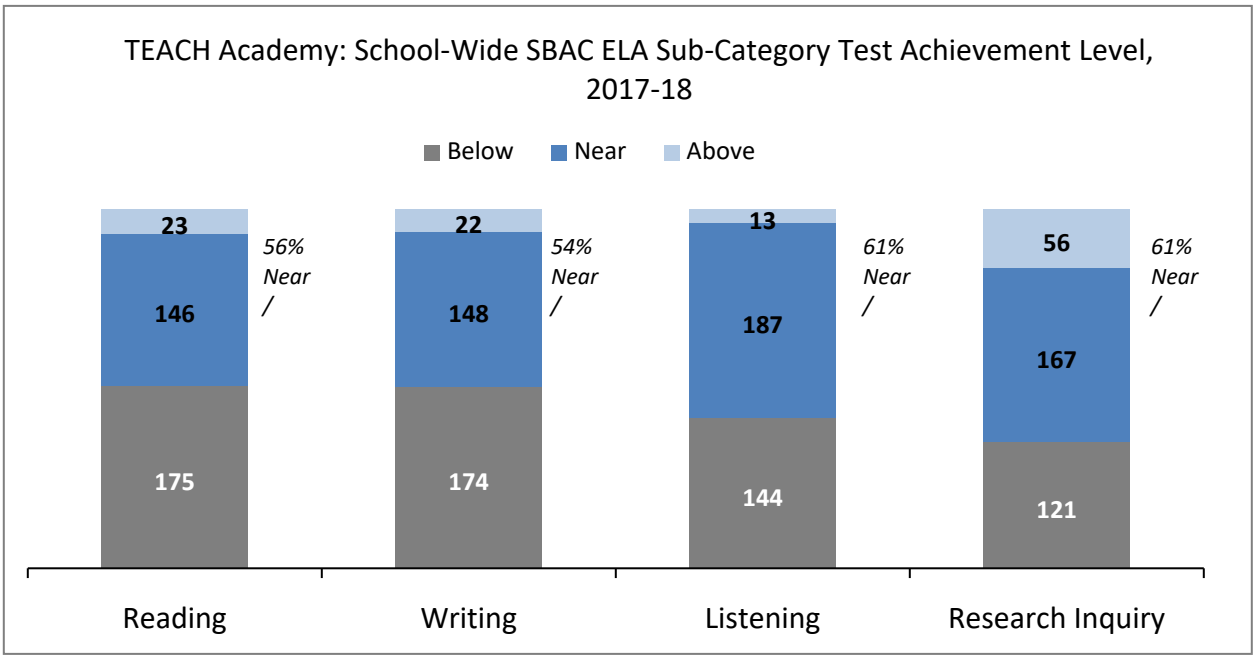
Although 2016-2017 School year was very promising and Teacher retention from the previous year was higher, the overall scores declined in Math and in ELA. In 2017-2018, recognition of additional support and anticipated turn over, TEACH refined its action plan to ensure that an infrastructure was in place to support beginning teachers as well as align assessments to CAASPP Targets and hire additional staff to support the student achievement efforts. There was a slight decline in ELA however outperformed respective similar schools, Math saw a more significant decline. In the following tables, a break down of Math and ELA can be evaluated to show trends.

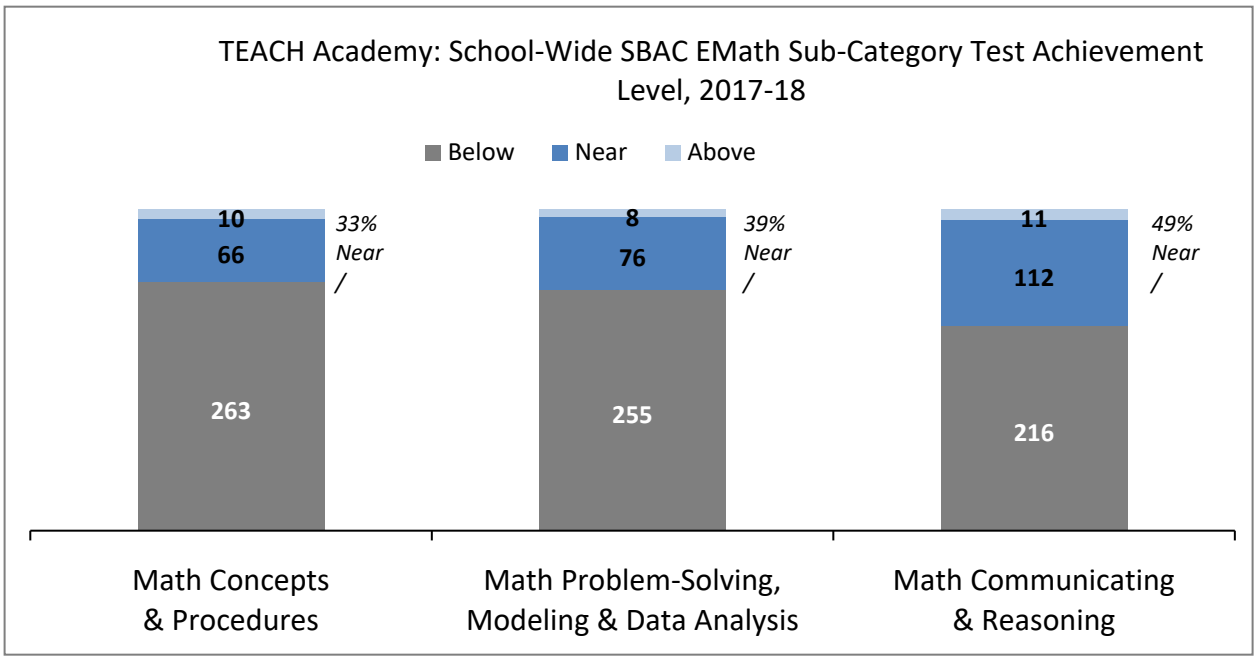
All Students: Detail - Percentage by SBAC Performance Level by School Year

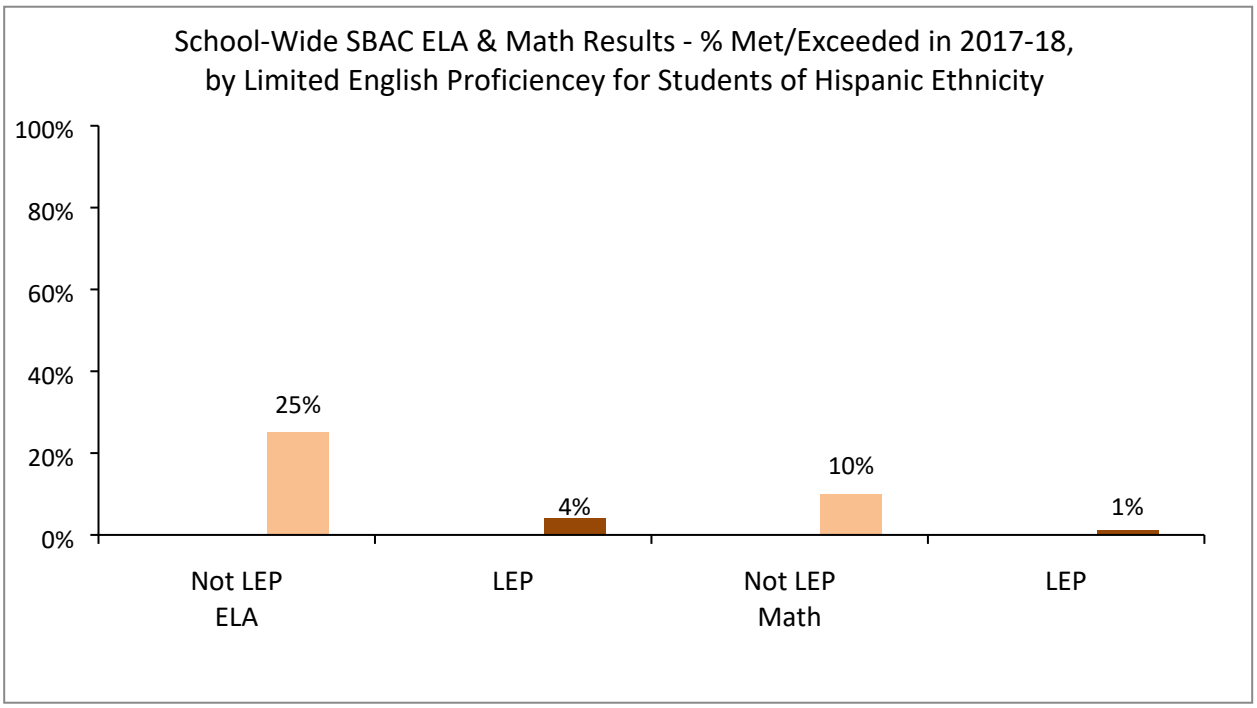




All Students: Detail -Performance Level for the SBAC Test Sub-Categories, 2017-18

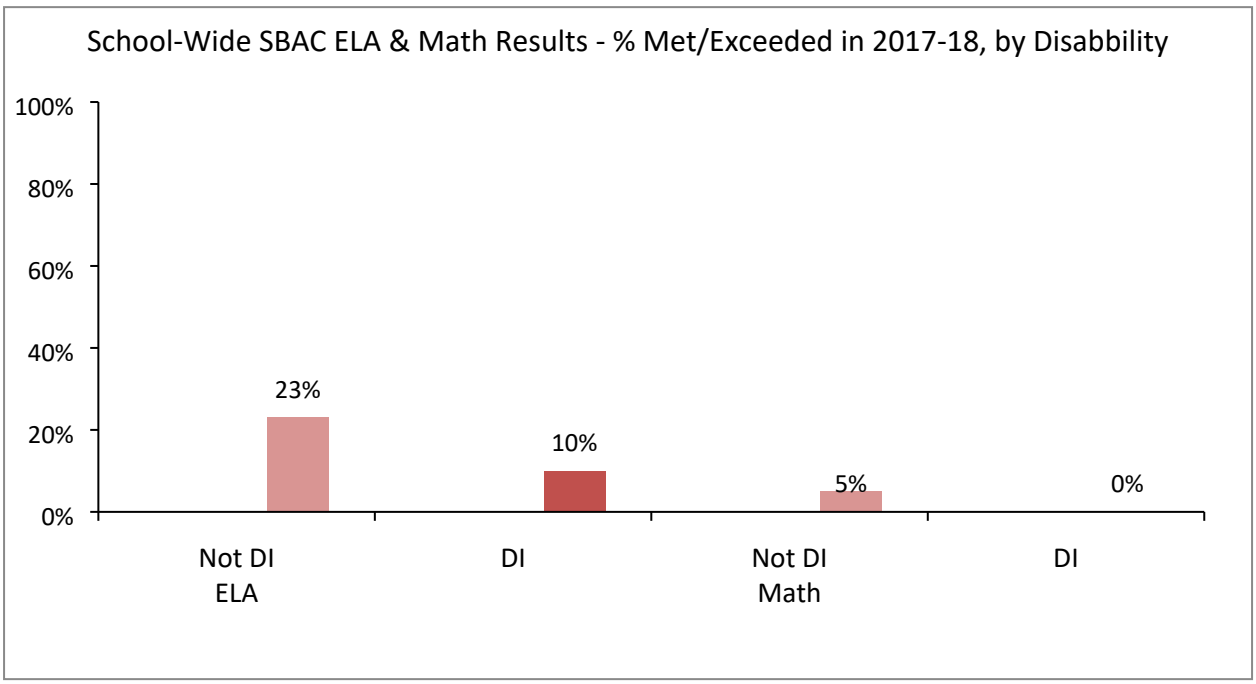






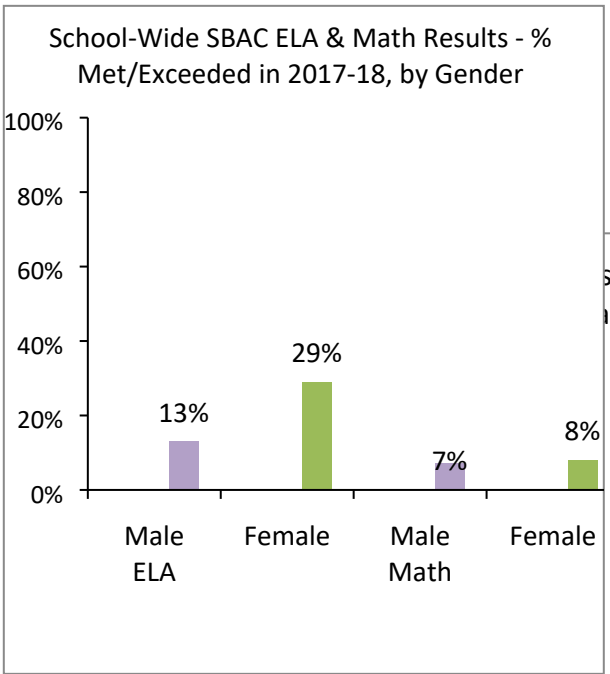
ELA Ns – Not LEP (60), LEP (71)
Math Ns – Not LEP (240), LEP (71)

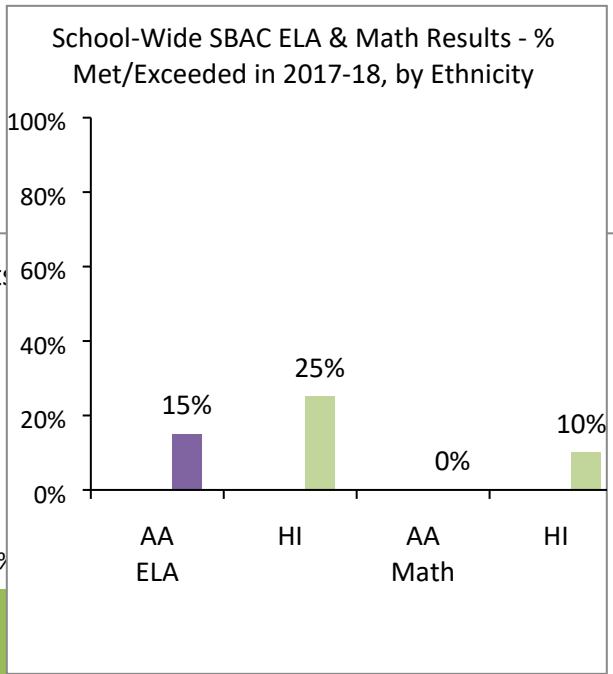
ELA Ns: African-America Male (39), Hispanic Male (103), African-American Female (54), Hispanic Female (101)
Math Ns: African-America Male (39), Hispanic Male (102), African-American Female (53), Hispanic Female (101)

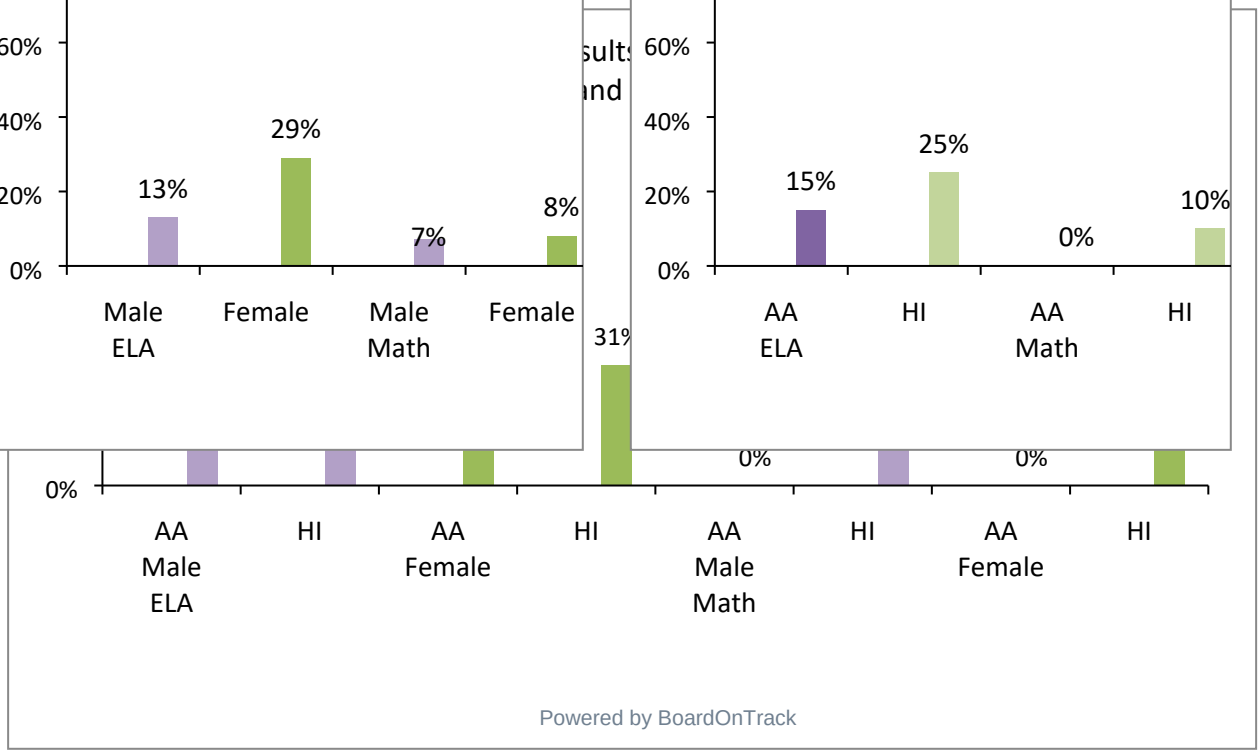


ELA Ns – Not DI (345), DI (21)

Math Ns – Not DI (73), DI (21)

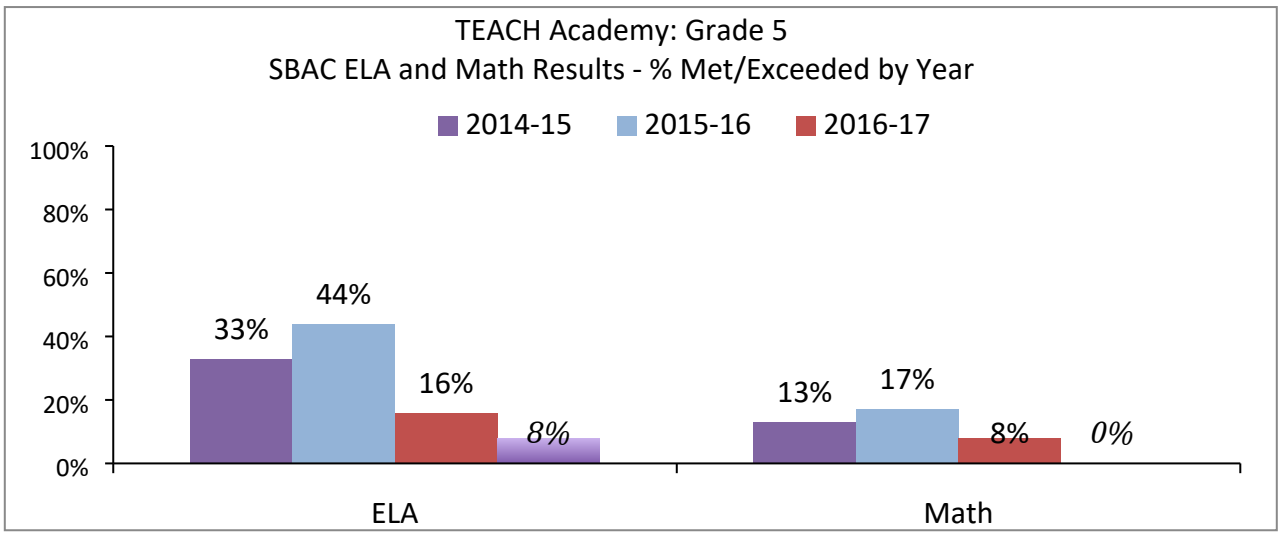






Grade 5 Students

Percentage Met/Exceeded SBAC Achievement Standards by School Year



Ns for ELA & Math: 2014-15 (15), 2015-x16 (23), 2016-17 (25), 2017-18 (26)

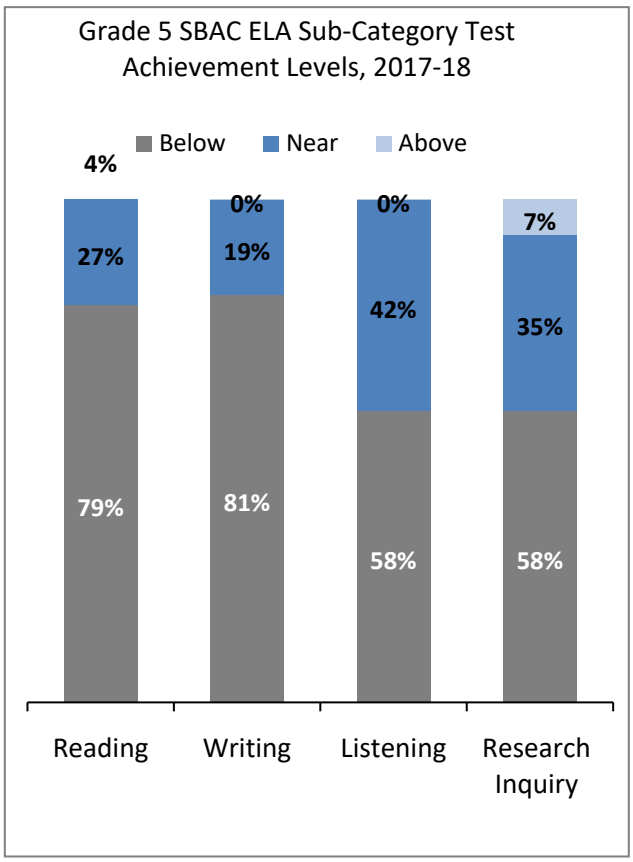
CAASPP Grade 5:

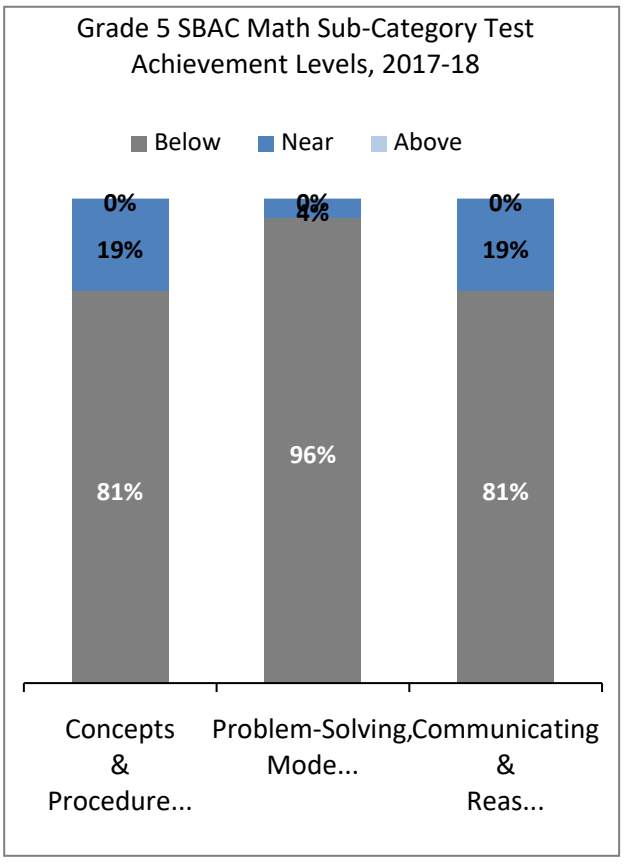
5th Grade has been made up of one self-contained class. The 2018-2019 school year is the first year where we have been able to enroll two cohorts with a total of 49 students, keeping our ration 20:1. Historically students would either attend LAUSD resident schools, LA Salle Elementary or Manhattan Place Elementary. For the 2017-2018 school year we had one beginning teacher teach 5th grade and a returning third year teacher. In the 2017-18 school year our fifth grade class contained 17 male students and six female students which was a much higher ratio of male to female students in the past.

Math: Fifth grade uses math curriculum Eureka. Based on quarterly Eureka assessment it was evident that students struggled in number sense as well as Math fluency. Utilizing the Eureka curriculum was a transition for many of the students as the presentation of problems differed from their 4th grade curriculums. In the 2018-2019 school year, students have been taking Illuminate assessments as well as the CAASPP interims to progress monitor as well as the addition of the math coordinator and an Assistant Principal dedicated to coaching teachers.

ELA: This year ELA has adopted the curriculum Wit & Wisdom school-wide. The adoption of this curriculum was done in an effort to ensure alignment in teaching strategies and rigor. In previous years teachers created their own curriculum and occasionally pulled from the StudySync curriculum adopted by the school. The department works closely with administrators to include CAASP aligned questioning into the curriculum, progress is monitored through assessments provided with the curriculum as well the CAASPP interims.

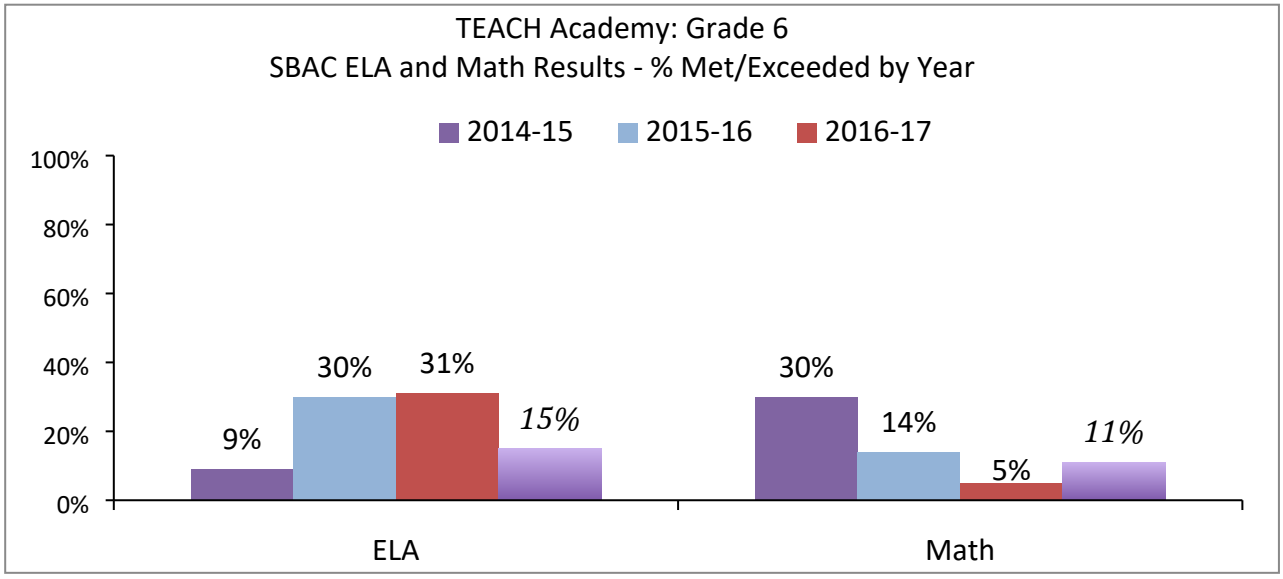
Performance Level for the SBAC Test Sub-Categories, 2017-18





Grade 6 Students

Percentage Met/Exceeded SBAC Achievement Standards by School Year



Ns - ELA: 2014-15 (32), 2015-16 (91), 2016-17 (97); Math: 2014-15 (33), 2015-16 (93), 2016-17 (97), ELA 2017-18 (125); Math: 122

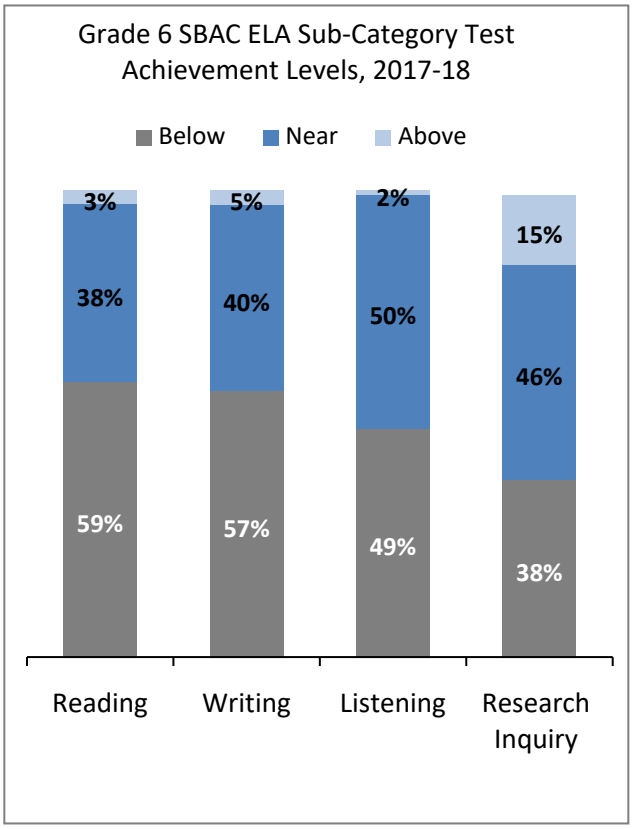
CAASPP Grade 6:

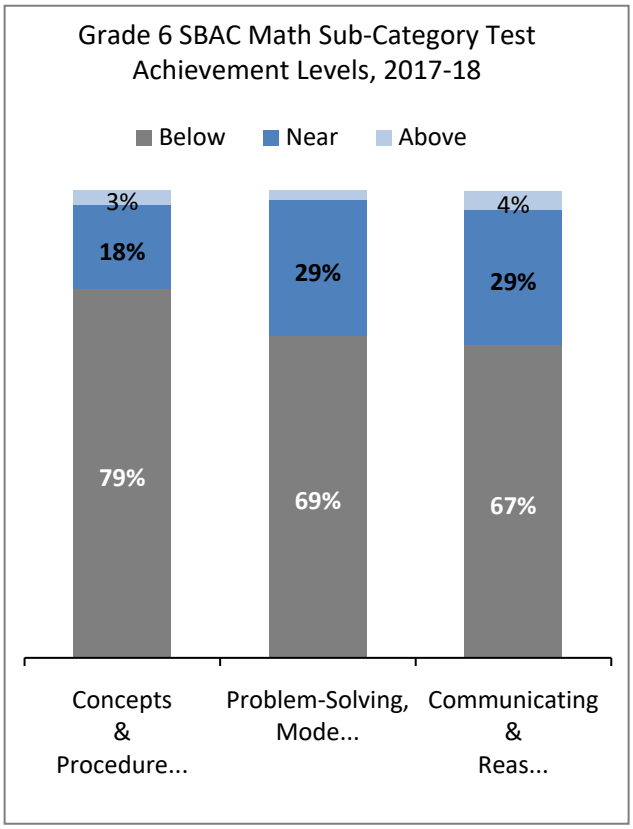
Our 6th grade class has 5 cohorts. Two cohorts rotate between a ELA and Social Studies teacher and a Math and Science teacher. Three cohorts rotate between three teachers, one ELA, one math and one Social Studies teachers with all teachers teaching a section of Science. Teachers plan together for common subjects, using data to make adjustments.

Math: In the 6th Grade this past school year we were able to see an upward trend in Math. This was especially significant because we had to transition one of our 6th grade math teachers to another subject and cohort mid-year. In the tables below it is evident that students struggle with concepts and procedures, with that in mind, the math teachers have worked in conjunction with the math coordinator and math consultant to backwards plan assessments as well as utilize CAASPP interim assessments. The model in grades 6 - 8 is a 70/30 model of CPM curriculum as well as supplemental content in preparation for CAASPP. Pacing has been in alignment to help target the concepts and procedures domain in the 6th Grade CAASPP.

ELA: Last year we saw a decline in 6th ELA based on CAASPP data. Students struggle most with reading and writing. This year we adopted Wit & Wisdom which focuses on books not basals. Our intention was to adopt a curriculum that would given students assess to culturally relevant books in an effort to engage reluctant readers. Reading and writing is built into each module, in the past we taught reading and writing in isolation. We have also built in reading and writing time into both advisory and Success Academy.

Performance Level for the SBAC Test Sub-Categories, 2017-18

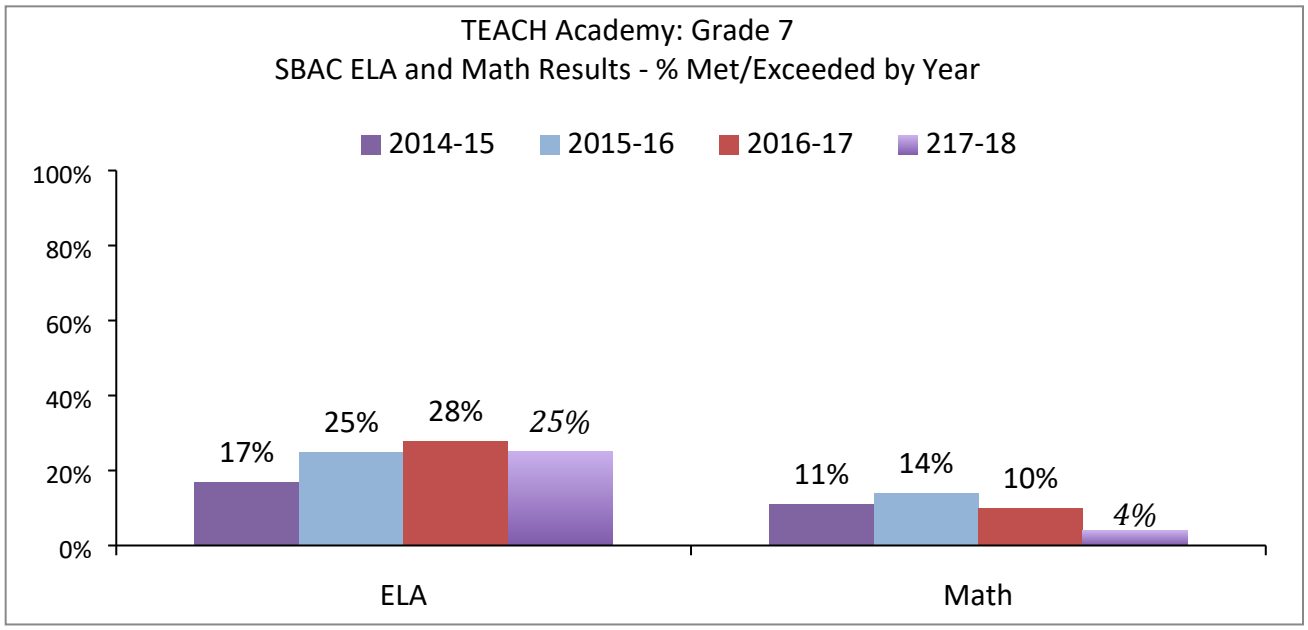




N for ELA and Math Sub-Category Tests (125)

Grade 7 Students

Percentage Met/Exceeded SBAC Achievement Standards by School Year



Ns - ELA: 2014-15 (35), 2015-16 (65), 2016-17 (92); Math: 2014-15 (35), 2015-16 (67), 2016-17 (91), 2017-18 ELA (100) Math: (99)

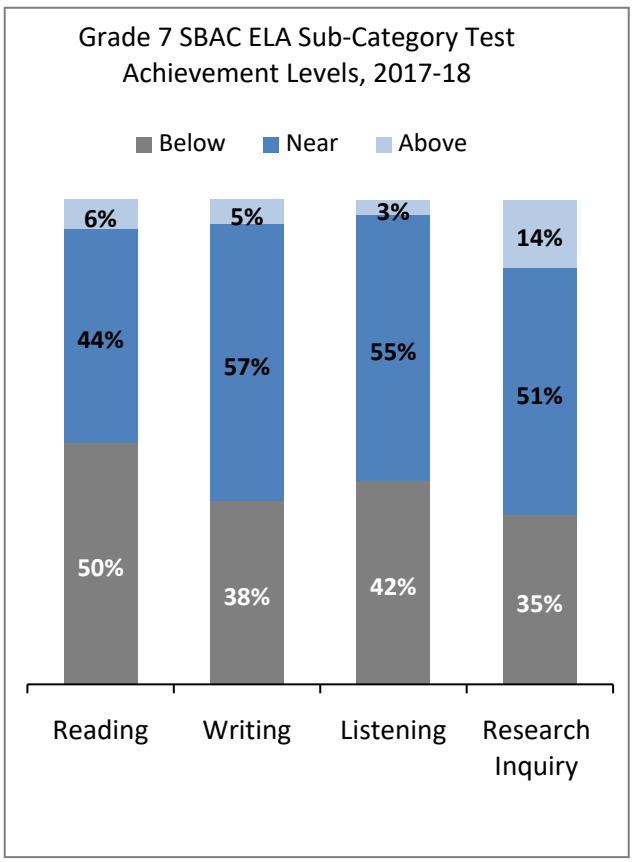
CAASPP Grade 7:

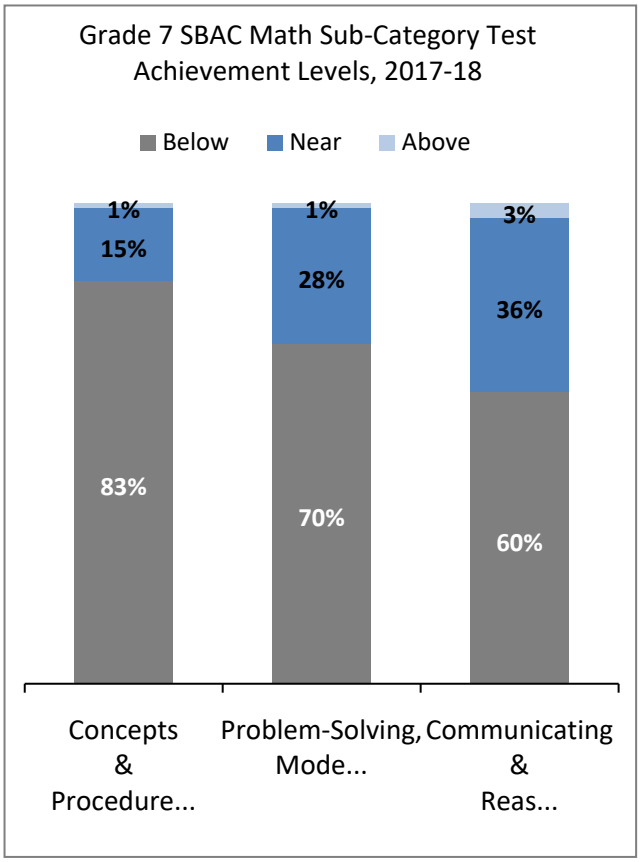
Seventh grade has historically had 4 cohorts of students. Students receive core instruction from 5 single subject teachers, including physical education. This year we have 5 cohorts of 7th grade due to a high retention of 6th graders. We have created an elective class focused on technology integration that supports both Math and ELA.

ELA: There was three percent decline in ELA on CAASPP compared to the previous years data. We did see an increase in scale scores of matched students in 7th grade ELA. This year our social studies teachers are integrating CAASPP aligned questioning into instruction and heavily focusing on citing evidence. Social studies are using Document Based Questioning which supports grade level writing standards, which is an area focus based on the data.

Math: Math scores have decreased over time with the 2017-2018 school year showing a decline of more than 5%. The 7th grade teacher has been the respective teacher for 7th grade since 2015-2016 school year. However, beginning in the 2018-2019 school year 7th grade Math has been taught by a returning 6th grade teacher as well as a 7th grade TFA math teacher who receives weekly support from the math coordinator and TFA corp.

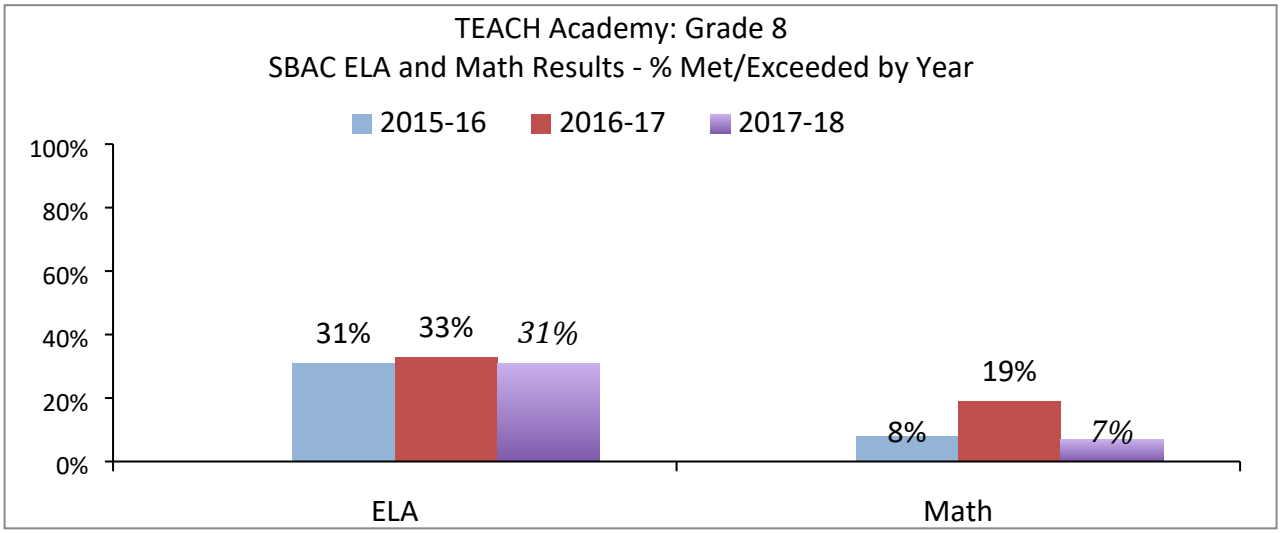
Performance Level for the SBAC Test Sub-Categories, 2017-18





Grade 8 Students

Percentage Met/Exceeded SBAC Achievement Standards by School Year



Ns - ELA: 2015-16 (66), 2016-17 (86); Math: 2015-16 (66), 2016-17 (85), ELA 2017-18 (100) Math: (99)

CAASPP Grade 8:

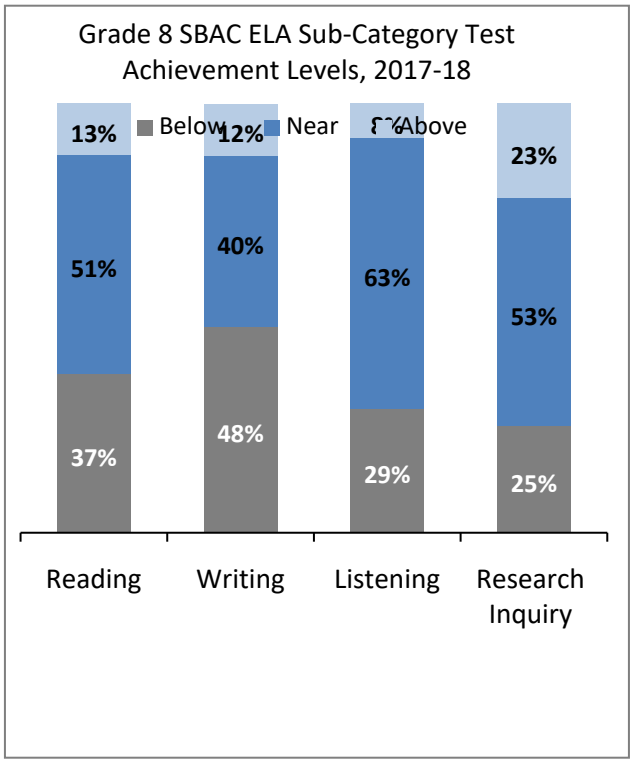
Our 8th grade has been made up of three to four cohorts. Over the last three years we have had roughly 100 hundred eighth graders being taught by 5 single subject teachers including physical education.

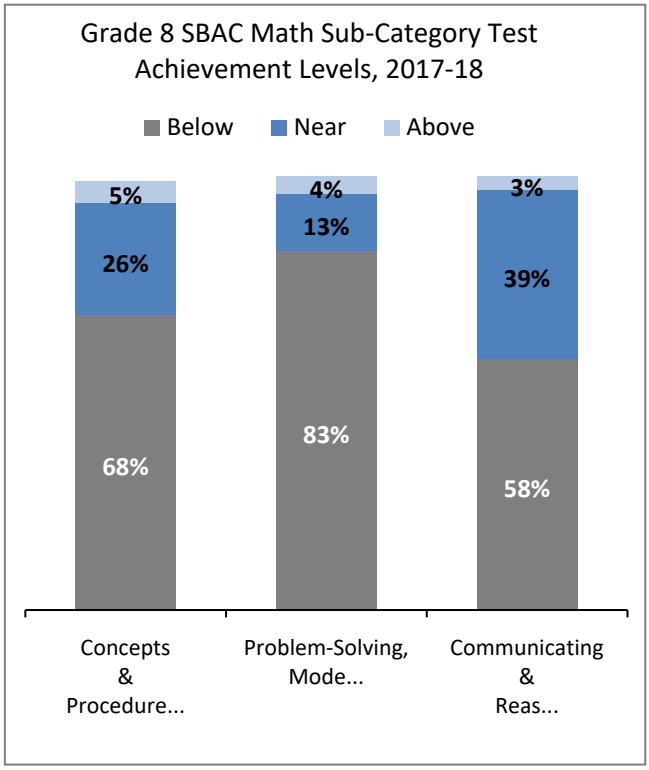
ELA: In ELA the scores have increased and decreased with 2% last three years with the same respective teacher. Our 8th grade teacher spent a total a three years with TEACH as they started with us as a beginning teacher. This year TEACH has a new teacher who is apart of the Teach for America Corp. With a strategic onboarding during summer as well as weekly coaching, 8th grade

ELA has continue to make progress. Considering new teachers in both 7th and 8th grade ELA, one of the assistant principals, co-teaches as well as pulls ELA groups based on exit slip data to support as the 7th and 8th grade teachers are in their induction.

Math: The math in 8th grade has been inconsistent and had its highest year in the 2016-2017 school year. Unfortunately the 8th grade math teacher who had been the respective 8th grade math teacher for the last 4 years transitioned out midway through they year. As 2016-2017 was a progress year, 2017-2018 demonstrated a challenge that presented itself through staffing. An action plan was discussed by site administration and supported by the TEACH district office to develop a plan which included more on site support for teachers as well as more collaboration in planning.

Performance Level for the SBAC Test Sub-Categories, 2017-18





Coversheet

Overnight Field Trips - TEACH Tech Charter High School

Section:	V. School Site Reports
Item:	D. Overnight Field Trips - TEACH Tech Charter High School
Purpose:	Vote
Submitted by:	Frank Williams
Related Material:	YMCA Camp Whittle contract.pdf Field Trip Request Form Camp Whittle 2019.pdf

BACKGROUND:

Camping Camp Whittle Big Bear CA May 3-5, 2019 Camping Senior Retreat San Onofre 5200 PCH San Clemente CA April 5-7, 2019 Prom May 25, 2019 700 Wilshire Blvd LA CA 90017 Grad Nite Magic Mountain May 16, 2019

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(P) 909 866 3000 (F) 909 866 5065
(E) camp@ymcala.org (W) www.ymcala.org

Shane Ellis
TEACH Public Schools
10616 S. Western Ave.
Los Angeles, CA 90044

February 05, 2019

YMCA Camp Whittle Use Agreement

GROUP INFORMATION

Name:	**TEACH Public Schools**	Booking Name	**Teach Tech Charter High School 2019**
Address:	**10616 S. Western Ave.**	Booking Leader	**Shane Ellis**
City/State/Zip:	**Los Angeles, CA 90044**	Contact Email:	**Sellis@teachps.org**
Reservation Date:	**January 10, 2019**	Contact Phone:	**323-872-0707 (Work)**

DATES/FACILITIES

YMCA CAMP Whittle

See Page 2 for specific facilities.

Arrival Date:	**May 3, 2019**	**Departure Date:**	**May 5, 2019**
Arrival Time:	**3:00 PM**	**Departure Time:**	**11:00 AM**
First Meal:	**Dinner**	**Last Meal:**	**Breakfast**

Approximate Fees

Rate Per Person: **132** Minimum: **$5,280.00** Deposit **$0.00**
Total Paid:

Expected # **50**
Guranteed **40.0 ***

PROGRAM/SPECIAL REQUESTS

Please contact the Camping Services office with additional program requests.

Notes: **Guaranteed minimum of 40/Max 72. Rate of $132 per person includes 2 nights, 5 meals, and 1 day program. Complete roster & liability waivers due at check-in. Certificate of Insurance due 4/19/19. STUDENTS WITHOUT WAIVERS ARE NOT ALLOWED AT CAMP. SIGNED CONTRACT DUE BY 2/12/2019, TO SECURE DATES. CONTRACT VOID AFTER DUE DATE.**

TERMS AND CONDITIONS

TEACH Public Schools and YMCA Camping Services agree to the uses and fees as stated as well as all policies, guidelines, and procedures noted on the attachments to this agreement and noted in YMCA Group Planning Guide. TEACH Public Schools further agrees to indemnify the YMCA of Metropolitan Los Angeles against loss, damage, or expense from any accident or occurrence during group's tenancy of the camp, or any occurrence that in any way related to group's occupancy or activity. This indemnity shall cover injury or damage to any person or property, whether occurring upon or about the leased premises, during the trip to or from said camp, or in any way related to group's presence in the camp or any part thereof. Further, this indemnity shall protect the YMCA of Metropolitan Los Angeles, including it's directors and officers, against action by any member of TEACH Public Schools, or any person claiming through or under said group.

_____ Date: _____ _____ Date: _____

TEACH Public Schools **YMCA Camping Services**

* 80% of available lodge space

Specific Facility Reservations and Charges

Accommodations

Whittle

Name	From		To		Notes
North Village - Cabin 11	May 3	3:00 PM	May 5	11:00 AM	
North Village - Cabin 12	May 3	3:00 PM	May 5	11:00 AM	
North Village - Cabin 13	May 3	3:00 PM	May 5	11:00 AM	
North Village - Cabin 14	May 3	3:00 PM	May 5	11:00 AM	
North Village - Cabin 15	May 3	3:00 PM	May 5	11:00 AM	
North Village - Cabin 16	May 3	3:00 PM	May 5	11:00 AM	

Teach Tech Charter High School 2019: : 05/03/19 to 05/05/19 50 Participants

Charges

Date	Description	Total
Jan 28, 2019	Min. 40 @ $132.00 pp, 2 nights, 5 meals (Fri-D to Sun-B) & 1 day of program	$5,280.00
	Totals:	**$5,280.00**

Cancellation Schedule:

At the time a reservation is made, a 50% deposit of contract amount is due (fully refundable up to 6 months prior in the event you are cancelling a signed contract):

6 months from arrival date, deposit is non-refundable.

3 months from arrival date,70% of Minimum guarantee will be charged.

Less than 1 month prior to reservation date, 100% of minimum guarantee will be charged.

_____(Initial)

Rules/Regulations:

Smoking:

I/We understand there is no smoking allowed in any building or on the grounds of any YMCA Camp facility and that a $250 charge will be added to my check-out payment if any evidence of smoking occurs with Teach Tech Charter High School 2019.

_____(Initial)

Alcohol:

Alcohol is not allowed on camp property. An additional cleaning charge of $500 will be added to your invoice if we find any evidence of alcohol use. Also please see your contract agreement

_____(Initial)

Pets:

Pets of any kind (with the exception of guide dogs with current medical paperwork) are not permitted at any YMCA Camp facility. Any evidence of pets staying on site will result in a $250 charge being added to the check-out payment.

_____(Initial)

Damage:

Upon arrival groups will be given Check-In Sheets to report any existing damage within 2 hours of their arrival.

Any damage or vandalism done during your stay at any YMCA Camp facility is subject to a minimum repair charge of $30.00 and will be added to the final payment

_____(Initial)

Cleaning:

We ask that you please properly dispose of your trash and turn off any lights when you depart.

Any excess cleaning as a result of groups not following check-out procedure sheet will result in a minimum of a $30.00 cleaning charge being added to the check-out payment.

_____(Initial)

Additional Staff Requirements:

Camping Services requires rental groups to provide a staff member to be on duty at each swimming location and must have a current nationally recognized Lifeguard Certificate, unless otherwise prearranged with camp.

_____(Initial)

First Aid/Emergency Care:

Camping Services assumes no responsibility for medical treatment of our group members. Your group is required to provide an adult, on-site Health Care Provider at all times and it is advised that the HCP have nationally recognized CPR certification and be able to administer medication. For Youth and Child groups we also advise there to be an adult with nationally recognized First Aid certification.

_____(Initial)

Program Additional Fees: (Camp Whittle non summer only)

Horses, the pool and lakefront activities use at an additional $10 per person per activity.

Camping Services requires from Special Use Groups to have a staff member on duty for Ropes Course activities that is certified by a nationally provider and prior to leading activities Camp Staff will evaluate skills. A Ropes Course Host will be provided by Camping Services

_____(Initial)

I have read and understand Camping Services Planning Guide.

_____(Initial)

ASSUMPTION OF RISK, RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT
YMCA OF METROPOLITAN LOS ANGELES

IN CONSIDERATION for being permitted to utilize the facilities, services, and programs of the YMCA (or for my children to so participate) for any purpose, including, but not limited to observation or use of facilities or equipment, or participation in any off-site program affiliated with the YMCA, the undersigned, on behalf of himself or herself and such participating children and any personal representatives, heirs, and next of kin (hereinafter referred to as "the undersigned") hereby acknowledges, agrees and represents that he or she has inspected, or immediately upon entering or participating will inspect, and carefully consider such premises and facilities and/or the affiliated program. It is further warranted that such entry into the YMCA for observation or use of any facilities or equipment or participation in such affiliated program constitutes an acknowledgement that such premises and all facilities and equipment thereon and such affiliated program have been inspected and carefully considered and that the undersigned finds and accepts same as being safe and reasonably suited for the purpose of such observation, use or participation by the undersigned and such children.

IN FURTHER CONSIDERATION OF BEING PERMITTED TO ENTER THE YMCA FOR ANY PURPOSE INCLUDING, BUT NOT LIMITED TO, OBSERVATION OR USE OF FACILITIES OR EQUIPMENT, OR PARTICIPATION IN ANY ON-SITE OR OFF-SITE PROGRAM AFFILIATED WITH THE YMCA, THE UNDERSIGNED HEREBY AGREES TO THE FOLLOWING:

THE UNDERSIGNED, ON HIS OR HER BEHALF AND ON BEHALF OF SUCH CHILDREN, HEREBY RELEASES, WAIVES, DISCHARGES AND COVENANTS NOT TO SUE the YMCA, its directors, officers, employees, volunteers and agents (hereinafter referred to as "releasees") from all liability to the undersigned or such children and all personal representatives, assigns, heirs, and next of kin of the undersigned for any loss or damage, and any claim or demands on account of injury to the person or property or resulting in death of the undersigned or such children whether caused by the negligence, active or passive, of the releasees or otherwise while the undersigned or such children is in, upon, or about the premises or any facilities or equipment therein or participating in any program affiliated with the YMCA. The undersigned expressly and knowingly waives all rights under California Civil Code Section 1542, which provides:

"A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of executing the release, which if known by him or her must have materially affected his or her settlement with the debtor."

THE UNDERSIGNED HEREBY AGREES TO INDEMNIFY AND SAVE AND HOLD HARMLESS the releasees, and each of them, from any loss, liability, damages or costs they may incur, whether caused by the negligence, active or passive, of the releasees or otherwise while the undersigned or such children is in, upon, or about the premises or any facilities or equipment therein or participating in any program affiliated with the YMCA. The undersigned understands and agrees that YMCA does not provide insurance to cover the undersigned or such children in the event they suffer injury, death, property loss, theft or damage of any sort upon, or about the premises or any facilities or equipment therein or participating in any program affiliated with the YMCA.

THE UNDERSIGNED HEREBY ASSUMES FULL RESPONSIBILITY FOR, AND RISK OF BODILY INJURY, DEATH OR PROPERTY DAMAGE to the undersigned or such children due to negligence, active or passive, of releasees or otherwise while in, about or upon the premises of the YMCA and/or while using the premises or any facilities or equipment thereon or participating in any program affiliated with the YMCA.

The parties agree that any and all disputes, claims or controversies arising out of or relating to this ASSUMPTION OF RISK, RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT shall be submitted to JAMS, or its successor, for one full day of mediation, and if the matter is not resolved through mediation, then it shall be submitted to JAMS for final and binding arbitration. Either party may commence mediation by providing to JAMS or to the other party a written request for mediation, setting forth the subject of the dispute and the relief requested. The parties shall cooperate in selecting a mediator from the JAMS panel of neutrals and in scheduling mediation proceedings. The parties shall participate in the mediation in good faith and shall equally share its costs. Either party may initiate arbitration with respect to the matters submitted to mediation by filing a written demand for arbitration at any time following the initial mediation session or at any time following 45 days from the date of the filing of the request for mediation, whichever first occurs. The arbitration shall be administered by JAMS

Revised 8/2016

pursuant to the California Arbitration Act (Calif. Code of Civil Proc. I 1282 *et seq.*). The parties may file a motion for summary judgment pursuant to California Code of Civil Procedure I437c, except that the motion shall be scheduled at least 30 days before the arbitration hearing, notice of motion and supporting papers shall be served on the other party to the arbitration at least 30 days before the time appointed for the motion hearing, the opposition to the motion shall be served and filed not less than 14 days preceding the hearing date, and any reply papers shall be served and filed by the moving party not less than 4 days preceding the hearing date. The arbitrator shall issue a signed opinion setting forth the essential findings and conclusions on which the decision to grant or deny the motion is based.

Following the arbitration hearing, the arbitrator shall issue a signed opinion and award setting forth the essential findings and conclusions on which the award is based. The opinion and award shall decide all issues submitted and be final and binding to the fullest extent permitted by law. To the extent not expressly waived in this Agreement, the arbitrator shall only award those remedies in law or equity requested by the parties and that the arbitrator determines are supported by credible and relevant evidence presented.

Each party shall bear its own attorney's fees and costs in any proceeding to enforce or interpret this Agreement. If the initiating party does not pay its share of the arbitration fees and costs within 3 months of receiving notice that payment is due, the arbitration will be dismissed, with prejudice. The prevailing party in any arbitration and in any court proceeding to confirm or modify an arbitration award shall be entitled to recovery of actual and reasonable costs of suit, including attorney's fees.

No arbitration shall be brought and no cause of action shall be asserted against releases, or any of them, after the expiration of one year from the date of accrual of such cause of action, and any claim or cause of action against releases, or any of them, shall be extinguished and deemed released unless asserted by the timely filing of a written demand for mediation with JAMS and then arbitration with JAMS within such one-year period.

THE UNDERSIGNED further expressly agrees that the foregoing ASSUMPTION OF RISK, RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT is intended to be as broad and inclusive as is permitted by the law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

THE UNDERSIGNED HAS CAREFULLY READ AND VOLUNTARILY SIGNS THE ASSUMPTION OF RISK, RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT AND FURTHER AGREES THAT NO ORAL REPRESENTATIONS, STATEMENTS OR INDUCEMENT APART FROM THE FOREGOING WRITTEN AGREEMENT HAVE BEEN MADE. I AM AWARE THAT THIS IS AN ASSUMPTION OF RISK, RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT KNOWING THAT I AM GIVING UP VALUABLE RIGHTS. I ALSO UNDERSTAND THAT THIS AGREEMENT IS MADE ON BEHALF OF MY MINOR CHILD(REN) AND/OR LEGAL WARDS AND I HAVE FULL AUTHORITY TO SIGN THIS AGREEMENT ON BEHALF OF SUCH MINOR(S).

THIS AGREEMENT DOES NOT APPLY TO LICENSED CHILD CARE SERVICES.

I HAVE READ AND UNDERSTAND THE TERMS OF THIS RELEASE.

_____ _____

Date Printed Name

_____

Signature of Applicant/Guardian

_____

Name(s) of Child(ren) in Program and/or YMCA Facility.

Revised 8/2016

Field Trip Request Form

All Field Trips proposals must be submitted at least fifteen (15) school days prior to the trip date for approval. All proposals must be submitted electronically and printed with signatures from the Principal, Superintendent, and Student Services Coordinator.

No field trip will be conducted until all language in the contract is approved by the Principal, Chief Operations Officer & Superintendent. A minimum of thirty (30) school days prior to any required contractual deadlines is recommended to obtain approval.

Procedure:
1. Teacher-In-Charge complete Field Trip Request Form, attaches contract/agreement/itinerary when appropriate, and submits to Principal, COO & Superintendent for approval.
2. Principal, COO & Superintendent will meet to make field trip decision and seek board approval if necessary.
2. Principal contacts the Teacher-In-Charge via email (cc'd with COO & Superintendent) within five (5) school days regarding the approval or denial of a trip. If approved, trip is announced to students, and permission slips are sent to parents.
3. Permission slips are given to the Principal prior to the trip, and emergency/health forms are taken with the Teacher-In-Charge.
4. Principal will retain permission slips until the end of the school year.

Please put N/A for any non applicable questions.

*

- [ ] Extended Day
- [x] Overnight
- [ ] Non-School Day
- [ ] During the School Day
- [ ] Other: .....

School *

- [ ] TEACH Academy of Technologies

- [ ] TEACH Academy of Technologies
- [x] TEACH Tech Charter High School
- [ ] Option 3
- [ ] Other: _____

Grades Included *

- [ ] 5th
- [ ] 6th
- [ ] 7th
- [ ] 8th
- [ ] 9th
- [x] 10th
- [ ] 11th
- [ ] 12th

Destination *

Camp Whittle

Departure Date *

MM DD YYYY

05 / 03 / 2019

Departure Time *

Time

01 : 30 PM

Return Date *

MM DD YYYY

05 / 05 / 2019

Return Time *

Time

11 : 00 AM

Objective of Trip *

Science/ social skills

Teacher In Charge *

Mr. Ellis

Teachers Emergency Cellphone Number *

323-376-0013

Cost Per Puil *

$132

Number of Students *

50

Do any of your students require special assistance? *

- ○ Yes
- ◉ No

If so, please explain.

Ratio of Chaperones to Students *

10-1

Names of ALL Staff Attending Trip *

Williams, Ellis, Morgan, Johnston, Jones, Haydel, Pe, VanMatre

Names of Non-Staff Chaperones *

Mrs. VanMatre

Bus Company Name / Phone Number *

FCOC Transportation

Bus/Van Confirmation Number (for confirmation emails, please print and attach) *

pending

Meal Arrangements *

5 meals per person are included

What fundraising or other cost mitigation has been done in preparation for this trip? *

N/A

Signature of Superintendent

Carranza

Signature of Principal

Williams

Signature of Assistant Principal

Ellis

Signature of Student Services Coordinator

Upload Itinerary & Contract

YMCA Camp Whittl...

This form was created inside of TEACH Public Schools.

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