TEACH Public Schools

TEACH Public Schools Governing Board Meeting

Date and Time

Wednesday July 27, 2022 at 5:00 PM PDT

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

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Record Attendance		Beth Bulgeron	2 m

		Purpose	Presenter	Time
B.	Call the Meeting to Order		J.J. Lewis	
C.	Public Comment		J.J. Lewis	5 m
II.	**Consent Items**			**5:07 PM**
A.	Consent Items: Approve the Current Agenda and Minutes From the May 18, 2022 Meeting and the June 17, 2022 Meeting	Approve Minutes	J.J. Lewis	3 m
	Consent Items- Items included as Consent Items will be voted on in one motion, unless a member of the Board requests than 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.			
B.	Resolution to Hold Virtual Board Meetings	Vote	Beth Bulgeron	3 m
C.	Approve the Updated Student and Parent Handbooks	Vote	Beth Bulgeron	2 m
III.	**Items Scheduled for Information and Potential Action**			**5:15 PM**
A.	Introduction to the new Principal of TEACH Academy of Technologies	FYI	Matthew Brown	5 m
B.	TEACH Public Schools Financial Report	Discuss	Theresa Thompson	10 m
C.	Approval of the Contract for Substitute Teacher Services	Vote	Matthew Brown	2 m
	Attached are three contracts, one for each school, to provide a pool of substitute teachers.			
D.	Approval of the Contract for Special Education Services	Vote	Matthew Brown	2 m
E.	Update on Annual Independent Audit	FYI	Matthew Brown	5 m
F.	LAUSD Oversight Reports	Discuss	Matthew Brown	5 m
G.	Discussion of the Enrollment Cap Dispute for TEACH Academy of Technologies	Discuss	Matthew Brown	5 m
H.	Resolve to Exercise the Local Assignment Option	Vote	Maria Pimienta	5 m

		Purpose	Presenter	Time
I.	Approve the Food Services Contract	Vote	Enrique Robles	5 m

IV. Closing Items **5:59 PM**

A.	Upcoming Meeting Date	FYI	J.J. Lewis	

The next Regular Board Meeting is scheduled for August 24, 2022 at 5 pm.

B.	Public Comment			5 m
C.	Board Member Comments			5 m
D.	Adjourn Meeting	Vote		

Coversheet

Consent Items: Approve the Current Agenda and Minutes From the May 18, 2022 Meeting and the June 17, 2022 Meeting

Section: II. Consent Items
Item: A. Consent Items: Approve the Current Agenda and Minutes From the May 18, 2022 Meeting and the June 17, 2022 Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: 2022_06_17_board_meeting_minutes.pdf
2022_05_18_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

TEACH Public Schools Governing Board Meeting

Date and Time
Friday June 17, 2022 at 4:00 PM

Location
Beth Bulgeron is inviting you to a scheduled Zoom meeting.
Topic: TEACH Governing Board Meeting
Time: Jun 17, 2022 04:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83066140087
Meeting ID: 830 6614 0087
One tap mobile
+16699006833,,83066140087# US (San Jose)
+13462487799,,83066140087# US (Houston)
Dial by your location
- +1 669 900 6833 US (San Jose)
- +1 346 248 7799 US (Houston)
- +1 253 215 8782 US (Tacoma)
- +1 929 205 6099 US (New York)
- +1 301 715 8592 US (Washington DC)
- +1 312 626 6799 US (Chicago)

Meeting ID: 830 6614 0087
Find your local number: https://teachpublicschools-org.zoom.us/u/kcmrGmWz4e

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www.teachpublicschools.org

Directors Present
A. Dragon (remote), J. Lewis (remote), J. Lobdell (remote), S. Burrows (remote)

Directors Absent
C. Sandoval

Ex Officio Members Present
R. Carranza (remote)

Non Voting Members Present
R. Carranza (remote)

Guests Present
B. Bulgeron (remote), E. Robles (remote), K. McGregor (remote), M. Brown (remote), M. Pimienta (remote), M. Woodley (remote), S. Lawson (remote)

I. Opening Items

A. Call the Meeting to Order

J. Lewis called a meeting of the board of directors of TEACH Public Schools to order on Friday Jun 17, 2022 at 4:00 PM.

B. Record Attendance

C. Public Comment

There was no public comment

II. Consent Items

A. Consent Items: Approve the Current Agenda and Minutes From the May 18, 2022 Meeting

B. Resolution to Hold Virtual Board Meetings

J. Lobdell made a motion to Approve the entire consent agenda (after excluding the minutes of the previous meeting).
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lewis	Aye

Roll Call

S. Burrows	Aye
J. Lobdell	Aye
A. Dragon	Aye
C. Sandoval	Absent

C. Approve the Updated Fiscal Policies

D. Approval of New Teacher Salary Schedule

E. Resolution for Pre-K Expansion Grant

III. Items Scheduled for Information and Potential Action

A. TEACH Public Schools Financial Report

Theresa Thompson did not provide a financial report but included a discussion of financials in the budget approval section.

B. TEACH 2022-2023 Budgets & Executive Director Salary

J. Lobdell made a motion to Approve the 2023 Budget and by separate motion, to approve the CEO executive salary and offer letter. The second to approve the budget was made by Austin Dragon and the second to approve the CEO salary and offer letter was made by Spencer.
A. Dragon seconded the motion.
The Chair separated these two items and Theresa Thompson gave a presentation on the Budget for 2023 and explained the final numbers from the state were not yet finalized and the budget presented was conservative. On the second item, Carranza spoke to the requirement that the board approve any annual raises.

The vote tally below represents the vote for approving the budget. The outcome of the vote for approving the CEO offer letter and salary was unanimous approval. The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
J. Lewis	Abstain
S. Burrows	Aye
C. Sandoval	Absent

C. 22-23 Local Control And Accountability Plans

J. Lobdell made a motion to Approve the LCAP.
A. Dragon seconded the motion.
Beth Bulgeron presented the LCAPs and described the progress on implementing LCAP actions.
The board **VOTED** to approve the motion.

Roll Call

C. Sandoval	Absent
A. Dragon	Aye
J. Lewis	Abstain
J. Lobdell	Aye
S. Burrows	Aye

D.

Approval of the After School Services Provider

S. Burrows made a motion to Approve the After School Services Provider.
J. Lobdell seconded the motion.
Enrique Robles presented the information about the after school services provider and Dr. Carranza added that in the future, it was a goal to offer the program in-house.
The board **VOTED** to approve the motion.

Roll Call

J. Lewis	Aye
S. Burrows	Aye
C. Sandoval	Absent
J. Lobdell	Aye
A. Dragon	Aye

E. Chief Academic Officer's Report on Academic Performance

Dr. McGregor gave a presentation on each school's key state indicators and expressed optimism that current strategies will yield higher performance in the near future. Member Lobdell was appreciative of the data report.

F. TEACH Preparatory Elementary School Principal's Report

Sharon Rhee was not present at the meeting and there was no report from the elementary.

G. TEACH Academy of Technologies Principal's Report

Suzette Torres was not in attendance but provided the board with a written report. The board did not have any questions about the report.

H. TEACH Tech High School Principal's Report

Monique Woodley gave the High School report and stated that each of the 84 seniors graduated. This was her last meeting as Principal but she will be launching summer school on June 27th before going to a new position at Watts Learning Center Foundation. She discussed the staffing needs and Chair Lewis voiced concern over the high number of vacancies. Dr. Pimienta and Dr. McGregor described the current hiring activity.

I. CEO's Report

Dr. Carranza did not submit a written report but described the eras of TEACH, 1.0, 2.0 and the era we are entering, TEACH 3.0. He explained that in TEACH 1.0 and 2.0, the focus was on growth, but in TEACH 3.0, the focus was going to be on accountability, academics and rigor.

IV. Closing Items

A. Upcoming Meeting Date

The next Regular Board Meeting is July 27, 2022 at 5:00 pm.

B. Public Comment

There was no pubic comment.

C.

Board Member Comments

No Board member comments.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,
J. Lewis

DRAFT

TEACH Public Schools

Minutes

TEACH Public Schools Regular Board Meeting

Date and Time
Wednesday May 18, 2022 at 5:00 PM

Location
Beth Bulgeron is inviting you to a scheduled Zoom meeting.
Topic: TEACH Board Meeting
Time: May 18, 2022 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/87857445993?pwd=b3VwVFRVU3ZTaWpJOGF0UWUwTnZjZz09
Meeting ID: 878 5744 5993
Passcode: 996019
One tap mobile
+16699006833,,87857445993#,,,,*996019# US (San Jose)
+13462487799,,87857445993#,,,,*996019# US (Houston)
Dial by your location
+1 669 900 6833 US (San Jose)
+1 346 248 7799 US (Houston)
+1 253 215 8782 US (Tacoma)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 929 205 6099 US (New York)
Meeting ID: 878 5744 5993
Passcode: 996019
Find your local number: https://teachpublicschools-org.zoom.us/u/kebxbCu6g2

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Directors Present
A. Dragon (remote), C. Sandoval (remote), J. Lewis (remote), J. Lobdell (remote), S. Burrows (remote)

Directors Absent
C. Villarreal

Ex Officio Members Present
R. Carranza

Non Voting Members Present
R. Carranza

Guests Present
B. Bulgeron (remote), E, E. Robles, M. Pimienta, M. Woodley, S. Lawson, S. Rhee, S. Torres

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I. Opening Items

A. Call the Meeting to Order

B. Record Attendance

C. Public Comment

There was no public comment.

II. Consent Items

A. Consent Items: Approve the Current Agenda and Minutes From the April 20, 2022 Meeting

J. Lobdell made a motion to Approve the current agenda and minutes from the April meeting.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
C. Villarreal	Absent

Roll Call

C. Sandoval	Aye
S. Burrows	Aye
J. Lewis	Aye
A. Dragon	Aye

B. Resolution to Hold Virtual Board Meetings

J. Lobdell made a motion to Approve the consent agenda.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
J. Lewis	Aye
S. Burrows	Aye
J. Lobdell	Aye
C. Sandoval	Aye
C. Villarreal	Absent

III. Items Scheduled for Information and Potential Action

A. TEACH Public Schools Financial Report

Theresa Thompson presented the financial report which was very consistent with last month's report. The board asked questions about the financial accounts for each school, and Ms. Thompson explained the separation of accounts.

B. Review the Proposed Budget for 2022-2023

Theresa Thompson explained that the proposed budget would be reviewed in detail at the next month's board meeting.

C. Approve Investment Fund Opportunities

S. Burrows made a motion to Table the vote for this item until the next meeting.
J. Lobdell seconded the motion.
The board discussed the need for more details before voting on this item. They requested to know the name of the institution, amount invested, maturation dates and to have a carefully worded resolution in the meeting packet materials.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Aye
A. Dragon	Aye
C. Villarreal	Absent
J. Lewis	Aye
J. Lobdell	Aye
C. Sandoval	Aye

D. Approval of 2022-2023 Board Meeting Schedule

J. Lobdell made a motion to Approve the Board Meeting Schedule.
A. Dragon seconded the motion.
The board discussed the meeting schedule and in-person and virtual board meetings.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
J. Lobdell	Aye
C. Villarreal	Absent
C. Sandoval	Aye
S. Burrows	Aye
J. Lewis	Aye

E. Approve the RFP for Food Services

A. Dragon made a motion to Approve the RFP for food services.
J. Lobdell seconded the motion.
Enrique Robles presented the RFP for food services and explained the process.
The board asked if the current vendor was applying and about the timeline.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
C. Sandoval	Aye
C. Villarreal	Absent
S. Burrows	Aye
J. Lobdell	Aye
J. Lewis	Aye

F. Approval of Update Teacher Salary Schedule

S. Burrows made a motion to Approve the updated teacher salary schedule.
J. Lobdell seconded the motion.
Beth Bulgeron and Dr. Carranza presented the new teacher salary schedule in light of LA and state law. The board asked questions about our level of competitiveness and Dr. Pimienta provided information about comparable salaries at other schools and described our scale as competitive and attractive to new teachers.
The board **VOTED** to approve the motion.

Roll Call

C. Villarreal	Absent
J. Lewis	Aye
A. Dragon	Aye
J. Lobdell	Aye
C. Sandoval	Aye
S. Burrows	Aye

G. Chief Academic Officer's Report on Academic Performance including: NWEA, SBAC completion, percentage of students on track for on-time graduation, percentage of students earning a D or F in a core course, graduation data, summer professional development plans.

This item was postponed until next month's meeting.

H. TEACH Preparatory Elementary School Principal's Report

Ms. Rhee provided a report that highlighted all of the end of the year activities as well as the successful LAUSD oversight visit.

I. TEACH Academy of Technologies Principal's Report

Ms. Torres provided an end of year report and described the testing and activities that were taking place at the middle school.

J. TEACH Tech High School Principal's Report

Monique Woodley gave a detailed report on the high school and end of year activities including graduation and senior activities. She also described her very successful LAUSD oversight visit.

K. CEO's Report

Dr. Carranza provided his report that included highlights about the first class of TEACH kids graduating from college. The board members shared their support and congratulations related to this important milestone.

IV. Closing Items

A. Upcoming Meeting Date

The next meeting is scheduled for Friday June 17th at 4 pm

B. Public Comment

There was no public comment.

C. Board Member Comments

Board Chair Lewis expressed his appreciation for the TEACH team.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:08 PM.

Respectfully Submitted,
J. Lewis

Coversheet

Resolution to Hold Virtual Board Meetings

Section: II. Consent Items
Item: B. Resolution to Hold Virtual Board Meetings
Purpose: Vote
Submitted by:
Related Material: Virtual_Board_Meeting_Resolution.pdf

RESOLUTION OF THE BOARD OF DIRECTORS OF TEACH, INC. CONSIDERING THE CONTINUED STATE OF EMERGENCY AND CIRCUMSTANCES FOR BOARD MEETINGS BY TELECONFERENCE PURSUANT TO THE BROWN ACT

WHEREAS, meetings of the Board of Directors ("Board") of TEACH, Inc. ("TEACH") are called, held, and conducted in accordance with the Ralph M. Brown Act (Govt. Code § 54950, *et seq.*) (the "Brown Act"), as applicable.

WHEREAS, on or about March 4, 2020, Governor Newsom proclaimed a state of emergency in California in response to the coronavirus (COVID-19) outbreak. The state of emergency remains active, and state and local officials recommend health and safety measures to promote social distancing.

WHEREAS, on or about March 20, 2020, Governor Newsom issued Executive Order N-29-20 to temporarily suspend certain requirements under the Brown Act which, among other things, expanded flexibility to hold meetings by teleconference during the COVID-19 pandemic. Executive Order N-29-20 expired on September 30, 2021.

WHEREAS, following the recent enactment of Assembly Bill 361 (2021), revised Section 54953(e) of the Brown Act now provides modified conditions with regards to Board member and public participation by teleconference during a state of emergency in order to maintain social distancing.

NOW, THEREFORE, this Board hereby finds, resolves and orders as follows:

Section 1. After consideration or reconsideration, as applicable, of the circumstances of the ongoing state of emergency, this Board finds that such circumstances continue to directly impact the ability of Board members to meet safely in person, and that state and local health officials continue to recommend measures to promote social distancing.

Section 2. In light of these ongoing circumstances, meetings of the Board, and its committees, if any, shall be called, held and conducted in accordance with the teleconferencing requirements of Section 54953(e)(2) of the Brown Act, rather than Section 54953(b)(3).

Section 3. This resolution shall take effect immediately upon its adoption and shall remain effective for thirty (30) days, or until this Board adopts a subsequent resolution or otherwise makes findings by majority vote in accordance with Section 54953(e)(3) to extend the effective period by another thirty (30) days. The Board may delegate, by motion or other action of the Board, its authority to make findings in accordance with Section 54953(e)(3) to a Board committee.

Section 4. The officers of this Board, the Executive Director of TEACH, or their designee(s), are individually authorized and directed to take or cause to be taken such other actions as may be required to fulfill the purposes of this resolution.

# # #

CERTIFICATE OF ADOPTION

I, _____, Secretary of Board of Directors of TEACH, Inc., a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a regular meeting of the Board of Directors of TEACH, Inc., which was held on _____, 2021, at which all the members of the Board of Directors had due notice and at which a quorum was present; and at such meeting such resolutions were adopted by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

WITNESS my hand this _____ day of _____, 2021.

_____
Secretary, TEACH, Inc.

Coversheet

Approve the Updated Student and Parent Handbooks

Section: II. Consent Items
Item: C. Approve the Updated Student and Parent Handbooks
Purpose: Vote
Submitted by:
Related Material:
2022-2023_Student_and_Parent_Handbook_TAT_NEEDS_UPDATE_PRIOR_TO_ORIENTATION.pdf
2022_Student_and_Parent_Handbook_TEACH_Tech_Charter_High_School_20220722 (1).pdf
2022_Student_and_Parent_Handbook_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20220725 (1).pdf

TEACH Academy of Technologies

Student and Parent Handbook
2022-2023

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Board of Directors

Dear Students and Families,

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted, shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

ANNUAL NOTIFICATION AND GUIDELINES

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. “Education Code” is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

Letter From the Principal

Dear TEACH Academy of Technologies Families,

Hello my name is Maricela “Marci” Williams. I am the PROUD principal of TEACH Academy of Technologies. I am a passionate educator who has served the Los Angeles area since 1996. I come with a strong background in instruction and curriculum. I believe ALL students can learn when they are provided with sound instruction and a safe environment. This is what I am committed to do at TEACH Academy of Technologies.

As I join the TEACH community, we have begun a new era; the era of TEACH 3.0! It is an era of growth, an era of collaboration, and an era of accountability. I am very excited to be part of this opportunity. At TAT student achievement will continue to be our focus. We will continue to aim to improve the quality of instruction for all of our students by having our teachers work in professional learning communities (PLCs) and use the cycle of continuous improvement. To this end, teachers will work and learn collaboratively about the latest research in pedagogical practices in a cohesive and systemic manner. We will continue to strive for excellence and provide effective instruction to ensure all students at TEACH reach their academic goals. We will establish a well-rounded approach to ensure that the whole child is served.

This year we will analyze data and use systemic approaches to respond as we go through the WASC accreditation review. Throughout this critical process we will need the support and input of our families and all stakeholders. I believe in maintaining a strong partnership with our families and the community which research has shown to always be the key to student success. I am excited to work collaboratively with you and our professional staff to help our students achieve their highest potential. Please come find out how you can help us help your child. As you help us help your child ensure to do the following:

*Ask your student what he/she learned at school each day.
*Read with your student at least 20 minutes daily.
*Set up a designated place at home for homework.
*Keep in touch with us.

Please reach out to say hello, ask questions, or share your concerns. You may reach me by visiting our school or by calling the main office at 323-872-0809. Through a close partnership with all stakeholders at TEACH Academy of Technologies, I am confident that we will have a very successful school year! GO RAMS!

In service,

Mrs. Williams
TEACH Academy of Technologies- Principal
mwilliams@teachps.org



Why We Exist

TEACH Academy of Technologies is
❖ *An innovative, dynamic, creative, educationally enriching institute of positive-driven learning.*

TEACH Academy of Technologies is
❖ *A reflection of what is possible in urban schools*

Our Vision

TEACH Academy is a state-of-the art community school in South Los Angeles that equips students with skills and habits of mind needed to compete in the 21st century. TEACH Academy will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

Our Mission

The mission of TEACH Academy of Technologies is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Our Goals

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

School Policies and Procedures

Anti-Discrimination Statement

TEACH Academy of Technologies will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

Equal Educational Opportunities- Gender Equity

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

Student Bullying, Harassment, or Intimidation

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

Bullying, Harassment, or Intimidation Reporting Form

This form may be obtained from the uniform complaint coordinator.

Parking

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot.

Library/Textbooks

TEACH Academy of Technologies focuses on literacy. Excellent reading materials will be provided for students at school. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to TEACH Academy of Technologies.

If a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parents and students will meet with the Principal to go over the damage/loss as well as the repayment or replacement of the materials.

Parents are encouraged to take their children to the public library at least twice a month.

Mental Health Services

Counseling Program

The social and emotional health of our children is primary. All of our students are valued and their health is key to their academic success, both current and future. TEACH Academy of Technologies has two in-house counselors, one for 5th and 6th grade and one for 7th and 8th grade. Group and individual counseling is available for students at the school. Students may be referred by any faculty or staff member, by parents or requested by a student themselves. A referral for counseling does not mean that the student will receive counseling. Depending on the referral and the circumstance for

the referral, an initial meeting is held with either the student or the parent or both, to assess the need for formal counseling. Written parental consent must be given in order for students to participate in any Counseling Program.

Health and Safety

Emergency Numbers

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

Accidents

Although TEACH Academy of Technologies makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. TEACH Academy of Technologies staff shall appropriately report and document student accidents.

Health Services

TEACH Academy of Technologies is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information to be on file at all times. Parents must up-date emergency information on a regular basis.

Immunizations / Physical Exams Applicability

This policy applies to all applicants to TEACH Academy of Technologies and the administration of the school in charge of admissions.

Immunizations

TEACH Academy of Technologies will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. TEACH Academy of Technologies requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.

- Pertussis (whooping cough), except for children who have reached the age of seven years.
  Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.
Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

- A parent may request exemption of their child from immunization for personal beliefs.
- Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Cod e Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Communicable, Contagious, or Infectious Disease Prevention Policy

TEACH Academy of Technologies recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Physical Education

Students are required to participate in daily physical education activities. A varied program provides for participation geared toward individual growth and development. If a student is recovering from a minor illness, he/she may be excused from physical education for one to three days in a semester at the parent's request. If a student needs to be excused from

physical education for longer than three days in congruence in a semester, a doctor's note is required. For student safety, tennis shoes are required for physical education class.

Students excused from physical education, due to medical reasons, will be required to complete and to submit written work assigned by the physical education instructor. Students excused from physical education, due to medical reasons, may not participate in an athletic event that day.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Blood borne Pathogen Exposure Control Program" Policy)

Illness

If a child is ill he or she MUST NOT BE SENT TO SCHOOL. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions SHALL NOT ATTEND SCHOOL. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor’s note is required for the student to return to school.

Medication at School

Students are not permitted to carry medication (including inhalers for asthma). If a doctor’s note is on file, the Office Manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student’s doctor and a permission slip from the student’s parent. These notifications must remain on file at the school for the duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

Administration of Medications

TEACH Academy of Technologies staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the TEACH Academy of Technologies receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TEACH Academy of Technologies shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing TEACH Academy of Technologies and school personnel from civil liability if the self- administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, TEACH Academy of Technologies shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that TEACH Academy of Technologies assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine. • Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

Guidelines to Help Promote a Healthy Environment

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs. 2. Proper disposal of tissues and covering one’s mouth when coughing also prevents germs from circulating. 3. If your child is coughing excessively, keep him or her home to prevent exposure to other children. 4. A child should be fever free for 24

hours before returning to school. Temperature may indicate the onset of an illness. 5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period. 6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

First Aid, CPR, and Health Screening

TEACH Academy of Technologies recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, TEACH Academy of Technologies expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TEACH Academy of Technologies facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be re-certified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Head Lice

To prevent the spread of head lice infestations, TEACH Academy of Technologies employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, showing that all nits and lice have been removed.

Releasing Students

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

Visitors and Adults on Campus

Visitor Identification

Visitors are always welcome at the TEACH Academy of Technologies, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Academy of Technologies are required to sign in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification.

Conditions for Classroom and School Visitation and Removal Policy

While TEACH Academy of Technologies encourages parents/guardians and interested members of the community to visit TEACH Academy of Technologies and view the educational program, TEACH Academy of Technologies also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.

3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

Conditions for Classroom and School Visitation and Removal Policy Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

Volunteers

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers are strongly required to take a TB test and have the results on file with the Office.

Technology Acceptable Use Policy

Telephone and Cell Phones

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of an adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for turning off their cell phone before the start of the school day. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be turned back on at the conclusion of the school day. The use of cellular phones is not permitted on campus during the school day. Any student using a cellular phone during the school day, without permission from school personnel, will have the phone confiscated. The telephone will be released upon review of cell phone use policy with parent or guardian.

Student Code of Internet Conduct

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below. 1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:

- Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
- Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
- Limited Access Material: material that is generally considered to be non-educational or entertainment.

3. Students will not disclose your full name or any other personal contact information for any purpose. 4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances. 5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

Enrollment

Student Recruitment

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in TEACH Academy of Technologies Charter School. No Tuition will be charged. TEACH Academy of Technologies is secular.

Application Process

The application process is as follows:

1. Parent attendance at a school orientation meeting
2. Completion of the student enrollment forms
3. Parent signature of School Contract
4. Proof of Immunizations
5. Home Language Survey
6. Completion of Emergency Medical Information Form
7. Completion of Meal Application

Applications of Admission

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, TEACH Academy of Technologies will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted TEACH Academy of Technologies regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for {rCA_TPS-SPH_GrSpan} grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of {rCA_TPS-SPH_GrEnd} grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

Our Extended Day- Extended Year

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After –school classes where students receive individual guided practice and homework assistance from teachers and tutors. The Tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided.
- Summer Session _ Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

Report Cards & Progress Reports

All grades can be accessed through our online grading system, and parents can contact teachers to request any one-on-one meeting to discuss the student's grades and assignments. Parents and students can access their grades via the parent/student portal at any time. A Final Semester Report cards will be printed twice a school year.

Grading System

The grading scale is based on the degree to which students demonstrate proficiency on content area standards. The academic grade scale is composed of 4, 3, 2 or 1.

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests (summative).
- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

Grading Levels

- ***Advanced Mastery***: Outstanding level of performance (4) - Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.
- ***Proficient Mastery***: High level of performance (3) - Indicates that the pupil has done above average work, mastered all of the course objectives; and has applied knowledge gained to new situations.
- ***Approaching Proficient Mastery***: Satisfactory level performance (2) - Indicates that the pupil has done average work and has mastered many of the objectives of the course.
- ***At Risk***: Needs improvement in performance (1) - Indicates that the pupil has done below average work and has mastered few of the objectives of the course OR the pupil's work fell below a level of acceptance for the course and was unsatisfactory.
- The final student grade is based on summative assessments (i.e. unit exams, standards-based projects, midterm exams, final exams, presentations, etc.).

All students are allowed to redo any non-passing standards/assessments. At TEACH we strive to make sure that all of our students are successful.

Make Up Work

Parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up.

Student Records

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

TEACH Wellness Plan

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. You can find the TEACH Wellness Plan attached.

Meals

Breakfast and lunch are served to all students participating in the Free/Reduced Lunch program. Breakfast and lunch are designed to provide proper nutritional value.

Snacks
Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only.

Free and/or Reduced Breakfast or Lunch
ALL students will receive a form to apply for free and/or reduced lunch and breakfast. If the family is entitled to this benefit, the information requested must be filled out and the form returned to school with the child. The forms will be sent to the school staff person in charge of this program.

Fire and Earthquake Drills
Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

Caring and Accountable Culture for Learning -Consequences

Student Conduct:

Attendance
Students are expected to maintain perfect attendance. Only excused absences are acceptable.
The following reasons are sufficient cause for an excused absence:

- Illness
- Death in the Family
- Emergency Conditions

California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. It is our policy that students attend class regularly; that work missed because of school related activities or illness must be promptly made-up; that truancy is unacceptable; and that other absences approved by the parent be minimized or avoided whenever possible.

TEACH Tech strives to achieve our goal of at least a 98% attendance rate each month and for the entire school year.

UNEXCUSED ABSENCE CONSEQUENCE CHART

Number of Unexcused Absences Consequences	Consequence
1-2	● Call from school and request for written valid excuse
3	● 1st Truancy notice sent home ● Call from school
6	● 2nd Truancy notice sent home ● Meeting held and contract established
9 or Broken Contract	● 3rd Truancy notice sent home ● Student classified as a Habitual Truant, referral to appropriate authorities

TARDY POLICY & CONSEQUENCE CHART

School begins promptly at 8:30am and all students are expected to arrive **at school** on time. Whenever a child enters a classroom late, it disrupts the entire class. Please make every effort to assure that your child arrives at school on-time.

Number of Tardies (Less than 30 mins)	***Consequences***
1-2	● ***Call from school and request for a written valid excuse.***
3	● 1st Official Notice sent home. ● Call from school.
6	● 2nd Official Notice sent home. ● Attendance Supervisor notified.
9	● 3rd Official Notice sent home. ● Referral to School Attendance Team ● meeting held and agreement established.

Absences

Parents must contact the school office by phone or via electronic resources (ParentSquare or email) whenever a child is going to be absent. A written excuse must accompany the child upon the return to school. If a student is absent three or more days consecutively, a doctor's note is required.

Tardiness

Instruction begins promptly at 8:30 a.m. It is critical that all students be present and prepared to begin instruction on time. A student who is late misses valuable instructional time. Therefore, students must arrive at school by 8:20 a.m. If a student is tardy four times in a marking period, the problem will be regarded as chronic, and a parent conference will be requested to discuss correcting the problem.

Dress Code

It is the goal of TEACH Academy of Technologies to prepare our students in all aspects of readiness to navigate and function successfully in the academic and the professional world. TEACH Academy of Technologies adheres to a strict student dress code. Students at TEACH Academy of Technologies are required to wear school uniforms. This policy also supports the student's ability to focus their attention away from fashion and style, and on to academics and those aspects of their personalities that are truly important.

Additionally, Title 5 Regulation states that "A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering." Cleanliness and good grooming are encouraged at all times.
Core Truths:

- Wearing the School Uniform is less expensive than wearing regular school clothing
- Wearing the School Uniform eliminates label competition
- Wearing the School Uniform helps to create an environment conducive to learning
- Wearing the School Uniform enhances student achievement
- Wearing the School Uniform encourages positive behavior
- Wearing the School Uniform promotes a sense of school and community pride
- Wearing the School Uniform increases campus safety and security

Our Dress Policy

The school uniform shirt may be picked up, with the school voucher, free of charge. Additional uniform shirts may be purchased as well.

- Every student is required to wear the School Uniform everyday
- All school related clubs, ASB, athletics, gear that is worn during the school year must be from the school year. No gear from last year.
- Hoods on sweatshirts may not be worn on campus.

Bottoms

- Boys and Girls grades 5-8 black uniform pants
- Absolutely no "sagging". Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration. All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn.
- Belts must be worn at all times by all students. The belt must be "Business Casual". No Bling!

Tops

- Girls and Boys grades 5-8 must appropriate grade level polo shirts with the school logo.
- All clothing must be clean and all uniform shirts will be tucked in for the entire instructional day.

Shoes

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SOLID COLORED SNEAKERS that are white, brown, black or gray. Absolutely no other colors are allowed. Any accent colors on the shoes must also be white, black, brown or gray. No other accent colors are allowed on shoes worn to TEACH Academy of Technologies

Hair

- Students must keep their hair neat, clean and well groomed.
- Hair nets, wraps, scarves, do-rags, bonnets, and/or other head coverings are not allowed as they do not fall under the expectation that the hair is neat, clean and well-groomed.

Accessories

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Only female students may wear earrings but no larger than a quarter.
- All neckwear / jewelry must be tucked into the student's uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, etc.

Personal Belongings

The school is not responsible for items that are lost or stolen. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

Vandalism, Theft, and Graffiti

The school considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, the school also may withhold the student's grades, diploma and/or transcripts in accordance with law.

Weapons and Dangerous Instruments

In order to maintain order and discipline in TEACH Academy of Technologies and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

Reporting of Injurious Objects

TEACH Academy of Technologies encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Principal or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Discipline

TEACH Academy of Technologies believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH Academy of Technologies are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Academy of Technologies believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes

positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, are subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the Principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

Accountable Culture and Data/Monitoring Systems

	Intervention Consequences	Plan of Action
Step 0 **Teacher**	**Tier I: In class** ● Ensure that all students are familiar with the expectations (4 Ps posted in all classrooms and outlined in the student Agenda).	Check for understanding Positive behavior rewards
Step 1 **Teacher**	**Tier I: In class** ● Redirect student, remind student of expectations (In Class)	Monitor student behavior and possible triggers
Step 2 **Teacher/Counselor**	**Tier II: Referral to office** Campus Aide escorts student with computer to the counseling office.	1. Radio call from teacher to office 2. PowerSchool log entry providing as many details as possible about the student's situation. This should also include what interventions were made to try and keep the student in class. 3. Teacher opens Zoom for student to join 4. De-escalation/counseling procedures in the counseling office 5. Restorative Action Plan filled out by student + restorative conversation 6. Offer referral for services 7. Student will return to the classroom for the remainder of the day if appropriate, or the student will login to Zoom for the remainder of class period.
Step 3 **Counselor** (Dean will facilitate if counselor is unavailable, or depending on the nature of the behavior)	**Tier II: Referral to office** If behavior continues on the same school day, a parent conference will be held (via phone or Zoom)	1. Counsel (repeat 1-4 in step 2) 2. Student will log into class via Zoom until parent is available 3. Parent conference (via phone or Zoom) 4. Review and affirmation
Step 4 **Counselor** (Dean will facilitate if counselor is	**Tier II: Referral to office** SSPT (Student Support s and Progress Team) Intervention meeting may be scheduled	SSPT ((Student Support s and Progress Team) intervention documented on Powerschool Parent contact documented on SSPT referral form and placed in Powerschool

unavailable, or depending on the nature of the behavior)	Intervention Plan (Safety Plan/Threat Assessment)	Intervention Plan/Safety Plan/Threat Assessment placed in student file
Step 5 **Dean**	**Tier III: Ongoing management:** Community Restoration/Service Provisional Check-In/Check-Out assigned Reassignment of Advisory cohort if necessary *All Tier III behaviors will require a Wednesday reflection	Documented on Powerschool under *Referral.* Parent contact documented on Powerschool. All related paperwork placed in the student file. Check in/check out with student each day until the provisional period is up. Check in/check out system will continue if the student has not corrected the behavior.

Teach Academy Technologies

Discipline Policy

Levels of Responsibility

Tier I: Minor Problems Student Actions that are Handled by Teacher	Tier II: Disruptive Problems Student Actions that are Handled by Counselor	Tier III: Severe Problems Student Actions that are Handled by Administrator
• No homework • Lack of materials • 1-3 tardies • Minor occasional class disturbances • Out of seat • Eating food or chewing gum • Will not follow directions • Student not in uniform • Name calling • Cell phones	• Extreme and continuous profanity • Obscenity • Extreme and pervasive bullying • Extreme use of cell phone • Continuous tardies • Continuous truancies • Threats to staff/students • Bullying • Gang activities • Fighting • Graffiti • Thefts • Possession of controlled substance • Destruction of school property	• Causing serious physical injury to another person, except in self-defense • Possession of any knife, explosive, or other dangerous object of no reasonable use to the student • Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana • Robbery or extortion • Assault or battery upon any school employee
Handling Minor Problems	**Handling Disruptive Problems**	**Handling Severe Problems**
1. Implementation of positive behavior supports (One-liners, SEL curriculum, classroom RJ circles, Kagan Strategies, praise the desired behavior) 2. Private, meaningful conversations surrounding behavior 3. Contact parents both phone and written 4. Conference with parent 5. Invite parent(s) to visit the classroom 6. Daily	1. Telephone call to parent 2. Restorative conference 3. Parent conference 4. Harm/conflict RJ circle 5. Referral to school psychologist if needed 6. Teacher/counselor/pupil conference 7. Referral to other interventions 8. Outside agency referral 9. Referral to/or conference with administrator 10. Action taken recorded in Powerschool 11. Behavior contract	1. Refer to SSPT 2. Provisional daily Check in/Check out 3. Create safety plan 4. Conduct threat assessment 5. Pre-suspension conference 6. Pre-expulsion conference

Restorative Justice

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Restorative Justice is a process for all stakeholders. It requires that those impacted by the student's behavior are part of the process that identifies the behavior, addresses the behavior and informs the steps necessary to repair the harm done by the behavior. All stakeholders accomplish this through a cooperative process, which can lead to a transformation of people, relationships, and communities.

Restorative Discipline is developed to accomplish the following:

- Identify the behavior.
- Help a student recognize how his/her behavior effects self and others
- Provides students with guidance that he/she can do things differently.
- Help a student understand what is beyond his or her control.
- Help a student learn to deal with things he/she cannot change in a more productive manner. •

Help the student participate in an action plan to address his/her behavior

The following outlines progressive possible steps for non-functional behavior:

1. Conversation with student
2. Parent/Guardian Contact
3. Involvement of grade level counselor
4. Placement on a Behavior Monitoring Contract
5. Referral for an SSPT (Student Support s and Progress Team)
6. Possible assessment for supportive services as identified through evidence, parent/student/teacher input (IEP, outside counseling services)
7. Independent Study
8. Alternative Education
9. Expulsion

Expectations for Certificate of Completion, Participation in Culmination, End of the Year Activities, and Field Trips

The Certificate of Completion and participation in the culmination activity will be determined by receiving a 2 or better on all your classes. All subject areas will be considered for eligibility. Students must follow the to be eligible for a Certificate of Completion and to be able to participate in any culmination or end of the year activity..

- All Students need a cumulative GPA of at least 2.0. This means the average GPA of semester 1 and semester 2 must be at least 2.0
- Demonstrate consistent effort toward maintaining continuous satisfactory behavior and grade point average.
- Students must have served **all** their reflections, all Behavioral Contract Requirements, and demonstrate that the students behavior has improved to the satisfaction of the principal or the administrator designee.
- Have no more than 10 absences as recorded in Powerschool
- Have no pending disciplinary action for any Tier III severe violation of the school rules or District policy as determined by the principal or administrator designee

Student Supports, Protections and Special Populations

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.

- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Students With Learning Differences

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.
Student Study Team (SST) The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

Parents

Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental Involvement at TEACH Academy of Technologies is required. Our Parents are encouraged to participate individually and as a group for the benefit of the school. Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

Required Parental Attendance

The Board of Directors of TEACH Academy of Technologies believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have

the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from the California Department of Education by computer at www.cde.gov. You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding: • Whether the teacher is certified in the area in which they are teaching,

- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree • And whether the child is provided services of a paraprofessional and if so their qualifications

Pupil Rights Act (20 U.S.C. 123H)

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum; 5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

Parent/Teacher Conference

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving student.

Picking Up Students from School

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

After-School Pick-Up of Students

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the front entrance of the school, you may find a parking spot and collect your child.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

Candy & Toys

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

Lost & Found

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

Pets & Toys

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distraction to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

Student Records

Parents have:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the TEACH Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the TEACH Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent, guardian, custodian or adult-age student may receive a copy of the records at his her expense ($0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Uniform Complaint Policy and Procedures

Scope

The policy of the Board of Directors of TEACH Public Schools ("TEACH") is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act, Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the CEO finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.
TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or designee on a case-by-case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

CEO
TEACH Public Schools
10600 S. Western Avenue
Los Angeles, CA 90047

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of TEACH Board of Directors.

Notifications

The CEO or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The CEO or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:
(a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

● **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

● **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the

compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

● **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

● **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

● **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:
1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken

and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision. 4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

Civil Law Remedies
A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

TEACH
ACADEMY OF TECHNOLOGIES

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt.#: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

[ ] Special Education [ ] Pupil Fees
[ ] Bilingual Education
[ ] After School Education and Safety [ ] Consolidated Categorical Aid [ ] Child Nutrition
[ ] No Child Left Behind Programs [ ] Every Student Succeeds Act Prog. [ ] Local Control Funding Formula
[ ] Foster/Homeless Youth
[ ] Tobacco-Use Prevention Education [ ] Lactating Pupils
[ ] Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

[ ] Age
[ ] Ancestry
[ ] Color
[ ] Disability (Mental or Physical)
[ ] Ethnic Group Identification [ ] Medical Condition
[ ] Gender / Gender Expression / Gender Identity
[ ] Genetic Information
[ ] National Origin
[ ] Race or Ethnicity
[ ] Religion
[ ] Sex (Actual or Perceived) [ ] Sexual Orientation (Actual or Perceived)
[ ] Based on association with a person or group with one or more of these actual or perceived characteristics
[ ] Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____

2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. [ ] Yes [ ] No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
CEO
TEACH Public Schools
10600 S. Western Avenue
Los Angeles, CA 90047

General Complaints

The Board of Directors of TEACH Public Schools ("TEACH") has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

Internal Complaints
(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, TEACH values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Generally
(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.

2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may

also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

General Complaint Form

Your Name: _____ Date:_____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
_____
List any witnesses that were present: _____
_____
Where did the incident(s) occur? _____
_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by TEACH:

Received by: _____ Date: _____

Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2017-2018.

_____ _____ _____
Student Name (please print) Grade Level Date

_____ _____
Parent/Guardian Signature Date

SFA Wellness Policy

Healthy Foods

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.

- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

Creation of Wellness Committee

TEACH SFA has created, strengthened, or worked within existing school advisory councils developing, implementing, monitoring, reviewing, and, as necessary, revising school nutrition and physical activity policies. The councils serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

Nutrition and Physical Activity Promotion and Food Marketing

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; • offer a variety of fruits and vegetables;[2]
- calories and sodium will be specific for grade levels
- no more the 10% of total calories from saturated fat, averaged over a week;
- serve only low-fat (1%) and fat-free milk[3] and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that grains are whole grain.[3, 4]

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information can be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals[5].

Meal Times and Scheduling

Schools:

• will provide students with enough time to consume their meal after it has been served. • should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.; • should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
• will encourage students to wash or hand sanitize hands before they eat meals or snacks; and • should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.[6]

Sharing of Foods and Beverages

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Middle/Junior High and High Schools

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

• **Beverages**

Allowed:

- Fruit or Vegetable juice:
  - 100% juice (can be diluted with water, no dilution limit)
  - No added sweeteners
  - 12 fl. oz. serving size or less
- Milk:
  - 1 % (unflavored), nonfat (flavored, unflavored),

- 12 fl oz. serving size or lass

- Water:
  - No added sweeteners, flavors etc.
  - No serving size
- Other flavored beverages (”no calorie”) (**Not Allowed in Middle School)** ○ 5 calories/8 fl. oz. or less
  - 20 fl. oz. serving size
- Other flavored beverages (“low calorie”) (**Not Allowed in Middle School)** ○ 40 calories/8 fl. oz. or less
  - 12 fl. oz serving size

Not allowed: Caffeinated beverages are not allowed in middle school.

Foods

- A food item sold individually:
- will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
- will have no more than 35% of its *weight* from added sugars;[8]
- will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- It is encouraged to offer a choice of two fruits and/or non-fried vegetables for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; cooked, dried, or canned fruits (canned in fruit juice or light syrup), juice; and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).[9]

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,[10] and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

School-Sponsored Events (such as, but not limited to, athletic events, dances, or performances)

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise); •

links with school meal programs, other school foods, and nutrition-related community services; •

teaches media literacy with an emphasis on food marketing; and

- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition

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food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

Daily Physical Education (P.E.) 5-10

All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

Physical Activity Opportunities Before and After School

All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

Safe Routes to School

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH FSA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

Monitoring

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes. The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

Policy Review

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.[13] The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

Footnotes

[2] To the extent possible, schools will offer at least two non-fried vegetables and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.
[3] As recommended by the *Dietary Guidelines for Americans 2010*
[4] A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal. [5] It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.
[6] School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.
[7] Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).
[8] If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from total sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.
[9] Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate
[10] Unless this practice is allowed by a student's individual education plan (IEP).
[11] Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.
[12] Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.
[13] Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

(**cf. 3550 - Food Service/Child Nutrition Program)**
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)
(cf. 6142.7 - Physical Education)

Legal Reference:

EDUCATION CODE

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49560 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51222 Physical education

51223 Physical education, elementary schools
CODE OF REGULATIONS, TITLE 5
10060- Criteria for Physical Education Program
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769 National School Lunch Program, especially: 1751 Note Local wellness policy
1771-1791 Child Nutrition Act, including:
1773 School Breakfast Program

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basking your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complain to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

_____

Name of Person(s) you believe sexually harassed you or someone else:

_____

List any witnesses that were present:

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):

_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____

Print Name: _____

To be completed by School:
Received by Name: _____
Date: _____

TEACH TECH Charter High School



Student and Parent Handbook
2022-2023

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I. Preliminary Matters / Introduction

Board of Directors

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

Annual Notification and Guidelines

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. “Education Code” is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

From the Principal

Dear TEACH Tech Charter High School Students and Families,

Welcome to the 2022-2023 school year. I am Dr. Raul Carranza and I'm your new principal. I'm so excited to join the TEACH Tech Charter High School family again as your principal/CEO. This school year, we are committed to empowering

students to develop intellectually, creatively, socially and emotionally. Our dedicated teachers will continue to provide all students with high quality instructions designed to meet the needs of all our diverse learners.

Using project based learning, rigorous instruction, targeted learning objectives and consistent, meaningful feedback, our teachers strive to provide all students with engaging lessons to foster growth in academics, collaboration, communication and critical thinking.

In short, our teachers will provide students with the necessary tools to meet the challenges of an ever-changing world and develop the skills to become successful global citizens!

It is an honor to serve in the capacity of principal this year. I look forward to a very successful school year.

Our Vision

TEACH Academy seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Academy will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

Our Mission

The mission of School Name is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Our Goals

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

Anti-Discrimination Statement
TEACH Tech Charter High School will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

COVID 19 Statement:
Due to covid 19 and the fluid nature of the situation policies and procedures may change throughout the year and that it will be communicated with parents. However, the parent student handbook might not be updated to reflect all the continuing changes throughout the year.

Equal Educational Opportunities- Gender Equity

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

Pupil Rights Act (20 U.S.C. 123H)

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at www.cde.gov. You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

II. Academic Program

Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for 9-12 grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of 12th grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

Student Recruitment

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in School Name Charter School. No Tuition will be charged. School Name is nonsectarian.

Application Process

The application process is as follows:

1. Parent attendance at a school orientation meeting

2. Completion of the student enrollment forms

3. Parent signature of School Contract

4. Proof of Immunizations

5. Home Language Survey

6. Completion of Emergency Medical Information Form

7. Positive Behavior Intervention & Supports Parent / Student Contract

8. Verification of active account with Parent Communication System (Parent Square)

Applications of Admission

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, School Name will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted School Name regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

Our Extended Day- Extended Year

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After –school classes where students receive individual guided practice and homework assistance from teachers and tutors. The Tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided.
- Saturday Academies - students receive additional coaching and practice time to learn school culture and master key standards. The Saturday sessions will occasionally include team-building and college-related activities, along with arts and enrichment programs including practices reflecting Howard Gardner's 'eight intelligences', as well as restorative programs for behavior intervention.
- Summer Session _ Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

Report Cards & Progress Reports

All grades can be accessed through our online grading system, and parents can contact teachers to request any one on one meeting to discuss the student's grades and assignments. Progress Reports will be prepared for each student twice a semester, with a Final Semester Report cards will be printed twice a school year.

Grading System

TEACH Tech follows standards-based grading practices to determine the student's overall final grade that is recorded at the end of each semester. Students will be evaluated on their overall proficiency of the high-priority standards associated with this course. The teacher will evaluate student work and assessments to determine their skill level and assign a score of 1-4 based on the scale below. The overall grade will be determined by averaging the scores on the high-priority standards.

Score
4-Advanced
3-Proficient
2-Basic
1-Below Basic

Grading scale
A: 4.0-3.33
B: 3.32-2.70
C: 2.69-2.0
NP: 1.0-1.99
*NP=No Progress (Student will not earn credit for the course)

Grades will be updated weekly on the PowerSchool website (www.powerschool.com). Parents and students will receive online access to their grades and can check them at any time.

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests (summative).

- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

Student Records

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

Make Up Work

Students are allowed to make-up missed work, assignments and assessments without penalty. Students and parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up. This gives the teacher adequate time during the day to organize needed materials. Materials may be picked up from the office at the end of the school day.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Library/Textbooks

TEACH Tech Charter High School focuses on literacy. Excellent reading materials will be provided for students at school. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to School Name.

If a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to take their children to the public library at least twice a month.

Student Supports and Protections

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)
The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

Integrating Physical Activity into the Classroom Setting
For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Physical Education (P.E.) 5-10
All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

Physical Activity Opportunities Before and After School
All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment
Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

III. Student Health, Safety and Wellbeing

Health and Safety

Emergency Numbers

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

Accidents

Although School Name makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. School Name staff shall appropriately report and document student accidents.

Health Services

TEACH Tech Charter High School is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

Immunizations

School Name will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. School Name requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

Physical Examinations

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Cod e Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Communicable, Contagious, or Infectious Disease Prevention Policy

TEACH Tech Charter High School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Injuries and Accidents
Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Blood borne Pathogen Exposure Control Program" Policy)

Illness
If a child is ill he or she MUST NOT BE SENT TO SCHOOL. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions SHALL NOT ATTEND SCHOOL. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor’s note is required for the student to return to school.

Medication at School
Students are not permitted to carry medication (including inhalers for asthma). If a doctor’s note is on file, the Office manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student’s doctor and a permission slip from the student’s parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

Administration of Medications
TEACH Tech Charter High School (TTCHS) staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School Name receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TTCHS shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing TTCHS and school personnel from civil liability if the self- administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, School Name shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that School Name assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the
- regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine.
- Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

Guidelines to Help Promote a Healthy Environment

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs.
2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating.
3. If your child is coughing excessively, keep him or her home to prevent exposure to other children.
4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness.
5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period.
6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

First Aid, CPR, and Health Screening

TEACH Tech Charter High School (TTCHS) recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, TTCHS expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TTCHS facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

Head Lice

To prevent the spread of head lice infestations, TEACH Tech Charter High School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

Fire and Earthquake Drills

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

SFA Wellness Policy

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.

- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals[5].

Meal Times and Scheduling

Schools:

- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

Sharing of Foods and Beverages

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Snacks

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only.

Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,[10] and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.[6]

School-Sponsored Events

(such as, but not limited to, athletic events, dances, or performances)

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

Nutrition Education and Promotion

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Safe Routes to School

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH FSA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

IV. Student Conduct

Student Conduct

Student Bullying, Harassment, or Intimidation

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

Bullying, Harassment, or Intimidation Reporting Form
This form may be obtained from the uniform complaint coordinator.

Telephone and Cell Phones

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of a teacher or other adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for leaving their phone in a locked “cell phone bin” which is kept in a secure location, before the start of the school day. All students are subject to random search upon entry to the TTCHS campus. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be retrieved at the conclusion of the school day. Students in possession of any personal electronic device, including but not limited to: cellular phones, smartphones, smartwatches, tablets, game systems, laptops, are not permitted on campus during the school day without the express prior permission of TTCHS administration. Any student who brings an electronic device to school without following the proper procedure for electronic devices, will have their electronic device confiscated. Confiscated devices will only be released to a parent/guardian or another adult already listed on the student's emergency card the first time the student violates the policy. A second violation results in an in-person parent, student, administration conference to discuss the TTCHS electronic device policy. A third violation will result in the student's device being held by TTCHS administration until the last day of the current semester.

Infractions and consequences are based on a school year unless otherwise noted.

Student Code of Internet Conduct

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
    - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
    - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
    - Limited Access Material: material that is generally considered to be non-educational or entertainment.
    - Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher or during periods of time that a school may designate as "open access" time. This includes such material as electronic commerce, games, jokes, recreation, entertainment, sports and investments.
3. Students will not disclose your full name or any other personal contact information for any purpose.

4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

Our Dress Policy

School Name uniform may be purchased at the school site or at most department stores or clothing outlets.

- Every student is required to wear the School Uniform everyday
- All school related club, ASB, athletics, gear that is worn during the 2021-22 school year must be from the 2021-22 school year. No gear from last year.
- Hoods on sweatshirts may not be worn on campus.

Bottoms

- Boys and Girls grades 9th-11th black, loose fitting, pants or shorts (shorts must be knee length)
- Boys and Girls grade 12 khaki, loose fitting, pants or shorts (shorts must be knee length)
- Absolutely no “sagging”. Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration of TEACH Tech Charter High School (TTCHS). All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn at TTCHS.
- Belts must be worn at all times by all students at TTCHS. The belt must be “Business Casual” and have a clasp with a tooth to secure the belt. No ring belt clasps. No Bling!

Tops

- Girls and Boys grades 9th-11th appropriate grade level polo shirt with the school logo.
- Girls and Boys grade 12 white button-down collared shirt with Senior sports jacket with the school logo.
- All clothing must be clean and all uniform shirts will be tucked in for the entire instructional day.

Shoes

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SOLID COLORED SNEAKERS that are white, brown, black or gray. Absolutely no other colors are allowed. Any accent colors on the shoes must also be white, black, brown or gray. No other accent colors are allowed on shoes worn to TTCHS.

Hair

- Students must keep their hair neat, clean and well groomed.

Accessories

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Female students may only wear a pair of earrings no larger than a quarter. Boys are not allowed to wear any earrings.
- All neckwear / jewelry must be tucked into the student’s uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, headbands, wigs with headbands, ribbons, hair wraps, etc.

Personal Belongings

The school is not responsible for items that are lost or stolen, including any personal electronic devices brought to campus. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

Money and Other Valuable Property
Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

Candy & Toys
Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

Lost & Found
Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

Pets & Toys
Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

Vandalism, Theft, and Graffiti
TEACH Tech Charter High School (TTCHS) considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any School Name student who commits an act of vandalism shall be subject to disciplinary action by TTCHS and also may be prosecuted through other legal means. If reparation of damages is not made, the TTCHS also may withhold the student's grades, diploma and/or transcripts in accordance with law.

Weapons and Dangerous Instruments
In order to maintain order and discipline in School Name and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

Reporting of Injurious Objects

TEACH Tech Charter High School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Principal or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Discipline

TEACH Tech Charter High School (TTCHS) believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. With that in mind, all students and their parents must sign the TTCHS PBIS contract which holds our students to a high standard of personal conduct. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of School Name are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:
Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TTCHS believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

Restorative Justice

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

V. Parents

Parents

Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental Involvement at TEACH Tech Charter High School is required. Our Parents are encouraged to participate individually and as a group for the benefit of the school.

Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

Required Parental Attendance

The Board of Directors of School Name believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at www.cde.gov. You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

Visitor Identification

Visitors are always welcome at TEACH Tech Charter High School, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Tech Charter High School are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification.

Parking

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot.

Conditions for Classroom and School Visitation and Removal Policy

While TEACH Tech Charter High School (TTCHS) encourages parents/guardians and interested members of the community to visit School Name and view the educational program, TTCHS also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.

3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

Conditions for Classroom and School Visitation and Removal Policy Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

Volunteers

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers are required to take a TB test prior to volunteering on campus and have the results on file with the Office.

Releasing Students

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

Parent/Teacher Conference

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving, tardy or truant student.

Picking Up Students from School

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

After-School Pick-Up of Students

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot next to the school is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the northern gate on Western Ave and at the southern gate on 107th St. You may find a parking spot in front of the school on Western Ave. or on 107th St. and collect your child.

VI. Operations

School-Sponsored Events
(such as, but not limited to, athletic events, dances, or performances)
It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

Communications with Parents
The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Food Marketing in Schools
School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness
TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

Use of School Facilities Outside of School Hours
School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

Monitoring

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

Policy Review

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.[13] The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

VII. Complaints and Forms

Uniform Complaint Policy and Procedures

Scope

The policy of the Board of Directors of TEACH Public Schools ("TEACH") is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:
(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and
(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.
TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

Superintendent
TEACH Public Schools
1846 W. Imperial Hwy.
Los Angeles, CA 90047

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

Notifications

The Superintendent or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:
(a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

- **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt.#:
_____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

[ ] Special Education
[ ] Pupil Fees
[ ] Bilingual Education
[ ] After School Education and Safety
[ ] Consolidated Categorical Aid
[ ] Child Nutrition
[ ] No Child Left Behind Programs
[ ] Every Student Succeeds Act Prog.
[ ] Local Control Funding Formula
[ ] Foster/Homeless Youth
[ ] Tobacco-Use Prevention Education
[ ] Lactating Pupils
[ ] Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

[ ] Age
[ ] Ancestry
[ ] Color
[ ] Disability (Mental or Physical)
[ ] Ethnic Group Identification
[ ] Medical Condition
[ ] Gender / Gender Expression / Gender Identity
[ ] Genetic Information
[ ] National Origin
[ ] Race or Ethnicity
[ ] Religion
[ ] Sex (Actual or Perceived)
[ ] Sexual Orientation (Actual or Perceived)
[ ] Based on association with a person or group with one or more of these actual or perceived characteristics
[ ] Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____

2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
   I have attached supporting documents. [ ] Yes [ ] No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
Superintendent
TEACH Public Schools
10600 S. Western Avenue
Los Angeles, CA 90047

General Complaints

The Board of Directors of TEACH Public Schools ("TEACH") has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

Internal Complaints
(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, TEACH values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Generally
(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.

2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

General Complaint Form

Your Name: _____ Date:_____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
_____
List any witnesses that were present: _____
_____
Where did the incident(s) occur? _____
_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
_____
_____
_____
_____
_____

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by TEACH:

Received by: _____ Date: _____

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basking your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complain to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):
_____

Name of Person(s) you believe sexually harassed you or someone else:
_____

List any witnesses that were present:
_____

Where did the incident(s) occur?
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):
_____
_____
_____
_____

_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____

Print Name: _____

To be completed by School:
Received by Name: _____
Date: _____

Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2017-2018.

_____	_____	_____
Student Name (please print)	Grade Level	Date

_____	_____
Parent/Guardian Signature	Date

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Student and Parent Handbook
2022-2023

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I. Preliminary Matters / Introduction

Board of Directors

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

Annual Notification and Guidelines

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. “Education Code” is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

From the Principal

Dear Families:

Welcome to the 2022-2023 School Year! TEACH Prep Elementary is thrilled to kick off our 5th year in operation where we provide a nurturing and safe environment for our students to grow academically as well as social-emotionally! TEACH Prep family is strong in our team work. We strive to provide the best education for our students to become critical and independent thinkers as well as great communicators. Our teachers are excited and ready for another great year of learning to take place in the classroom utilizing a variety of methods for student engagement. Once again we are

dedicated in our commitment to partner with our parents/guardians to stay connected with information and resources to support our students and family. Thank you for your continued support of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School and our mission to create a high quality, innovative teaching and learning environment that focuses on literacy as we integrate state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. It is evident to us that the support from our families is one of the things that makes our school successful. We ask that you continue to support our scholars at family events and student presentations.

We are also looking for more parents to become involved in the TEACH community and making our meetings more productive and centered around our students' academic success. Every effort is being made to continue to achieve our goals:

1. Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.

2. Allowing each student the freedom to learn by exploring cutting edge technologies and concepts

3. Enabling students to become creative, self-motivated, competent college-bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

Please feel free to contact the school at any time to find out how you can get involved and provide feedback. I sincerely appreciate you entrusting us with your scholars and want to assure you that we will continue to make TEACH Prep, a haven for students to thrive and grow.

Sincerely,

Sharon Rhee
Principal
srhee@teachps.org

Our Vision

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Prep will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

Our Mission

The mission of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Our Goals

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.

- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts

- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

Anti-Discrimination Statement

TEACH Preparatory Elementary School will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

Equal Educational Opportunities- Gender Equity

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

Pupil Rights Act (20 U.S.C. 123H)

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at www.cde.gov. You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

II. Academic Program

Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for {TK-4} grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of {TK-4} grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

Student Recruitment

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School. No Tuition will be charged. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is nonsectarian.

Application Process

The application process is as follows:

1. Parent attendance at a school orientation meeting

2. Completion of the student enrollment forms

3. Parent signature of School Contract

4. Proof of Immunizations

5. Home Language Survey

6. Completion of Emergency Medical Information Form

Applications of Admission

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, School Name will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted School Name regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

Our Extended Day- Extended Year

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After or before school classes where students receive individual guided practice and homework assistance from teachers and tutors. The tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided. Teachers and staff usually invite students who are struggling that need extra support.

- After school Program will be offered for students where homework assistance, enrichment work and online programs will be utilized, as well as arts and crafts and physical activity will be provided. The hours will be from 3:00pm-6:00pm. Signs ups will be available during Orientation. (Rules regarding After school Program- refer to All Stars Program guidelines)

- Summer Session - Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

Report Cards & Progress Reports

All grades can be accessed through our online grading system, and parents can contact teachers to request any one on one meeting to discuss the student's grades and assignments. Progress Reports will be prepared for each student three times during the trimester. Report cards will be sent via ParenSquare and/or mail. Parents are welcome to obtain a copy from the office.

Grading System

The grading scale is based on the degree to which students demonstrate proficiency on content area standards. The academic grade scale is composed of 4, 3, 2, or 1.

4- 100%-90% (Exceeds Expectation)
3- 89%-75% (Meets Standards)
2- 74%-55%. (Approaching Proficiency Mastery Standards)
1- 54% and Below (Not Approaching Standards)

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests as well as teacher created assessments (summative).
- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.
- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

Student Records

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

Make Up Work

Parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up. This gives the teacher adequate time during the day to organize needed materials. Materials may be picked up from the office at the end of the school day.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Library/Textbooks

TEACH Prep Elementary focuses on literacy. Excellent reading materials will be provided for students at school. Teachers will assign reading assignments through ReadWorks and from EpicBooks (online), along with their ELA material (Wonders). Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to School Name.

If school materials along with either a Chromebook or iPad have been distributed to the students to take home and a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to have their children read at least 20-30 minutes a day.

Student Supports and Protections

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is

needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Physical Education (P.E.) 5-10

All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

Physical Activity Opportunities Before and After School

All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

III. Student Health, Safety and Wellbeing

Health and Safety

Emergency Numbers

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

Accidents

Although School Name makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. School Name staff shall appropriately report and document student accidents.

Health Services

School Name is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

Immunizations

School Name will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. School Name requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

Physical Examinations

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Cod e Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Communicable, Contagious, or Infectious Disease Prevention Policy

TEACH Preparatory Elementary School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Injuries and Accidents
Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Blood borne Pathogen Exposure Control Program" Policy)

Illness
If a child is ill he or she MUST NOT BE SENT TO SCHOOL. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions SHALL NOT ATTEND SCHOOL. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor’s note is required for the student to return to school.

Medication at School
Students are not permitted to carry medication (including inhalers for asthma). If a doctor’s note is on file, the Office manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student’s doctor and a permission slip from the student’s parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

Administration of Medications
TEACH Preparatory Elementary School staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School Name receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TEACH Academy of Technologies shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing School Name and school personnel from civil liability if the self- administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, School Name shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that School Name assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the
- regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine.
- Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

Guidelines to Help Promote a Healthy Environment

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs.
2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating.
3. If your child is coughing excessively, keep him or her home to prevent exposure to other children.
4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness.
5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period.
6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

First Aid, CPR, and Health Screening

TEACH Preparatory Elementary School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the school expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TEACH Preparatory Elementary School facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

Head Lice

To prevent the spread of head lice infestations, TEACH Preparatory Elementary School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

Fire and Earthquake Drills

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

SFA Wellness Policy

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.

- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals[5].

Meal Times and Scheduling

Schools:

- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

Sharing of Foods and Beverages

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Snacks

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only. Birthday Parties can be set up with the teacher prior to the event at teacher's discretion. During Covid- birthday parties will be haulted. Any individual goodie bags for the whole class may be permissible at teacher's discretion.

Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,[10] and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.[6]

School-Sponsored Events

(such as, but not limited to, athletic events, dances, or performances)

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

Nutrition Education and Promotion

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Safe Routes to School

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH FSA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

IV. Student Conduct

Student Conduct

Student Bullying, Harassment, or Intimidation

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

Bullying, Harassment, or Intimidation Reporting Form
This form may be obtained from the uniform complaint coordinator.

Telephone and Cell Phones

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of a teacher or other adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for leaving their phone in “cell phone bin”, in the office before the start of the school day. Cellular phones may not be on the student or be used on campus. Technical devices such as phone watches may not be utilized on campus as well. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be retrieved at the conclusion of the school day. Cellular phones are not permitted on campus during the school day. Any student who brings a cellular phone to school without following the cell phone procedure, will have the phone confiscated and will only be released to a parent/guardian.

Infractions and consequences are based on a school year unless otherwise noted.

Student Code of Internet Conduct

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
    - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
    - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
    - Limited Access Material: material that is generally considered to be non-educational or entertainment.
    - Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher or during periods of time that a school may designate as "open access" time. This includes such material as electronic commerce, games, jokes, recreation, entertainment, sports and investments.
3. Students will not disclose your full name or any other personal contact information for any purpose.

4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

Our Dress Policy

School uniform may be purchased at the school site or at most department stores or clothing outlets.

- Every student is required to wear the School Uniform everyday.
- Wednesday is College Shirt Day, therefore students may wear College shirt or sweatshirt of their choice.
- Hoods on sweatshirts or jackets may not be worn inside classroom. All backpacks and jackets will be placed on hooks.

Bottoms

- Black pants, shorts, and skirts/skorts are permitted.
- Absolutely no “sagging”. Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration of TEACH. All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn at TEACH.
- Belts must be worn at all times by all students. The belt must be “Business Casual”. No Bling!

Tops

- Appropriate grade level polo shirt with the school logo will be worn by all students. Gold- TK, Purple- K, Royal Blue- 1st, Forest Green- 2nd, Burgundy- 3rd
- All clothing must be clean and all uniform shirts will be tucked in for the entire instructional day.

Shoes

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SNEAKERS

Hair

- Students must keep their hair neat, clean, and well groomed.

Accessories

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Students may only wear a pair of earrings no larger than a quarter.
- All neckwear / jewelry must be tucked into the student’s uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, etc.

Make-Up

- . Any make up that is distracting to the learning environment will not be allowed on campus and will be asked to remove the make up prior to entering the campus.

Personal Belongings

The school is not responsible for items that are lost or stolen. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

Candy & Toys
Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

Lost & Found
Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

Pets & Toys
Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

Vandalism, Theft, and Graffiti
TEACH Preparatory Elementary School considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any TEACH Preparatory Elementary School student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, TEACH Prep also may withhold the student's grades, diploma and/or report cards/transcripts in accordance with law.

Weapons and Dangerous Instruments
In order to maintain order and discipline in TEACH Prep and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

Reporting of Injurious Objects
TEACH Preparatory Elementary School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The School Director or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Discipline

TEACH Preparatory Elementary School believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of School Name are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Preparatory Elementary School believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

Restorative Justice

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

V. Parents

Parents

Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental Involvement at TEACH Preparatory Elementary School is required. Our parents are encouraged to participate individually and as a group for the benefit of the school.

Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

Required Parental Attendance

The Board of Directors of TEACH Preparatory Elementary School believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at www.cde.gov. You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

Visitor Identification

Visitors are always welcome at the TEACH Prep, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Prep are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification. When visiting we ask that visitors limit the time to 20 minutes for minimal distraction in the classroom. Due to Covid restrictions at the moment we are restricting visitors in the classroom. Also, during this time (Covid) only 1 family may enter campus at a time, must follow the 6 feet apart distance rule, get their temperatures checked in the front and sign in prior to proceeding.

Parking

Parent parking will be off 85th St.- street parking in residential street. Please read the signs regarding street cleaning days, which are Mondays and Tuesdays. Please be mindful when parking not to block driveways of our neighbors. The parking lot off Western Ave is for teachers and staff.

Conditions for Classroom and School Visitation and Removal Policy

While TEACH Prep Elementary encourages parents/guardians and interested members of the community to visit TEACH Prep Elementary and view the educational program, we also endeavor to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.

3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

Conditions for Classroom and School Visitation and Removal Policy Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

Volunteers

Volunteers must come to the office, get their temperature checked, and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers must have TB test and finger print clearance and have the results on file with the office. With the uncertainty of the circumstances surrounding COVID, volunteers in the classroom will be on pause until further notice.

Releasing Students

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

Parent/Teacher Conference

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving student. There will be two require Parent- Teacher Conferences parents need to attend either in person or via zoom (1st and 2nd trimester). Third trimester Parent-Teacher Conference will be only by request by teacher or by parent.

Picking Up Students from School

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

After-School Pick-Up of Students

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot off Western Ave is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the front gate off 85th street, you may find a parking spot and pick up your child or if you drive up coming from St. Andrews St onto 85th Street, we will guide your student into your car. Please be mindful to not block driveways as you pass through the pick up line.

VI. Operations

School-Sponsored Events

(such as, but not limited to, athletic events, dances, or performances)

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

Communications with Parents

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

Monitoring

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

Policy Review

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.[13] The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

VII. Complaints and Forms

Uniform Complaint Policy and Procedures

Scope

The policy of the Board of Directors of TEACH Public Schools ("TEACH") is to comply with applicable federal and state laws and regulations. TEACH is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:
(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and
(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.
TEACH acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. TEACH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, TEACH will attempt to do so as appropriate. TEACH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

TEACH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure TEACH's compliance with law:

Superintendent
TEACH Public Schools
1846 W. Imperial Hwy.
Los Angeles, CA 90047

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

Notifications

The Superintendent or designee shall annually provide written notification of TEACH's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:
(a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that TEACH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by TEACH.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TEACH staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide TEACH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

TEACH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

- **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by TEACH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of TEACH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by TEACH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which TEACH has not taken action within sixty (60) days of the date the complaint was filed with TEACH.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of TEACH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if TEACH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt.#:
_____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

[ ] Special Education
[ ] Pupil Fees
[ ] Bilingual Education
[ ] After School Education and Safety
[ ] Consolidated Categorical Aid
[ ] Child Nutrition
[ ] No Child Left Behind Programs
[ ] Every Student Succeeds Act Prog.
[ ] Local Control Funding Formula
[ ] Foster/Homeless Youth
[ ] Tobacco-Use Prevention Education
[ ] Lactating Pupils
[ ] Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

[ ] Age
[ ] Ancestry
[ ] Color
[ ] Disability (Mental or Physical)
[ ] Ethnic Group Identification
[ ] Medical Condition
[ ] Gender / Gender Expression / Gender Identity
[ ] Genetic Information
[ ] National Origin
[ ] Race or Ethnicity
[ ] Religion
[ ] Sex (Actual or Perceived)
[ ] Sexual Orientation (Actual or Perceived)
[ ] Based on association with a person or group with one or more of these actual or perceived characteristics
[ ] Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____

2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
   I have attached supporting documents. [ ] Yes [ ] No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
Superintendent
TEACH Public Schools
10600 S. Western Avenue
Los Angeles, CA 90047

General Complaints

The Board of Directors of TEACH Public Schools ("TEACH") has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

Internal Complaints
(Complaints by Employees against Employees)

This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, TEACH values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Generally
(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Chair of the TEACH Board of Directors (only if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.

2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

General Complaint Form

Your Name: _____ Date:_____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
_____
List any witnesses that were present: _____
_____
Where did the incident(s) occur? _____
_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
_____
_____
_____
_____
_____

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by TEACH:

Received by: _____ Date: _____

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basking your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complain to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):
_____

Name of Person(s) you believe sexually harassed you or someone else:
_____

List any witnesses that were present:
_____

Where did the incident(s) occur?
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):
_____
_____
_____
_____

_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____

Print Name: _____

To be completed by School:
Received by Name: _____
Date: _____

Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2017-2018.

_____	_____	_____
Student Name (please print)	Grade Level	Date

_____	_____
Parent/Guardian Signature	Date

Coversheet

TEACH Public Schools Financial Report

Section: III. Items Scheduled for Information and Potential Action
Item: B. TEACH Public Schools Financial Report
Purpose: Discuss
Submitted by:
Related Material:
FY23-TEACH- -FY22-23 Board Summary- Final-update - 7.27.2022.pdf
TEACH_New PPT Template for Monthly Board Presentations - May 2022-Final Version.pdf

CHARTER IMPACT

TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Prep Elementary, & TEACH Public Schools

FY22-23 Budget Overview- UPDATES

FY23 Budget Highlights

- Final State Budget not approved as of June 15, 2022
  - UPDATE: Budget was approved June 30, 2022
- FY22/23 LCFF Funding Rates will be potentially raised 6.56% (COLA) compared to FY22/23.
  - UPDATE: LCFF funding received an additional increase of 6.28% for combined increase of 12.84%- The largest in LCFF History!!
- One -time funds of up to $1500 per ADA is not included in FY22-23 TEACH budgets
  - UPDATE: Up to $2,150 per pupil in the unduplicated count
  - NEW: Arts Music and Instructional Material Discretionary Block Grant- $645 per pupil (base on FY21/22 P2 Count
- SB740 Grant (rental reimbursement) will see some increases as this program has been underfunded for a few years.
- Hold Harmless Protection for FY2021-22 (See Slide) Information directly from CCSA
- All schools are projecting surplus, positive fund balance and cash flow
- All schools are projected to exceed the bond requirements Debt Service Ratio of 1.20 and 45- Days Cash on Hand

FY23 Budget Assumptions

TEACH Inc Planning Factors

FACTORS	FY20/21	FY21/22	FY22/23	REVISED RATES FY22/23	FY23/24	FY24/25	FY25/26	FY26/27
Enrollment: TAT	**468**	**415**	**440**		**440**	**440**	**440**	**440**
ADA	434	366	418		418	418	418	418
	93%	88%	95%		95%	95%	95%	95%
Enrollment: TTHS	**432**	**477**	**440**		**440**	**440**	**440**	**440**
ADA	402	404	418		418	418	418	418
	93%	85%	95%		95%	95%	95%	95%
Enrollment: TES	**194**	**262**	**276**		**276**	**276**	**276**	**276**
ADA	184	221	262		262	262	262	262
	95%	85%	95%		95%	95%	95%	95%
COLA	**0.00%**	**5.07%**	**6.56%**	**12.84%**	**5.38%**	**4.02%**	**3.72%**	**0**
TK-3	$ 7,702.00	$ 8,092.00	$ 8,624.00	$ 9,136.00	$ 9,088.00	$ 9,453.00	$ 9,805.00	$ 9,805.00
TK Class Size Supplement				$ 2,813.00				
Grades K-3 Grade Span Adjustments				$ 950.00				
4-6	$ 7,818.00	$ 8,214.00	$ 8,754.00	$ 9,272.00	$ 9,225.00	$ 9,596.00	$ 9,953.00	$ 9,953.00
7-8	$ 8,050.00	$ 8,458.00	$ 9,013.00	$ 9,549.00	$ 9,498.00	$ 9,880.00	$ 10,248.00	$ 10,248.00
9-12	$ 9,329.00	$ 9,802.00	$ 10,445.00	$ 11,065.00	$ 11,007.00	$ 11,449.00	$ 11,875.00	$ 11,875.00
Grades 9-12 Grade Span Adjustment				$ 288.00				
Federal Special Education IDEA rate per ADA	$ 195.00	$ 195.00	$ 192.00		$ 192.00	$ 192.00	$ 192.00	$ 192.00
State Special Education- AB602	$ 625.00	$ 625.00	$ 725.00	$ 820.00	$ 725.00	$ 725.00	$ 725.00	$ 725.00
Mandate Cost per ADA K-8	$ 16.86	$ 16.86	$ 17.21		$ 17.21	$ 17.21	$ 17.21	$ 17.21
Mandate Cost per ADA 9-12	$ 46.87	$ 46.87	$ 47.87		$ 47.87	$ 47.87	$ 47.87	$ 47.87
State Lottery Per ADA	$ 207	$ 207	$ 207		$ 207	$ 207	$ 207	$ 207
CAL STRS	16.15%	16.02%	19.10%		19.10%	19.10%	19.10%	19.10%
CAL PERS	20.70%	23.01%	26.10%		27.10%	27.70%	27.70%	27.70%

FY23 HOLD Harmless- from CCSA

ADA Hold Harmless for 2021-22: The budget provides all classroom-based LEAs to be funded for 2021-22 at the **greater of any** these three calculations:

1. **Option 1: 2021-22 Actual Average Daily Attendance**. For schools with more typical ADA patterns or ADA growth in 2021-22, funding based on actual ADA will be the most advantageous, as in most years.
2. **Option 2: 2021-22 Average Daily Attendance as Adjusted** – A new formula for classroom-based charter schools for 2021-22 only is contained in new Education Code Section 42238.023. This is virtually identical to the May Revision proposal and uses actual 2021-22 CBEDS enrollment adjusted per a new formula that uses pre-Covid *attendance rate* rather than actual attendance. This formula compensates LEAs, particularly those with increasing enrollment, for lower-than-average attendance this year due to Covid variants. However, schools without a 2019-20 ADA are not included in this option. The Option 2 formula has four steps and will only apply to schools in which this calculation yields a higher ADA.:
    A. **Determine 2019-20 Attendance Rate:** 2019-20 P2 ADA/2019-20 CBEDS enrollment. (If factor exceeds 1, it shall be deemed to be one.)
    B. **Determine 2021-22 Attendance Rate:** 2021-22 P2 ADA/2021-22 CBEDS enrollment. (If factor exceeds 1, it shall be deemed to be one.)
    C. **Divide** calculation in #A by amount in #B.
    D. If quotient in #C is greater than 1, the 2021-22 ADA shall be adjusted by multiplying the 2021-22 ADA by the factor determined in #C.

FY23 HOLD Harmless- from CCSA

3. **Option 3: Supplemental Adjustment:** If the 2021-22 ADA, as adjusted per Option 2 above, is still less than the funded 2020-21 ADA, the difference in ADA shall be funded at the average per pupil LCFF funding per ADA in the 2021-22 year as a supplemental adjustment for 2021-22. This supplement will be most beneficial to schools that had enrollment and ADA declines, as it provides additional protection based on 2020-21 funded ADA. Since 2020-21 ADA was actually funded based on pre-COVID 2019-20 ADA, this provides some protection back to pre-COVID ADA levels.

   We note that the Option 3 adjustment is included in Section 123 of AB 181 (the Education Trailer Bill), however, it is not added to the California Education Code. Further, this additional supplement is currently capped at a statewide total of $413M for charter schools. If the final calculation exceeds the allocated funding, the law provides the Department of Finance the authority to allocation more funding to meet the total need.

In order for schools to receive hold harmless funding, the California Department of Education (CDE) will calculate each school's entitlement in accordance with these new laws and make an adjustment to the school's 2021-22 ADA annual apportionment based on existing data. Schools will not need to apply separately for the hold harmless adjustment.

ADA Hold Harmless in Budget Year and Beyond

The budget includes the January proposal for a 3-year rolling average ADA protection for districts, with some minor adjustments. However, notwithstanding the Governor's January commitment to address the issue for charters, the final budget **excludes all charter schools** from ongoing and equitable protection from statewide demographic declines beyond 2021-22. We will continue to advocate with the Governor and Legislature for equitable treatment for charters in ongoing protection for future years.

FY23 Budget Highlights

TEACH Academy of Technologies

Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 4,185,358	$ 5,192,704	$ 1,007,346
Federal Revenue	1,836,141	1,182,566	(653,576)
Other State Revenue	1,400,356	1,233,777	(166,579)
Other Local Revenue	18,263	-	18,263
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 205,454**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 1,645,013	$ 1,843,496	$ 198,482
Classified Salaries	640,700	738,111	97,412
Benefits	679,356	821,633	142,277
Books and Supplies	777,296	838,984	61,687
Subagreement Services	831,279	651,200	(180,079)
Operations	214,944	255,700	40,756
Facilities	936,547	950,759	14,212
Professional Services	1,243,736	1,335,875	92,139
Depreciation	134,244	159,700	25,456
Interest	15,459	-	(15,459)
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 476,883**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 321,543**	**$ 13,588**	**$ (271,429)**
Beginning Fund Balance	4,683,995	5,005,538	
Ending Fund Balance	**$ 5,005,538**	**$ 5,019,127**	
As a % of Annual Expenses	*70.3%*	*66.1%*	

LCFF revenue- COLA rate increased by 6.56% as well as ADA budgeted at 95%

Federal Revenue: decrease mainly due to ESSER I, II and a portion of ESSER III recognized in P/Y. Current year only recognizing ESSER III

Other State Revenue: projected decrease as P/Y recognized Educator Effectiveness and ELO

Salaries and Benefits increase due to raises and bonuses – Administration Staff updated

Subagreement Services projected decrease due to Other Educational Consultants as placeholder for ESSER II and ESSER III funds in P/Y

Professional Services projected increase mainly to increase management fees as calculated as a percentage of revenue

FY23 Budget Highlights

TEACH Tech Charter High School

FY22/23 Budget Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 5,938,575	$ 6,232,033	$ 293,458
Federal Revenue	1,552,231	985,444	(566,787)
Other State Revenue	1,339,849	1,087,307	(252,542)
Other Local Revenue	34,912	-	34,912
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ (490,960)**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 1,914,624	$ 2,084,434	$ 169,810
Classified Salaries	607,505	693,559	86,054
Benefits	651,416	750,515	99,100
Books and Supplies	1,154,986	1,060,285	(94,700)
Subagreement Services	374,457	389,700	15,243
Operations	263,255	272,300	9,045
Facilities	870,444	898,478	28,034
Professional Services	1,530,230	1,474,938	(55,292)
Depreciation	58,451	60,400	1,949
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 259,242**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,440,198**	**$ 620,174**	**$ (750,201)**
Beginning Fund Balance	4,027,093	5,467,291	
Ending Fund Balance	**$ 5,467,291**	**$ 6,087,465**	
As a % of Annual Expenses	*73.6%*	*79.2%*	

LCFF revenue- COLA rate increased by 6.56%

Federal Revenue: decrease mainly due as ESSER I, II and partial ESSER III recognized-only ESSER III in FY22/23

Other State Revenue: decrease All revenue streams increase due to increase in enrollment as P/Y included ELO and Educator Effectiveness

Salaries and Benefits increased as per increase of overall salaries

Books and Supplies decrease due to decrease in non-cap equipment. Many computer purchases in P/Y.

Professional Services projected decrease mainly due to decrease management fees as calculated as per decrease in revenue

FY23 Budget Highlights

TEACH Prep
FY 22/23 Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 2,749,991	$ 3,419,169	$ 669,178
Federal Revenue	948,457	559,413	(389,044)
Other State Revenue	657,102	961,380	304,279
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 584,413**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 926,526	$ 1,174,826	$ 248,300
Classified Salaries	364,039	405,122	41,083
Benefits	357,839	453,517	95,678
Books and Supplies	735,099	730,177	(4,922)
Subagreement Services	249,337	295,800	46,463
Operations	107,534	127,600	20,066
Facilities	616,560	627,294	10,734
Professional Services	759,703	874,434	114,731
Depreciation	38,631	45,800	7,169
Interest	750	-	(750)
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 578,552**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 199,531**	**$ 205,391**	**$1,162,965**
Beginning Fund Balance	1,206,369	1,405,900	
Ending Fund Balance	**$ 1,405,900**	**$ 1,611,291**	
As a % of Annual Expenses	*33.8%*	*34.0%*	

LCFF revenue- COLA rate increased by 6.56% as well as increase in enrollment- projecting 95% ADA

Federal Revenue: projected decrease as in P/Y recognized ESSER I, II and some of ESSER III. CY will only recognize a portion of ESSER III

Other State Revenue: projected increase as projected to recognized ELOP grant. All revenue streams increase due to increase in enrollment

Salaries increase due to projecting salary increase and bonus for staff. Benefits increase due to increase in salaries

Professional Services projected increase mainly due to increase management fees as calculated as a percentage of revenue

FY23 Budget Highlights

TEACH Public Schools

CHARTER IMPACT

FY22-23 Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
Other Local Revenue	2,062,948	2,218,123	155,175
Total Revenue	**$2,062,948**	**$2,218,123**	**$ 155,175**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 774,177	$ 735,881	$ (38,296)
Classified Salaries	533,723	680,856	147,133
Benefits	319,660	392,016	72,356
Books and Supplies	68,718	77,500	8,782
Subagreement Services	19,937	19,200	(737)
Operations	63,489	78,900	15,411
Facilities	74,870	42,700	(32,170)
Professional Services	70,301	86,300	15,999
Depreciation	12,266	15,000	2,734
Interest	-	-	-
Total Expenses	**$1,937,141**	**$2,128,353**	**$ 191,212**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 125,807**	**$ 89,770**	**$ (36,037)**
Beginning Fund Balance	617,037	742,844	
Ending Fund Balance	**$ 742,844**	**$ 832,614**	
As a % of Annual Expenses	*38.3%*	*39.1%*	

Other Local Revenue- Revenue increased due to overall increase in schools' revenue

Classified Salaries increase due full year's pay 2 new Director's Positions from PY as well as overall increase in salaries

Facilities decrease – due to home office going remote

FY23 Multi-Year Projections

TEACH Academy of Technologies

Multi-Year Forecast

Revised 05/31/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*415.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*351.43*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 7,885,837**	**$ 7,386,009**	**$ 7,597,974**	**$ 7,597,974**
Expenses						
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 7,573,596**	**$ 7,292,060**	**$ 7,285,412**	**$ 7,348,103**
Surplus (Deficit)	**$ 321,544**	**$ 13,589**	**$ 312,241**	**$ 93,949**	**$ 312,561**	**$ 249,870**
Fund Balance, Beginning of Year	$ 4,683,995	$ 5,005,539	$ 5,019,127	$ 5,331,368	$ 5,425,317	$ 5,737,878
Fund Balance, End of Year	**$ 5,005,539**	**$ 5,019,127**	**$ 5,331,368**	**$ 5,425,317**	**$ 5,737,878**	**$ 5,987,748**
	70.3%	*66.1%*	*70.4%*	*74.4%*	*78.8%*	*81.5%*
Cash Flow Adjustments						
Surplus (Deficit)	321,544	13,589	312,241	93,949	312,561	249,870
Total Change in Cash	217,160	(31,456)	503,445	220,758	421,106	378,575
Cash, Beginning of Year	2,745,308	2,962,468	2,931,011	3,434,456	3,655,214	4,076,320
Cash, End of Year	**$ 2,962,468**	**$ 2,931,011**	**$ 3,434,456**	**$ 3,655,214**	**$ 4,076,320**	**$ 4,454,896**

FY23 Multi-Year Projections

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*477.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*404.22*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
State Aid - Revenue Limit						
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ 8,638,504**	**$ 8,352,527**	**$ 8,606,548**	**$ 8,606,548**
Expenses						
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 7,808,601**	**$ 7,780,381**	**$ 7,761,036**	**$ 7,785,044**
Surplus (Deficit)	**$ 1,440,198**	**$ 620,174**	**$ 829,904**	**$ 572,146**	**$ 845,512**	**$ 821,504**
Fund Balance, Beginning of Year	$ 4,027,093	$ 5,467,291	$ 6,087,465	$ 6,917,368	$ 7,489,514	$ 8,335,026
Fund Balance, End of Year	**$ 5,467,291**	**$ 6,087,465**	**$ 6,917,368**	**$ 7,489,514**	**$ 8,335,026**	**$ 9,156,530**
	73.6%					
Cash Flow Adjustments						
Surplus (Deficit)	1,440,198	620,174	829,904	572,146	845,512	821,504
Total Change in Cash	1,839,109	507,898	850,301	629,804	886,360	885,621
Cash, Beginning of Year	1,969,433	3,808,542	4,316,440	5,166,741	5,796,546	6,682,906
Cash, End of Year	**$ 3,808,542**	**$ 4,316,440**	**$ 5,166,741**	**$ 5,796,546**	**$ 6,682,906**	**$ 7,568,527**

FY23 Multi-Year Projections

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*261.00*	*276.00*	*276.00*	*276.00*	*276.00*	*276.00*
Average Daily Attendance	*220.96*	*262.20*	*262.20*	*262.20*	*262.20*	*262.20*
Revenues						
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 4,923,033**	**$ 4,865,587**	**$ 5,005,221**	**$ 5,005,221**
Expenses						
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 4,681,648**	**$ 4,616,052**	**$ 4,619,266**	**$ 4,621,642**
Surplus (Deficit)	**$ 199,531**	**$ 205,391**	**$ 241,386**	**$ 249,535**	**$ 385,955**	**$ 383,579**
Fund Balance, Beginning of Year	$ 1,206,369	$ 1,405,900	$ 1,611,291	$ 1,852,676	$ 2,102,211	$ 2,488,166
Fund Balance, End of Year	**$ 1,405,900**	**$ 1,611,291**	**$ 1,852,676**	**$ 2,102,211**	**$ 2,488,166**	**$ 2,871,746**
	33.8%	*34.0%*	*39.6%*	*45.5%*	*53.9%*	*62.1%*
Cash Flow Adjustments						
Surplus (Deficit)	199,531	205,391	241,386	249,535	385,955	383,579
Total Change in Cash	567,623	21,334	314,630	304,534	418,656	429,173
Cash, Beginning of Year	175,032	742,655	763,989	1,078,620	1,383,153	1,801,809
Cash, End of Year	**$ 742,655**	**$ 763,989**	**$ 1,078,620**	**$ 1,383,153**	**$ 1,801,809**	**$ 2,230,982**

FY23 Multi-Year Projections

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.33%*	*2.48%*	*3.54%*	*0.00%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*130.00*	*130.00*	*130.00*	*130.00*	*130.00*
Average Daily Attendance	*50.00*	*123.50*	*123.50*	*123.50*	*123.50*	*123.50*
Revenues						
Total Revenue	$ 2,062,948	$ 2,218,123	$ 2,218,123	$ 2,218,123	$ 2,218,123	$ 2,218,123
Expenses						
Total Expenses	$ 1,937,141	$ 2,128,353	$ 2,113,392	$ 2,111,861	$ 2,153,991	$ 2,196,963
Surplus (Deficit)	$ 125,807	$ 89,770	$ 104,731	$ 106,262	$ 64,132	$ 21,160
Fund Balance, Beginning of Ye	$ 617,037	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739
Fund Balance, End of Year	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739	$ 1,128,900
	38.3%	*39.1%*	*44.4%*	*49.4%*	*51.4%*	*51.4%*
Cash Flow Adjustments						
Total Change in Cash	318,762	65,400	120,031	121,868	80,050	37,397
Cash, Beginning of Year	386,721	705,483	770,883	890,914	1,012,782	1,092,832
Cash, End of Year	$ 705,483	$ 770,883	$ 890,914	$ 1,012,782	$ 1,092,832	$ 1,130,229

CHARTER IMPACT

TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Prep Elementary, TEACH Public Schools, Cunningham & Morris, LLC, Wooten Avila, LLC and TEACH Foundation, Inc.

Monthly Financial Presentation – May 2022

May Highlights

- TEACH Academy , TEACH Tech, TEACH Prep & TPS projected surplus, positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either met or exceeded Debt Service Reserve Requirements of 1.20 and 45-Day Cash on Hand Requirement

TEACH Inc. Board Summaries May 2022				
	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Forecasted Revenue @ 6/30/2022	$ 7,358,588	$ 8,661,962	$ 4,499,626	$ 2,113,506
Forecasted Expenses @ 6/30/2022	6,700,995	6,541,948	3,844,876	2,109,596
Surplus/Deficit	657,593	2,120,014	654,750	3,910
Beginning Fund Balance	4,683,995	4,027,093	1,206,369	617,037
Ending Fund Balance	$ 5,341,588	$ 6,147,107	$ 1,861,119	$ 620,947
Forecasted Cash @ 6/30/2022	$ 3,964,564.00	$ 4,752,855.00	950,873.00	655,836.00
Enrollment/ Average Daily Attendance	415/351	477/404	261/221	
Average Daily Cash On Hand (45 req)	226	276	111	
Debt Service Coverage (1.2 req)	2.69	4.31	3.00	
Current Operating Cash Balance July 25, 2022	$ 3,469,478.60	$ 5,518,305.61	$ 1,494,716.30	$ 351,332.18

TEACH Academy of Technologies
Board Summary
Revised 7/21/2022

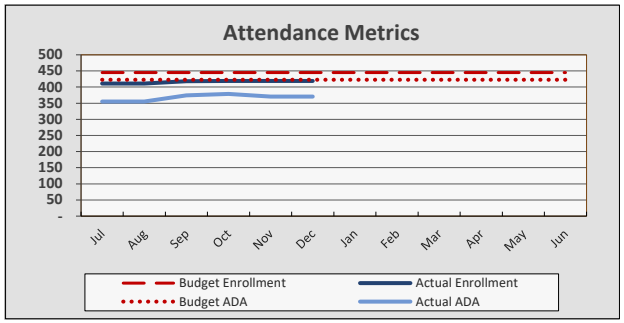
CHARTER IMPACT

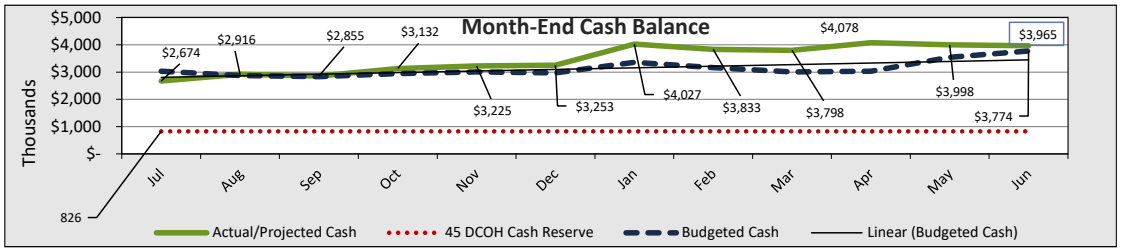
	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 3,713,138	$ 3,920,060	$ (206,922)	$ 4,093,559	$ 4,765,466	$ (671,907)
Federal Revenue	1,717,508	1,168,263	549,245	1,825,154	1,751,199	73,956
Other State Revenue	1,001,244	1,091,181	(89,937)	1,420,674	1,318,564	102,109
Other Local Revenue	19,201	-	19,201	19,201	-	19,201
Total Revenue	**$ 6,451,091**	**$ 6,179,504**	**$ 271,587**	**$ 7,358,588**	**$ 7,835,229**	**$ (476,641)**

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,340,680	$ 1,524,844	$ 184,164	$ 1,592,757	$ 1,668,437	$ 75,680
Classified Salaries	450,241	705,223	254,982	535,720	770,794	235,073
Benefits	506,909	712,112	205,203	599,603	777,501	177,897
Books and Supplies	577,030	732,799	155,769	657,538	776,730	119,192
Subagreement Services	559,203	880,098	320,895	728,671	975,772	247,101
Operations	200,290	163,575	(36,715)	219,507	178,500	(41,007)
Facilities	866,033	852,251	(13,782)	950,639	929,728	(20,910)
Professional Services	1,038,944	1,194,432	155,487	1,268,532	1,330,940	62,409
Depreciation	121,296	105,875	(15,421)	132,568	115,500	(17,068)
Interest	14,172	-	(14,172)	15,460	-	(15,460)
Total Expenses	**$ 5,674,798**	**$ 6,871,209**	**$ 1,196,411**	**$ 6,700,995**	**$ 7,523,902**	**$ 822,907**

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 776,293**	**$ (691,705)**	**$ 1,467,998**	**$ 657,593**	**$ 311,327**	**$ 346,266**
Beginning Fund Balance	4,683,995	4,683,995		4,683,995	4,683,995	
Ending Fund Balance	**$ 5,460,288**	**$ 3,992,289**		**$ 5,341,588**	**$ 4,995,322**	
As a % of Annual Expenses	*81.5%*	*53.1%*		*79.7%*	*66.4%*	

Enrollment & Per Pupil Data	Average Actual	Forecast	Budget
Average Enrollment	*416*	*415*	*445*
ADA	*368*	*351*	*423*
Attendance Rate	*88.3%*	*84.7%*	*95.0%*
Unduplicated %	*98.0%*	*98.0%*	*98.0%*
Revenue per ADA		*$20,939*	*$18,523*
Expenses per ADA		*$19,068*	*$17,787*





TEACH Tech Charter High

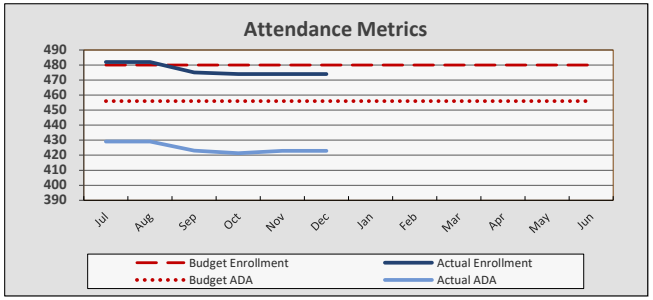
FY21/22 Budget Board Summary

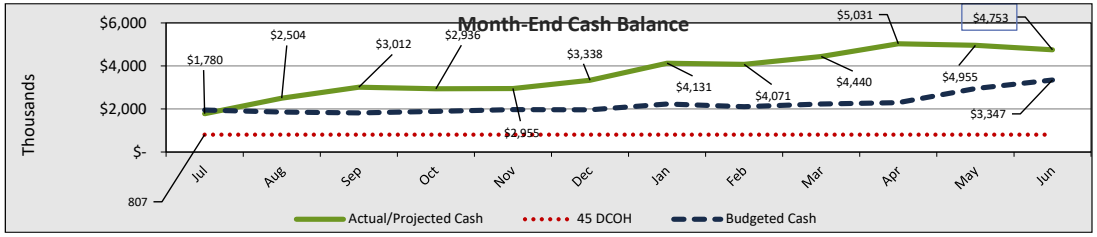
	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,944,771	$ 4,936,996	$ 7,775	$ 5,639,430	$ 6,153,668	$ (514,238)
Federal Revenue	1,685,558	1,020,256	665,301	1,791,502	1,522,276	269,226
Other State Revenue	905,095	1,041,957	(136,862)	1,195,103	1,287,555	(92,452)
Other Local Revenue	35,927	-	35,927	35,927	-	35,927
Total Revenue	**$ 7,571,351**	**$ 6,999,210**	**$ 572,141**	**$ 8,661,962**	**$ 8,963,499**	**$ (301,537)**

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,502,581	$ 1,878,885	$ 376,304	$ 1,762,210	$ 2,057,481	$ 295,271
Classified Salaries	469,655	663,909	194,253	553,914	725,272	171,357
Benefits	513,670	668,401	154,731	588,743	729,834	141,091
Books and Supplies	651,359	1,196,477	545,118	726,290	1,260,800	534,510
Subagreement Services	262,554	523,170	260,616	341,904	578,517	236,613
Operations	195,506	254,253	58,747	214,150	277,400	63,250
Facilities	736,361	818,746	82,384	814,167	893,177	79,010
Professional Services	1,214,962	1,423,693	208,731	1,480,800	1,583,052	102,252
Depreciation	54,810	50,875	(3,935)	59,770	55,500	(4,270)
Interest	-	-	-	-	-	-
Total Expenses	**$ 5,601,457**	**$ 7,478,407**	**$ 1,876,950**	**$ 6,541,948**	**$ 8,161,034**	**$ 1,619,086**

Enrollment & Per Pupil Data			
	Average Actual	Forecast	Budget
Average Enrollment	*477*	*477*	*480*
ADA	*425*	*404*	*456*
Attendance Rate	*89.1%*	*84.7%*	*95.0%*
Unduplicated %	*95.5%*	*95.5%*	*95.5%*
Revenue per ADA		*$21,429*	*$19,657*
Expenses per ADA		*$16,184*	*$17,897*

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,969,894**	**$ (479,197)**	**$ 2,449,091**	**$ 2,120,014**	**$ 802,465**	**$ 1,317,549**
Beginning Fund Balance	4,027,093	4,027,093		4,027,093	4,027,093	
Ending Fund Balance	**$ 5,996,987**	**$ 3,547,895**		**$ 6,147,106**	**$ 4,829,557**	
As a % of Annual Expenses	*91.7%*	*43.5%*		*94.0%*	*59.2%*	





TEACH Prep

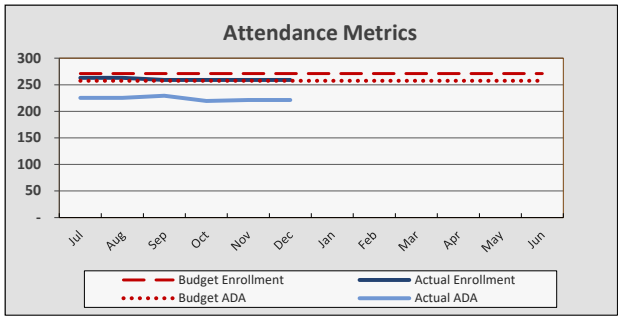
FY21/22 Board Summary

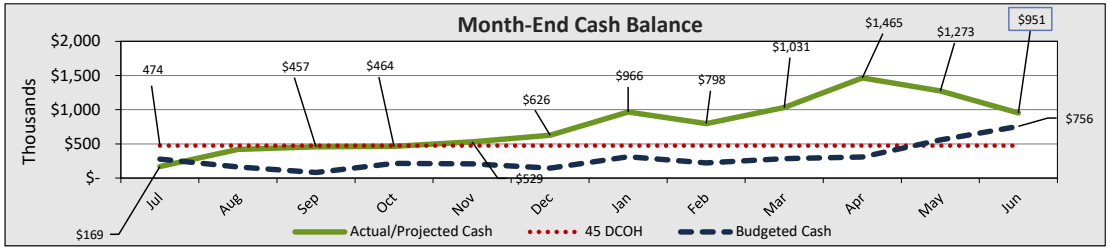
	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 2,332,577	$ 2,454,149	$ (121,572)	$ 2,749,991	$ 3,050,851	$ (300,860)
Federal Revenue	978,880	419,596	559,284	1,056,040	685,618	370,422
Other State Revenue	529,271	511,532	17,739	693,595	660,527	33,068
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$ 3,840,727**	**$ 3,385,277**	**$ 455,450**	**$ 4,499,626**	**$ 4,396,996**	**$ 102,630**

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 750,426	$ 856,344	$ 105,918	$ 874,802	$ 938,252	$ 63,450
Classified Salaries	279,144	380,568	101,424	329,662	415,511	85,850
Benefits	289,370	325,461	36,091	330,895	355,342	24,447
Books and Supplies	400,969	726,755	325,786	466,893	768,341	301,447
Subagreement Services	210,205	131,860	(78,345)	296,698	145,100	(151,598)
Operations	86,532	103,024	16,491	96,154	112,400	16,246
Facilities	564,415	561,799	(2,615)	614,862	612,872	(1,990)
Professional Services	596,093	734,070	137,977	794,972	821,200	26,229
Depreciation	35,848	35,108	(739)	39,148	38,300	(848)
Interest	791	-	(791)	791	-	(791)
Total Expenses	**$ 3,213,793**	**$ 3,854,989**	**$ 641,196**	**$ 3,844,876**	**$ 4,207,318**	**$ 362,442**

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 626,934**	**$ (469,712)**	**$ 1,096,646**	**$ 654,750**	**$ 189,678**	**$ 465,071**
Beginning Fund Balance	1,206,369	1,206,369		1,206,369	1,206,369	
Ending Fund Balance	**$ 1,833,303**	**$ 736,657**		**$ 1,861,118**	**$ 1,396,047**	
As a % of Annual Expenses	*47.7%*	*17.5%*		*48.4%*	*33.2%*	

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*260*	*261*	*271*
ADA	*224*	*221*	*257*
Attendance Rate	*85.9%*	*84.7%*	*95.0%*
Unduplicated %	*97.0%*	*97.0%*	*97.0%*
Revenue per ADA		*$20,364*	*$17,109*
Expenses per ADA		*$17,401*	*$16,371*





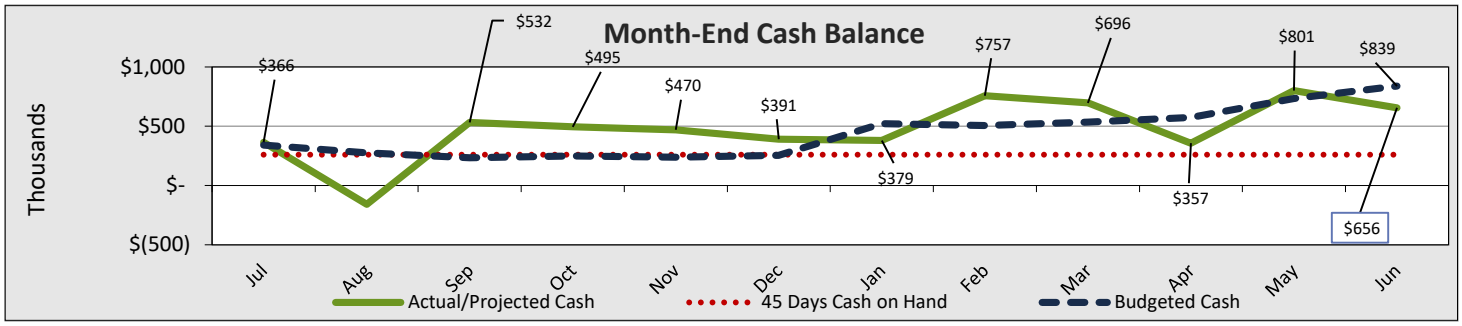
TEACH Public Schools

FY21-22 Board Summary

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
Other Local Revenue	1,792,929	1,698,345	94,584	2,113,506	2,150,837	(37,331)
Total Revenue	**$ 1,792,929**	**$ 1,698,345**	**$ 94,584**	**$ 2,113,506**	**$ 2,150,837**	**$ (37,331)**

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 772,258	$ 587,254	$ (185,004)	$ 895,184	$ 637,879	$ (257,305)
Classified Salaries	498,690	438,283	(60,406)	559,024	476,950	(82,074)
Benefits	301,126	274,896	(26,230)	341,263	298,922	(42,341)
Books and Supplies	63,082	75,917	12,835	74,182	81,000	6,818
Subagreement Services	21,278	3,727	(17,551)	21,987	4,100	(17,887)
Operations	66,905	59,432	(7,474)	79,155	65,000	(14,155)
Facilities	61,456	77,799	16,343	68,002	84,872	16,870
Professional Services	50,073	86,313	36,241	58,914	93,940	35,026
Depreciation	10,923	11,917	993	11,885	13,000	1,115
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,845,791**	**$ 1,615,538**	**$ (230,252)**	**$ 2,109,596**	**$ 1,755,663**	**$ (353,933)**

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (52,862)**	**$ 82,807**	**$ (135,669)**	**$ 3,910**	**$ 395,174**	**$ (391,264)**
Beginning Fund Balance	617,037	617,037		617,037	617,037	
Ending Fund Balance	**$ 564,175**	**$ 699,844**		**$ 620,947**	**$ 1,012,211**	
As a % of Annual Expenses	*26.7%*	*39.9%*		*29.4%*	*57.7%*	



May 2022 Highlights

- Educator Effectiveness Block Grant forecasted for all Schools: **TAT** $66,434, **TTHS**-$73,682 **TES**- $32,613
- The Concentration Grant Component of the LCFF has been increased from 50% to 65%- the additional funds must be expended to increase the number of staff providing direct services which can include custodial staff. This increase is approximately **TAT** $138,632, **TTHS**-193,779 **TES**- $89,581 with all variables consistent

- Additional Funding on the horizon- funds are not included in the forecast at this time
  - California Pre-Kindergarten Planning and Implementation Grant **TES**-$59,306
  - Expanded Learning Opportunities Program -(not to be confused with the ELO "GRANT") This is a three- year grant and the amount shows the 1st year of funding. If your Unduplicated Rate is above 80% you will receive at least 3 years of funding. **TAT**,$206,912- . **TES** -$201,836
  - A-G and College Readiness Grant Program- **TTHS** $396,081-Funds first must be used to allow students who receive a "D," "F," or "Fail" grade in an A-G course in the spring semester of 2020 or the 2020-21 school year to retake those courses. If funds are remaining, an LEA may use them to offer credit recovery opportunities to all students to ensure they are able to graduate high school on time.

TPS, Inc. – Financial Position

TEACH, Inc.

Statement of Financial Position

May 31, 2022

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 3,450,528	$ 4,891,523	$ 1,065,723	$ 800,731	$ 90,151	$ 266,539	$ -		$ 10,565,195
Restricted Cash	547,167	63,836	207,700	-	-	-	-		818,702
Accounts Receivable	425,877	208,037	105,071	-	-	-	2,337		741,322
Interest Receivable	-	-	-	-	2,460	3,905	-		6,365
Public Funding Receivables	443,187	580,737	565,357	-	-	-	-		1,589,282
Due To/From Related Parties	419,022	(152,097)	(138,153)	(110,240)	(11,556)	(6,976)	-		(0)
Prepaid Expenses	38,870	14,489	12,463	7,388	-	-	-		73,210
Total Current Assets	**5,324,650**	**5,606,524**	**1,818,161**	**697,880**	**81,055**	**263,468**	**2,337**		**13,794,075**
Long-Term Assets									
Property & Equipment, Net	1,139,217	248,078	180,976	55,200	9,483,506	19,528,902	-		30,635,879
Deposits	5,000	162,517	99,750	20,895	-	3,625	-	(141,967)	149,820
Deferred Lease Asset	-	-	-	-	204,614	(58,406)	-	(146,208)	-
Investments	-	-	-	-	940,559	1,925,682	-		2,866,241
Securities	-	-	-	-	526,159	1,249,866	-		1,776,025
Securities Premium	-	-	-	-	1,706	(2,396)	-		(690)
Total Long Term Assets	**1,144,217**	**410,595**	**280,726**	**76,095**	**11,156,544**	**22,647,272**	**-**	**(288,175)**	**35,427,274**
Total Assets	**$ 6,468,867**	**$ 6,017,118**	**$ 2,098,887**	**$ 773,975**	**$ 11,237,600**	**$ 22,910,740**	**$ 2,337**	**$ (288,175)**	49,221,349

Note- Current Assets 6.37 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due

TPS. Inc. – Financial Position

TEACH, Inc.

Statement of Financial Position

May 31, 2022

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Liabilities									
Current Liabilities									
Accrued Liabilities	83,917	13,248	39,335	209,800	-	-	-		346,300
Interest Payable	-	-	-	-	355,303	461,667	-		816,970
Deferred Revenue	547,167	63,836	207,700	-	-	108,414	-		927,117
Deferred Rent, Current Portion	9,449	-	(1,455)	-	-	-	-	(7,995)	-
Notes Payable, Current Portion	53,194	-	19,998	-	-	-	-		73,192
Total Current Liabilities	**693,727**	**77,084**	**265,578**	**209,800**	**355,303**	**570,081**	**-**	**(7,995)**	**2,163,579**
Long-Term Liabilities									
Deferred Rent, Net of Current Por	195,165	(56,952)	-	-	-	-	-	(138,213)	-
Notes Payable, Net of Current Por	119,687	-	6	-	-	-	-		119,693
Bonds Payable	-	-	-	-	12,220,000	22,185,000	-		34,405,000
Bond Issue Costs	-	-	-	-	(243,687)	(454,762)	-		(698,450)
Discount on Bonds	-	-	-	-	(196,912)	-	-		(196,912)
Premium on Bonds					-	1,813,878			1,813,878
Other Long-Term Liabilities	-	-	-	-	-	141,967	-	(141,967)	-
Total Long-Term Liabilities	**314,852**	**(56,952)**	**6**	**-**	**11,779,401**	**23,686,082**	**-**	**(280,180)**	**35,443,209**
Total Liabilities	**$ 1,008,579**	**$ 20,132**	**$ 265,584**	**$ 209,800**	**$ 12,134,704**	**$ 24,256,163**	**$ -**	**$ (288,175)**	**$ 37,606,788**
Total Net Assets	5,460,287	5,996,986	1,833,303	564,175	(897,104)	(1,345,423)	2,337	-	11,614,562
Total Liabilities and Net Assets	**$ 6,468,867**	**$ 6,017,118**	**$ 2,098,887**	**$ 773,975**	**$ 11,237,600**	**$ 22,910,740**	**$ 2,337**	**$ (288,175)**	**$ 49,221,349**

Note- Current Assets 6.37 times more than Current Liabilities – organization is does not have significant current debt and is able to meet financial obligations when due

Use of Elementary and Secondary School Emergency Relief Fund

Resource	Resource 3210	Resource 3212	Resource TBD
Resource Name	Elementary & Secondary School Emergency Relief (ESSER) I	Elementary & Secondary School Emergency Relief (ESSER) II	Elementary & Secondary School Emergency Relief (ESSER) III
Spending Timeline	March 13, 2020 to September 30, 2022	March 13, 2020 to September 30, 2023	March 13, 2020 to September 30, 2024
Allocation Amount- TEACH ACADEMY	136,603.00	$ 627,399.00	$ 1,410,061.00
Allocation Amount- TEACH TECH	110,960.00	508,063.00	1,141,856.00
Allocation Amount- TEACH Prep	-	173,292.00	389,468.00

Use of Elementary and Secondary School Emergency Relief Fund

Use of Funds - ESSERF
An LEA may use ESSER funds for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19. Federal cash management rules will apply to this funding.
LEAs can use ESSER funds for any activities authorized by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2000 (ESSA), Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Perkins Career and Technical Education (CTE) Act, or the McKinney-Vento Homeless Assistance Act. Additional information about the allowable uses of funds can be found on the ESSER Fund Allowable Uses webpage.
In addition to these, LEAs can use funds for the following activities:
Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools
Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students)
Staff training and professional development on sanitation and minimizing the spread of infectious disease
Purchasing supplies to sanitize and clean the facilities of LEA, including buildings operated by the LEA
Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive or adaptive technology
Mental health services and supports
Summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
Discretionary funds for school principals to address the needs of their individual schools
Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff

FY21 Expanded Learning Grant

Resource	**Resource 7425/7426**
Resource Name	Expanded Learning Opportunities Grant
Spending Timeline	**July 1, 2020 to August 31, 2022**
Allocation Amount- TEACH ACADEMY	**$ 323,151.00**
Allocation Amount- TEACH TECH	**$ 353,734.00**
Allocation Amount- TEACH Prep	**$ 141,710.00**

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS[1] Code	Additional Considerations
Expanded Learning Opportunity Grant	State Proposition 98 funds	$4.6B	Proportion of 2020–21 LCFF entitlement plus $1,000 for each enrolled homeless student SSC allocation estimates	1. Extended instructional learning time 2. Learning recovery 3. Integrated student supports to address other barriers to learning 4. Learning hubs 5. Supports for credit-deficient students 6. Additional academic services 7. Professional development	Available for expenditure through August 31, 2022	TBD	By June 1, 2021, local board adoption of a plan for use of grant funds At least 85% of funds must be used for in-person services At least 10% of funds must be used to hire paraprofessionals (can be used to meet 85% requirement for in-person services) Report of final expenditure of funds due to the CDE by December 1, 2022

FY21 Educator Effectiveness Block Grant

Allowable Uses of Funds

EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to *EC* Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

CHARTER IMPACT

TEACH Academy of Technologies

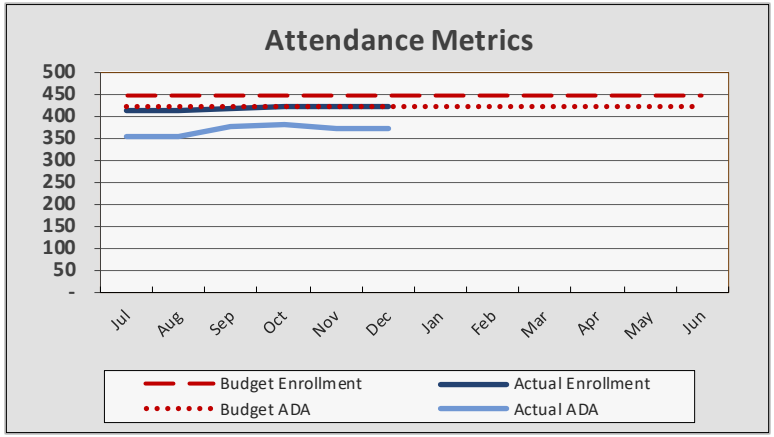
Monthly Financial Presentation – May 2022

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Average Actual	Forecast	Budget
Average Enrollment	416	415	445
ADA	368	351	423
Attendance Rate	88.3%	84.7%	95.0%
Unduplicated %	98.0%	98.0%	98.0%
Revenue per ADA		$20,939	$18,523
Expenses per ADA		$19,068	$17,787

Attendance Metrics



Apportionments from June 2021-January 2022 were funded based on Spring 2021 P2 amounts of 434.48. Apportionments from February- May 2022 will be funded based on Fall P1 ADA of @ 359.33. Apportionments from June 2022- January 2023 will be based on Spring 2022 P2 of 351

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 3,713,138	$ 3,920,060	$ (206,922)	$ 4,093,559	$ 4,765,466	$ (671,907)
Federal Revenue	1,717,508	1,168,263	549,245	1,825,154	1,751,199	73,956
Other State Revenue	1,001,244	1,091,181	(89,937)	1,420,674	1,318,564	102,109
Other Local Revenue	19,201	-	19,201	19,201	-	19,201
Total Revenue	**$ 6,451,091**	**$ 6,179,504**	**$ 271,587**	**$ 7,358,588**	**$ 7,835,229**	**$ (476,641)**

Note: Variance explanation(s) on next slide

TAT - Revenue

- **State Aid-Rev: Projected decrease of $671.9K-** mainly due to enrollment /ADA decrease of 30/72 compared to approved budget/ Although there was an increase in the Concentration Grant Component of the LCFF from 50% to 65%- the additional funds variance has been absorbed by the enrollment/ADA decrease- the additional funds based on lower enrollment/ADA must still be expended to increase the number of staff providing direct services which can include custodial staff.

- **Federal Revenue: projected increase of $73.9K-** consist of the following:
  - **Special Education projected increase of $20.9K=** as per increase in SPED rates- which offsets decrease in ADA
  - **Child Nutrition projected increase of $21K-** as per increase in reimbursement rates as well as increase in consumption rate- also include summer lunch revenue for July 2021
  - **Title I projected increase of $19.2K-** updated to agree to latest schedule from CDE
  - **Other Federal Revenue projected increase of $19.4K** -Title IV funds of $13,885 added to forecast per updated CDE Schedule
- **Other State Revenue projected to increase by $102K-** larger variance changes include projected increase in SPED by $27K as per increase in SPED rate offsets decrease in ADA. Decrease in SB740 reimbursement by $32K due to decrease in enrollment. Prior Year Revenue increase by $62K mainly due to $50K in PY FY2021 SB740 funds received. Other State Revenue projected increase of $67K due to Educator Effectiveness grant of $66K

TAT – Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Certificated Salaries	$ 1,340,680	$ 1,524,844	$ 184,164	$ 1,592,757	$ 1,668,437	$ 75,680
Classified Salaries	450,241	705,223	254,982	535,720	770,794	235,073
Benefits	506,909	712,112	205,203	599,603	777,501	177,897
Books and Supplies	577,030	732,799	155,769	657,538	776,730	119,192
Subagreement Services	559,203	880,098	320,895	728,671	975,772	247,101
Operations	200,290	163,575	(36,715)	219,507	178,500	(41,007)
Facilities	866,033	852,251	(13,782)	950,639	929,728	(20,910)
Professional Services	1,038,944	1,194,432	155,487	1,268,532	1,330,940	62,409
Depreciation	121,296	105,875	(15,421)	132,568	115,500	(17,068)
Interest	14,172	-	(14,172)	15,460	-	(15,460)
Total Expenses	**$ 5,674,798**	**$ 6,871,209**	**$ 1,196,411**	**$ 6,700,995**	**$ 7,523,902**	**$ 822,907**

Note: Variance explanation(s) on next slide(s)

TAT - Expense

- **Certificated Salaries: Projected decrease of $75.6K:** Other Certificated Salaries projected decrease of $66K as salary was budget at full amount, however position is expensed on another school location. Teacher Substitute hours projected increase of $16.4K- as this account is a place holder to calculate projected 5% increase in staff salaries- raised from 4% per budget. Pupil support salaries projected decrease of $69K due to one termination and Open position removed from forecast.
- **Classified Salaries: Projected decrease by $235K-** mainly due to projected decrease in Instructional salaries by $248K as only 5 positions filled out of 10 positions that were budgeted- open positions removed from forecast. Other Classified Salaries projected increase of $33.5K as new position added
- **Benefits: Projected decrease by $177.8K-** overall decrease in all benefit categories with larger variances in Health and Welfare by $64K- as forecast updated for previous invoice amounts-plan participation varies from approved budget which estimates all eligible employees will participate. PERS projected decrease of $56K as per decrease in overall Classified salary amounts
- **Books and Supplies projected decrease by $119K-** mainly due to non-cap equipment decrease of $122K as purchases for smaller items like laptops decreased- many of these items were purchased in P/Y and charged to grants. Food Services projected decrease od $65K due to decrease in enrollment and ADA
- **Subsagreement Services projected decrease by $247K-** mainly due to projected increase Special Education by $65K as additional services are needed- supported by increase in SPED revenue. Also, projected increase in Substitute Teacher expense by $148K. A minimal amount was budgeted however expenses are projected to be higher as in-person instruction has resumed. Other Educational Expenses decrease by $464K- as this line item is used for placeholder for ESSER funds- and will adjust as reporting occurs and expenditures allocated accordingly- ESSER II and ESSER III funds are mainly being used for salary expense.
- **Operations projected increase by $41K-**mainly due to projected $38.8K increase in Utilities, forecast update as per prior months invoices.
- **Professional Services: Projected decrease by $62K-** various changes in all expense categories with largest variances in the following:. Professional Development decrease by $28K and Special Activities by $22K as less field trips due to Covid.

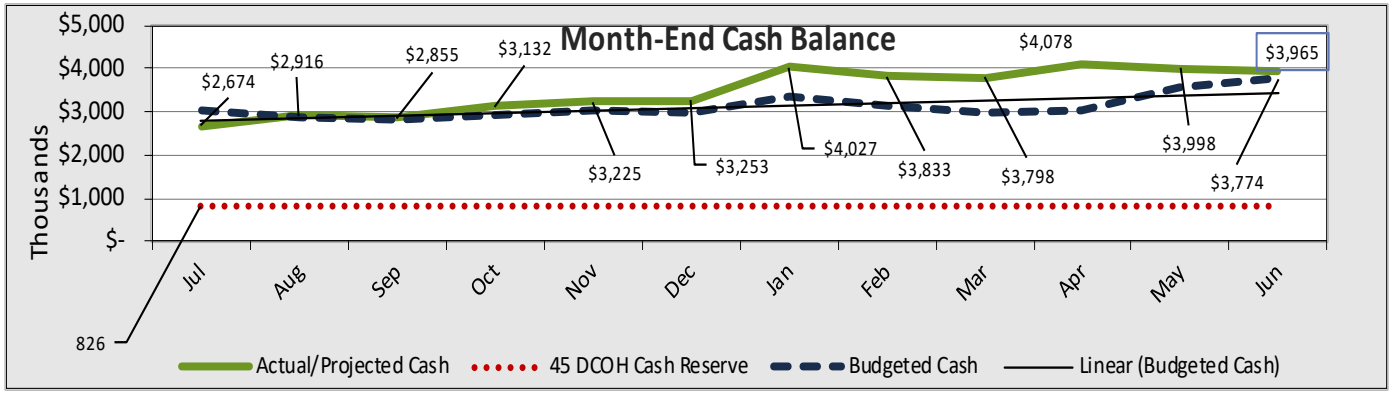
TAT – Fund Balance

- Net assets projected at year-end well over 3% reserve of $201K.
- Includes of combined intercompany receivables of $419K to be cleared by June 2022

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	$ 776,293	$ (691,705)	$ 1,467,998	$ 657,593	$ 311,327	$ 346,266
Beginning Fund Balance	4,683,995	4,683,995		4,683,995	4,683,995	
Ending Fund Balance	$ 5,460,288	$ 3,992,289		$ 5,341,588	$ 4,995,322	
As a % of Annual Expenses	*81.5%*	*53.1%*		*79.7%*	*66.4%*	

TAT – Cash Balance

- Positive Cash Balance projected at year-end at $3.9M/216 DCOH- which is above $826K or 45-DCOH bond requirement- Bond calculation allows for inclusion of current unrestricted receivables at year- end of approx. $188K (ADCOH is 225)
- The debt service coverage ratio is currently forecasted at 2.693 bond requirement is 1.20- (surplus plus rent expense divided by rent payments)
- Includes $419K of intercompany receivables to be transferred before year-end
- Includes $545K in State Deferral payments received September 2021
- $443K Federal and State AR excluded from cash as funds may not be received by year-end.



CHARTER IMPACT

TEACH Tech Charter High School

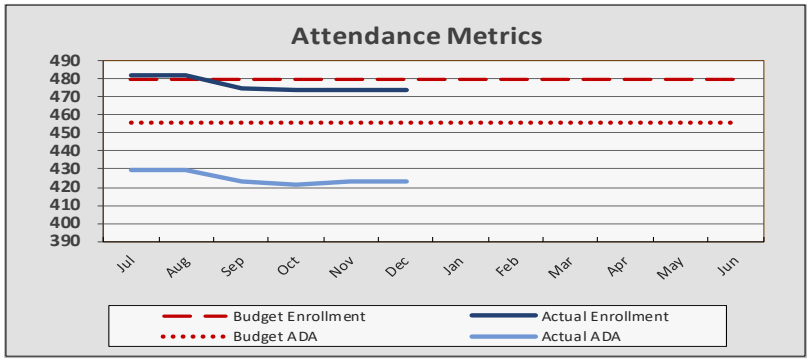
Monthly Financial Presentation – May 2022

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Average Actual	Forecast	Budget
Average Enrollment	477	477	480
ADA	425	404	456
Attendance Rate	89.1%	84.7%	95.0%
Unduplicated %	95.5%	95.5%	95.5%
Revenue per ADA		$21,429	$19,657
Expenses per ADA		$16,184	$17,897

Attendance Metrics



Apportionments from July 2021-January 2022 were funded based on Spring 2021 P2 amounts of 396. Apportionments from February- May 2022 will be funded based on Fall P1 ADA @ 422.86. Apportionments from June 2022- January 2023 will be based on Spring 2022 P2 of 404

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,944,771	$ 4,936,996	$ 7,775	$ 5,639,430	$ 6,153,668	$ (514,238)
Federal Revenue	1,685,558	1,020,256	665,301	1,724,108	1,522,276	201,832
Other State Revenue	905,095	1,041,957	(136,862)	1,262,497	1,287,555	(25,058)
Other Local Revenue	35,927	-	35,927	35,927	-	35,927
Total Revenue	**$ 7,571,351**	**$ 6,999,210**	**$ 572,141**	**$ 8,661,962**	**$ 8,963,499**	**$ (301,537)**

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue Projected decrease of $514K-** mainly due to ADA decrease of 52 compared to approved budget/ Although there was an increase in the Concentration Grant Component of the LCFF from 50% to 65%- the additional funds variance has been absorbed by the ADA decrease- the additional funds based on lower ADA must still be expended to increase the number of staff providing direct services which can include custodial staff as Concentration Grant Component of the LCFF has been increased from 50% to 65%

Federal Revenue: projected increase of $269K- consist of the following:

- **SPED projected increase of $28K-**as per increase in SPED rate which offset decrease in ADA
- **Child Nutrition projected decrease of $49K-** as per decrease in ADA and consumption rates compared to budget
- **Title I projected increase of $20.9K-** updated to agree to latest schedule from CDE
- **Other Federal Revenue projected increase $275K** as remaining ESSER I funds of $7K were recognized in FY21/22. Title IV funds of $11.2K added per updated CDE schedule. Recognized $360K in ESSER III Funding

- **Other State Revenue projected to increase by $92K-** mainly due to SB740 decrease of $32.9K as per decrease in projected ADA// ELO forecasted revenue updated- will exclude recognition of Federal portion until FY22/23

- **Other Local Revenue projected to increase by $35.9K-** mainly due to receipt of E-Rate funds

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,502,581	$ 1,878,885	$ 376,304	$ 1,762,210	$ 2,057,481	$ 295,271
Classified Salaries	469,655	663,909	194,253	553,914	725,272	171,357
Benefits	513,670	668,401	154,731	588,743	729,834	141,091
Books and Supplies	651,359	1,196,477	545,118	726,290	1,260,800	534,510
Subagreement Services	262,554	523,170	260,616	341,904	578,517	236,613
Operations	195,506	254,253	58,747	214,150	277,400	63,250
Facilities	736,361	818,746	82,384	814,167	893,177	79,010
Professional Services	1,214,962	1,423,693	208,731	1,480,800	1,583,052	102,252
Depreciation	54,810	50,875	(3,935)	59,770	55,500	(4,270)
Interest	-	-	-	-	-	-
Total Expenses	**$ 5,601,457**	**$ 7,478,407**	**$ 1,876,950**	**$ 6,541,948**	**$ 8,161,034**	**$ 1,619,086**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Certificated Salaries-projected decrease by $295K-**
  - Teachers' salaries projected decrease of $98K – as 21 teachers budgeted however only 20 positions filled. Unfilled positions removed from forecast
  - Teacher Extra hours- projected increase of $70K and represents stipends paid to teachers with additional credentials
  - Administrators Salaries projected to decrease by $155K as reclassed one position for Other Certificated and removed Open Director position from forecast
  - Other Certificated Salaries projected decrease of $106K – as Counselor position reclassed to Pupil Support as well as 1 termination

- **Classified Salaries- projected of decrease by $171K-**
  - Projected Instructional Salaries decrease by $116K as only 7 positions filled out of 10 positions that were budgeted. Unfilled positions removed from forecast.
  - Support salaries projected to increase by $21K as actual salaries for 2 budgeted positions were higher than budgeted amounts.
  - Clerical Salaries projected to decrease by $76K as budgeted for 4 positions however only 3 positions are filled.

- **Benefits -projected decrease of $141K**- mainly due to projected STRS decrease of $43K as per decrease in projected Certificated Salaries. Health and Welfare projected decrease by $49K as forecast updated for previous invoice amounts-plan participation varies from approved budget which estimates all eligible employees will participate. Workers' compensation projected decrease of $22.4K as forecast updated per prior months' invoices.

TTHS - Expense

- **Books and Supplies projected decrease of $534.5K-** mainly due to
  - Textbooks and Reference materials combined decrease of $118K- combined YTD was $96K was sufficient for annual needs
  - Software projected decrease of $79K as some software costs are over capitalization threshold and are considered assets- $21K in YTD- software cost are in fixed assets
  - Non-Cap projected decrease of $156.8K as forecast updated to average monthly spending-this variance could change if additional items are to be purchased
  - Food Services projected decrease of $146K as per decrease on ADA- cost is based on consumption rates- and attendance percentage.

- **Subagreement Services projected decrease of $236.6K-** mainly due to
  - Special Education projected decrease of $37.9K as per decrease in services outside services needed
  - Substitute Teacher projected increase of $68K- minimal amount was budgeted however expenses are projected to be higher as in-person instruction has resumed.
  - Other Educational consultants projected decrease of $302K. The amount budgeted in this category was $300K as was used a place holder for ESSER III funds. ESSER III funds will be used mainly for salaries as per approved ESSER III plan

- **Operations and Housekeeping projected decrease of $63K-**mainly due to projected decrease in Communications Management by $64K as expense adjusted to invoicing and consistent with prior year costs.

- **Facilities, Repairs and Other Leases projected decrease of $79K-** mainly due to projected decrease in Repairs and Maintenance of $63K as some repairs were the capitalization policy and are considered assets. $81K in YTD Leasehold Improvements Assets

- **Professional/ Consulting Services projected decrease of $102K- mainly due to:** Projected Professional Development decrease of $55K as PD session in-house// Projected Special Activities decrease of $38K as field trips etc. decreased due to COVID //

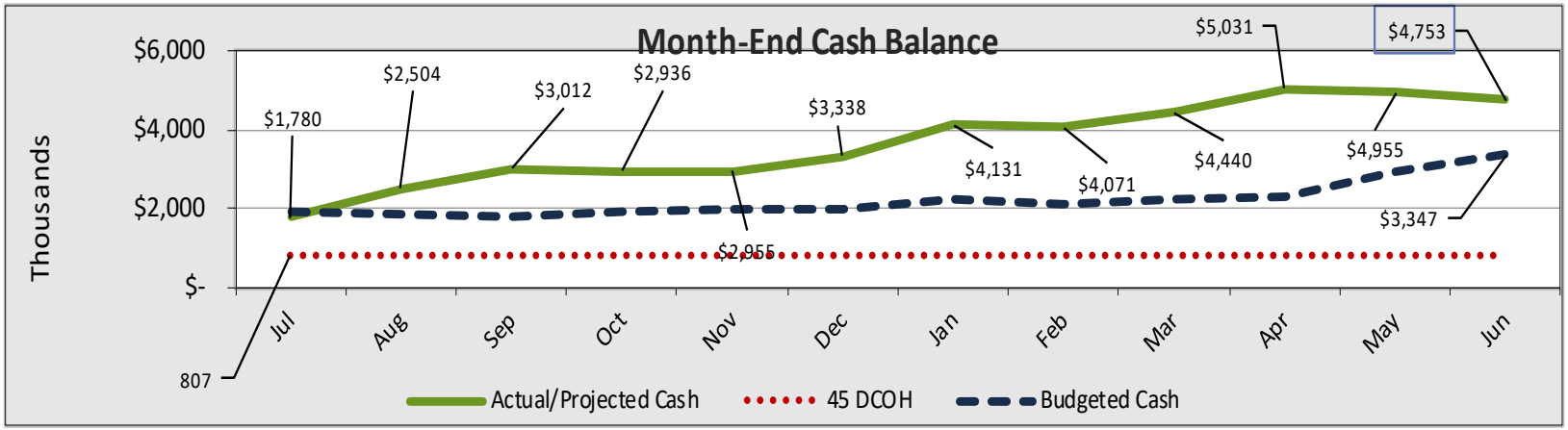
TTHS – Fund Balance

- Net asset projected to end positively above 3% reserve requirement of $196K
- Includes ($152K) of payables to be transferred before year-end

	Year-to-Date			*Annual/Full Year*		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,969,894**	**$ (479,197)**	**$ 2,449,091**	**$ 2,120,014**	**$ 802,465**	**$ 1,317,549**
Beginning Fund Balance	4,027,093	4,027,093		4,027,093	4,027,093	
Ending Fund Balance	**$ 5,996,987**	**$ 3,547,895**		**$ 6,147,107**	**$ 4,829,557**	
As a % of Annual Expenses	*91.7%*	*43.5%*		*94.0%*	*59.2%*	

TTHS – Cash Balance

- Positive Cash Balance projected at year-end at $4.7M/265 DCOH- Bond Requirement is $808K or 45-DCOH- Bond calculation allows for inclusion unrestricted receivables at year end of $199K in which projected (A)DCOH is 276
- The debt service coverage ratio is currently forecasted at 4.3 Bond requirement is 1.20- (surplus (less deferred adjustments) plus rent payments divided by rent payments)
- Includes ($152K) of intercompany payables before year-end
- Includes $903K in State Deferrals received in September 2021
- State and Federal AR of $580K not included in cash as funds may not be received before 6.30.2022



CHARTER IMPACT

TEACH Prep Elementary School

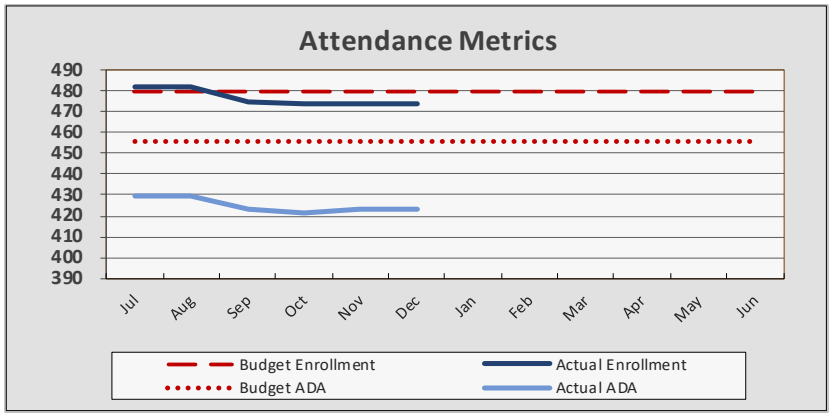
Monthly Financial Presentation – May 2022

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	260	261	271
ADA	224	221	257
Attendance Rate	85.9%	84.7%	95.0%
Unduplicated %	97.0%	97.0%	97.0%
Revenue per ADA		$20,364	$17,109
Expenses per ADA		$17,401	$16,371

Attendance Metrics



Apportionments from July 2021-January 2022 were funded based on Spring 2021 P2 amounts of 179. Apportionments from February- May 2022 will be funded based on Fall P1 ADA @ 221. Apportionments from June 2022- January 2023 will be based on Spring 2022 P2 of 221

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 2,332,577	$ 2,454,149	$ (121,572)	$ 2,749,991	$ 3,050,851	$ (300,860)
Federal Revenue	978,880	419,596	559,284	1,056,040	685,618	370,422
Other State Revenue	529,271	511,532	17,739	693,595	660,527	33,068
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$ 3,840,727**	**$ 3,385,277**	**$ 455,450**	**$ 4,499,626**	**$ 4,396,996**	**$ 102,630**

- **State- Aid Revenue projected to decrease by $300.8K-** mainly due to Enrollment/ADA decreases of 10/36 respectively compared to approved budget/ Although there was an increase in the Concentration Grant Component of the LCFF from 50% to 65%- the additional funds variance has been absorbed by the Enrollment/ADA decrease- the additional funds based on lower ADA must still be expended to increase the number of staff providing direct services which can include custodial staff as Concentration Grant Component of the LCFF has been increased from 50% to 65%

- **Federal Revenue: projected increase of $370K-** consist of the following:
  - **Child Nutrition projected increase of $87K-** as per increase in reimbursement rates- also includes summer lunch services reimbursements- consumption rates appear above budgeted amount
  - **Title I projected increase of $51K-** updated to agree to latest schedule from CDE
  - **Other Federal Revenue projected increase $215.7K-** as per updated $10K Title IV allocation per CDE schedule also $186K forecasted for recognition of ESSER III

- **Other State Revenue projected to increase $33K-** Prior Year Revenue projected increase of $14K- due to FY20 and FY SB740 True-up as well as $2K Lottery True-Up. Projected increase in Other State Revenue by $58K due to Educator Effectiveness Block Grant of $32.6K and forecasted ELO $32K. SB740 projected decrease of $50K as per decrease in ADA

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 750,426	$ 856,344	$ 105,918	$ 874,802	$ 938,252	$ 63,450
Classified Salaries	279,144	380,568	101,424	329,662	415,511	85,850
Benefits	289,370	325,461	36,091	330,895	355,342	24,447
Books and Supplies	400,969	726,755	325,786	466,893	768,341	301,447
Subagreement Services	210,205	131,860	(78,345)	296,698	145,100	(151,598)
Operations	86,532	103,024	16,491	96,154	112,400	16,246
Facilities	564,415	561,799	(2,615)	614,862	612,872	(1,990)
Professional Services	596,093	734,070	137,977	794,972	821,200	26,229
Depreciation	35,848	35,108	(739)	39,148	38,300	(848)
Interest	791	-	(791)	791	-	(791)
Total Expenses	**$ 3,213,793**	**$ 3,854,989**	**$ 641,196**	**$ 3,844,876**	**$ 4,207,318**	**$ 362,442**

Note: Variance explanation(s) on next slide

TES - Expense

- **Certificated Salaries- projected of decrease by $63.4**K-mainly due to Pupil Support Salaries decrease by $28K as budgeted position not filled and cost removed from forecast. Other Certificated Salaries decreased by $60K as position budgeted at full cost, however the position cost is now expensed on other school location.

- **Classified Salaries- projected decrease of $85.8K**-mainly due to Instructional Salaries projected decrease of $45K as 7 positions budgeted however only 5 positions filled. Unfilled positions removed from forecast. Support Salaries projected decrease $21K as budgeted position higher than actual

- **Books And Supplies Projected decrease of $301K**: mainly due to

  - Combined YTD Textbooks and References decreased by $120.8K as YTD expenses were $9.1K and deemed sufficient for annual needs
  - Software projected decrease of $21K- Annual software purchases were lower than budgeted amounts
  - Office expense projected decrease of $21K
  - Non- Cap Equipment projected decrease of $105K- as YTD expenditures only total $34K- forecasted projected were slightly reduced

TES - Expense

- **Subagreement Services increase of $151.5K-** Educational Consultants projected increase of $142.7K as after-school costs have been added to forecast for services.

- **Professional Services projected decrease of $26K-** mainly due to various increases withing this category:

  - Professional development projected to decrease by $29.4K as PD cost were in-house

  - Printing projected to decrease by $26.8K as there were only $1.5k in expense cost during first half of year- forecasted amounts reduced

  - Management Fee projected to increase by $57K- as additional costs projected for CMO salaries that will be coded to ESSER III funds

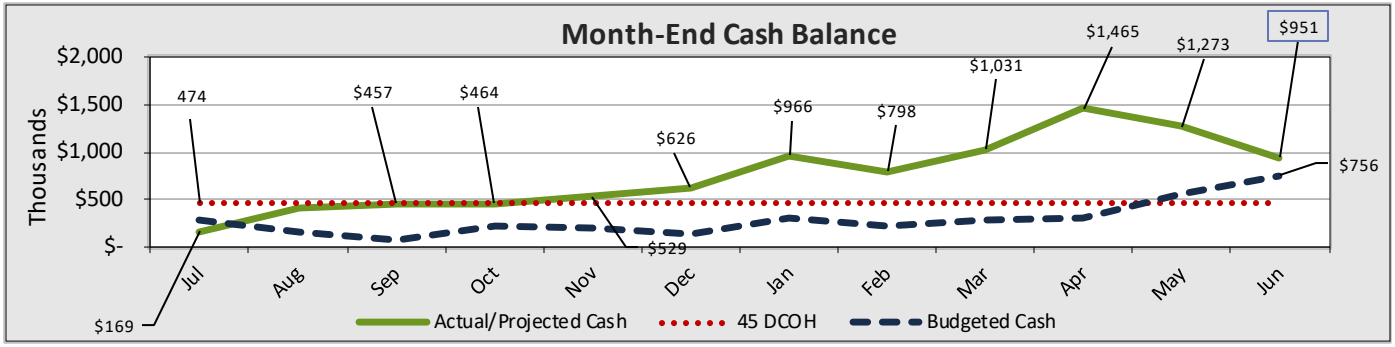
TES – Fund Balance

- Surplus $654K forecasted at year-end.
- Net asset projected to end positively above 5% reserve requirement of $192K

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 626,934**	**$ (469,712)**	**$ 1,096,646**	**$ 654,750**	**$ 189,678**	**$ 465,071**
Beginning Fund Balance	1,206,369	1,206,369		1,206,369	1,206,369	
Ending Fund Balance	**$ 1,833,303**	**$ 736,657**		**$ 1,861,118**	**$ 1,396,047**	
As a % of Annual Expenses	*47.7%*	*17.5%*		*48.4%*	*33.2%*	

TES – Cash Balance

- Positive Cash Balance projected at year-end at $950K/90 DCOH- Bond Requirement is $474K or 45-DCOH. Bond calculation allows for unrestricted receivables at year end of $220K (ADCOH is 111)
- The debt service coverage ratio is currently forecasted at 3.00 Bond requirement is 1.20- (surplus (less deferred adjustments) plus rent payments divided by rent payments)
- Includes $416K in Cash State Funding Deferrals received in September 2021
- Includes ($138K) inter company payable amounts to be transferred by June 30, 2022
- Excludes in $565K of State and Federal AR funds as cash may not be received by 6.30.2022



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – May 2022

TPS – Revenue

- Revenue projected to decrease by $37K

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
Other Local Revenue	1,792,929	1,698,345	94,584	2,113,506	2,150,837	(37,331)
Total Revenue	**$ 1,792,929**	**$ 1,698,345**	**$ 94,584**	**$ 2,113,506**	**$ 2,150,837**	**$ (37,331)**

Other Local Revenue projected to decrease by $37K- due to projected decrease in overall revenue for two school locations- Also added additional revenue from schools for use of TPS staff for ESSER related allocations is included in forecast

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 772,258	$ 587,254	$ (185,004)	$ 895,184	$ 637,879	$ (257,305)
Classified Salaries	498,690	438,283	(60,406)	559,024	476,950	(82,074)
Benefits	301,126	274,896	(26,230)	341,263	298,922	(42,341)
Books and Supplies	63,082	75,917	12,835	74,182	81,000	6,818
Subagreement Services	21,278	3,727	(17,551)	21,987	4,100	(17,887)
Operations	66,905	59,432	(7,474)	79,155	65,000	(14,155)
Facilities	61,456	77,799	16,343	68,002	84,872	16,870
Professional Services	50,073	86,313	36,241	58,914	93,940	35,026
Depreciation	10,923	11,917	993	11,885	13,000	1,115
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,845,791**	**$ 1,615,538**	**$ (230,252)**	**$ 2,109,596**	**$ 1,755,663**	**$ (353,933)**

- No next slide for variance explanation(s)

TPS - Expense

- **Certificated Salaries- projected of increase by $257K**
  - Teacher Substitute hours projected increase of $30.7K- as this account is a place holder to calculate projected 5% increase in staff salaries -raised from 4% per budget
  - Administrators Salaries projected to increase by $226K- as per additional 2 employees not on original budget.

- **Classified Salaries- projected increase of $82K**-
  - Support Salaries projected increase of $7.1K- as this account is a place holder to calculate projected 5% increase in staff salaries -raised from 4% per budget.
  - Classified Administrators Salaries projected increase by $60K due to 1 additional employee not on original budget

- **Benefits- projected increase of $42K-** mainly due to projected STRS increase of $37.8K as STRS rates increased to 16.92% vs. 16.02% per approved budget and per increase in salary expense

- **Professional Services- projected decrease of $35K** is mainly due to projected decrease of $45K in management fee for back-office support as these fees are allocated to schools' books

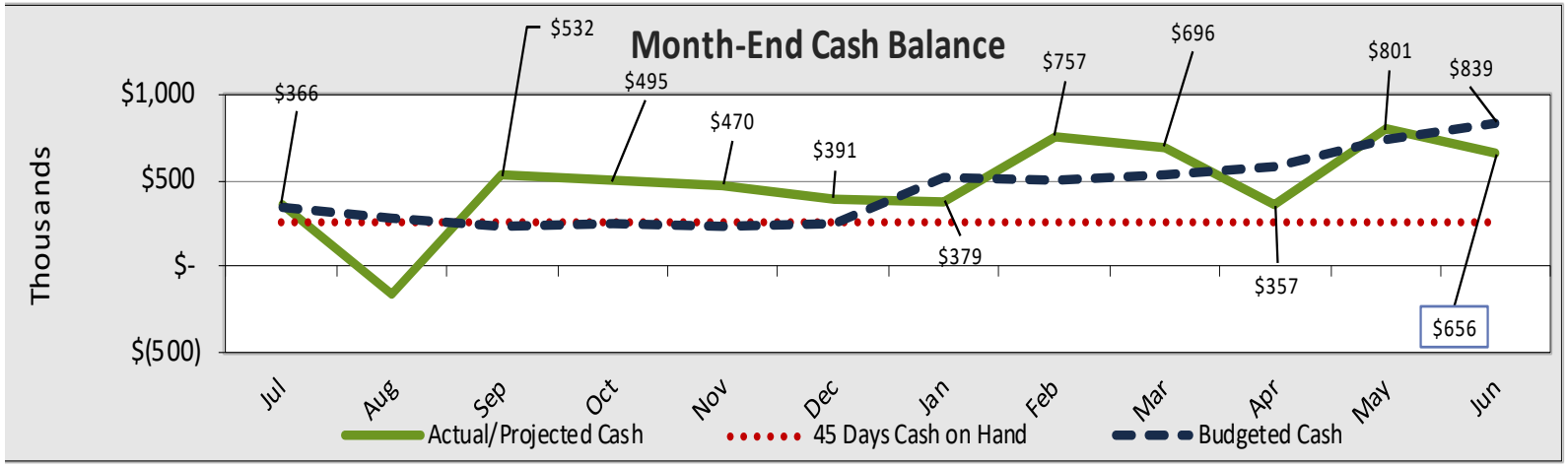
TPS – Fund Balance

- Projected surplus at year-end $3.9K with ending positive fund balance of $620K

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/2022	Budget @ 05/31/2022	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (52,862)**	**$ 82,807**	**$ (135,669)**	**$ 3,910**	**$ 395,174**	**$ (391,264)**
Beginning Fund Balance	617,037	617,037		617,037	617,037	
Ending Fund Balance	**$ 564,175**	**$ 699,844**		**$ 620,947**	**$ 1,012,211**	
As a % of Annual Expenses	*26.7%*	*39.9%*		*29.4%*	*57.7%*	

TPS – Cash Balance

- Positive Cash Balance projected at year-end at $656K
- Includes ($110K) in net intercompany payables to clear before June 30, 2022



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 21/22
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 60-Day Compliance Calendar
- Budget Updates Detailing Additional One-Time Funds and Programs

TEACH Academy of Technologies

CHARTER IMPACT

Monthly Cash Flow/Forecast FY21-22

Revised 7/21/2022

ADA = 351.43

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 422.75	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	138,206	138,206	248,770	248,770	248,770	248,770	248,770	170,966	170,966	170,966	170,966	36,360	**2,240,486**	2,722,357	(481,870)
8012 Education Protection Account	-	-	-	254,155	-	-	254,154	-	104,637	-	-	-	209,348	**822,294**	840,161	(17,867)
8019 State Aid - Prior Year	-	-	1	-	-	-	-	-	(29,425)	29,429	(2)	-	-	**3**	-	3
8096 In Lieu of Property Taxes	76,462	152,924	101,950	101,950	101,949	101,950	101,950	178,412	(11,146)	80,314	80,314	22,733	(58,987)	**1,030,776**	1,202,948	(172,172)
	76,462	291,130	240,157	604,875	350,719	350,720	604,874	427,182	235,032	280,709	251,278	193,699	186,722	**4,093,559**	**4,765,466**	**(671,907)**
Federal Revenue																
8181 Special Education - Entitlement	6,968	13,936	9,291	9,291	9,292	9,291	9,291	16,259	(2,335)	7,202	7,202	7,702	-	**103,390**	82,436	20,954
8220 Federal Child Nutrition	-	-	59,461	-	43,749	64,033	-	51,435	34,252	69,920	-	46,000	-	**368,848**	347,078	21,770
8290 Title I, Part A - Basic Low Income	-	-	54,526	-	-	-	161,588	-	-	-	-	-	1,988	**218,102**	198,803	19,299
8291 Title II, Part A - Teacher Quality	-	-	-	-	6,424	-	-	-	7,416	-	-	-	11,854	**25,694**	24,076	1,618
8296 Other Federal Revenue	-	-	270,634	3,467	-	-	454,275	-	-	349,731	-	40,102	-	**1,118,210**	1,098,805	19,405
8299 Prior Year Federal Revenue	-	1	-	-	-	-	-	-	-	(9,090)	-	-	-	**(9,089)**	-	(9,089)
	6,968	13,937	393,912	12,758	59,465	73,324	625,154	67,694	39,333	417,763	7,202	93,804	13,842	**1,825,154**	**1,751,199**	**73,956**
Other State Revenue																
8311 State Special Education	17,959	35,918	23,945	33,975	26,305	26,305	26,305	46,034	(6,609)	20,392	20,392	20,392	-	**291,313**	264,219	27,094
8520 Child Nutrition	-	-	4,362	-	3,158	4,586	-	3,545	2,410	4,727	-	5,000	-	**27,788**	32,852	(5,064)
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	237,047	-	-	95,756	95,756	**428,559**	460,755	(32,196)
8550 Mandated Cost	-	-	-	-	-	7,477	-	-	-	-	-	-	-	**7,477**	7,325	152
8560 State Lottery	-	-	-	-	-	-	32,045	-	-	28,230	-	-	9,660	**69,935**	87,509	(17,575)
8598 Prior Year Revenue	-	-	7,164	-	0	52,773	(1,873)	4,507	-	-	-	-	-	**62,571**	-	62,571
8599 Other State Revenue	-	-	-	44,158	-	-	189,154	-	-	106,853	-	156,273	36,593	**533,031**	465,904	67,127
	17,959	35,918	35,472	78,133	29,464	91,141	245,630	54,086	232,848	160,202	20,392	277,421	142,009	**1,420,674**	**1,318,564**	**102,109**
Other Local Revenue										-	-					
8689 Other Fees and Contracts	2,715	-	-	-	-	-	-	-	-	-	-	-	-	**2,715**	-	2,715
8990 Contributions, Restricted	-	-	-	-	-	-	15,548	-	938	-	-	-	-	**16,486**	-	16,486
	2,715	-	-	-	-	-	15,548	-	938	-	-	-	-	**19,201**	**-**	**19,201**
										-	-					
Total Revenue	**104,104**	**340,985**	**669,540**	**695,766**	**439,647**	**515,184**	**1,491,207**	**548,961**	**508,150**	**858,673**	**278,872**	**564,925**	**342,573**	**7,358,588**	**7,835,229**	**(476,641)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	37,210	119,908	103,194	105,083	84,225	99,765	105,410	113,420	111,482	109,891	105,573	118,400	-	**1,213,562**	1,211,511	(2,051)
1170 Teachers' Substitute Hours	-	-	-	-	315	-	-	-	-	-	-	116,069	-	**116,384**	99,971	(16,413)
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	32,978	-	560	500	-	1,500	-	-	**35,538**	-	(35,538)
1200 Pupil Support Salaries	9,417	12,374	12,374	12,374	12,374	13,376	5,915	5,915	5,915	5,915	5,915	5,915	-	**107,781**	176,828	69,047
1300 Administrators' Salaries	9,333	9,333	9,333	9,333	9,333	12,133	9,800	9,800	9,800	9,800	9,800	9,800	-	**117,600**	112,000	(5,600)
1900 Other Certificated Salaries	1,915	1,915	1,915	1,915	(7,661)	-	-	-	-	-	-	1,892	-	**1,892**	68,127	66,235
	57,875	143,531	126,817	128,706	98,587	158,252	121,125	129,695	127,697	125,606	122,788	252,077	-	**1,592,757**	**1,668,437**	**75,680**
Classified Salaries																
2100 Instructional Salaries	8,693	15,716	22,648	16,991	14,516	15,670	11,797	16,176	14,349	14,863	14,364	15,661	-	**181,443**	429,907	248,464
2200 Support Salaries	-	-	-	-	15,359	7,600	2,310	4,048	3,487	3,322	3,190	5,027	-	**44,342**	60,320	15,978
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	40,705	-	**40,705**	41,767	1,061
2400 Clerical and Office Staff Salaries	7,564	9,425	11,985	14,767	13,928	15,293	10,864	15,768	14,640	13,240	14,375	14,033	-	**155,883**	122,320	(33,563)
2900 Other Classified Salaries	14,813	11,602	12,854	13,391	(2,124)	7,814	7,716	9,888	8,294	10,126	8,919	10,053	-	**113,347**	116,480	3,133
	31,071	36,743	47,487	45,149	41,679	46,377	32,687	45,880	40,770	41,551	40,848	85,480	-	**535,720**	**770,794**	**235,073**
Benefits										-	-					
3101 STRS	9,793	24,285	21,457	21,777	13,212	20,822	20,494	21,942	21,801	21,253	20,522	45,004	-	**262,362**	267,284	4,922
3202 PERS	6,128	8,112	10,879	10,344	9,549	9,071	7,489	10,511	9,322	9,125	9,145	21,328	-	**121,003**	177,360	56,357
3301 OASDI	1,918	2,269	2,936	2,791	2,576	3,264	2,018	2,836	2,519	2,568	2,524	5,772	-	**33,989**	47,789	13,800
3311 Medicare	1,287	2,611	2,524	2,518	2,036	2,965	2,228	2,544	2,441	2,422	2,371	5,206	-	**31,153**	35,369	4,216
3401 Health and Welfare	7,562	8,022	5,712	10,825	5,550	9,795	8,963	14,383	10,097	9,126	12,000	10,375	-	**112,409**	175,500	63,091
3501 State Unemployment	181	2,949	1,425	896	683	324	5,733	2,771	783	322	131	980	-	**17,178**	22,050	4,872
3601 Workers' Compensation	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	-	**14,098**	34,149	20,051
3901 Other Benefits	387	766	750	725	(24)	617	377	301	220	220	220	2,855	-	**7,412**	18,000	10,588
	28,429	50,189	46,858	51,050	34,756	48,032	48,477	56,463	48,358	46,210	48,087	92,694	-	**599,603**	**777,501**	**177,897**

TEACH Academy of Technologies

CHARTER IMPACT

Monthly Cash Flow/Forecast FY21-22

Revised 7/21/2022

ADA = 351.43

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies											-	-					
4100	Textbooks and Core Materials	-	59,022	5,366	-	-	-	1,357	-	-	-	(4,041)	-	-	**61,704**	69,400	7,696
4302	School Supplies	-	3,368	1,245	5,885	1,651	3,425	1,802	35	3,135	2,863	7,652	2,500	-	**33,562**	19,600	(13,962)
4305	Software	9,711	5,251	7,469	8,272	6,936	6,727	14,272	8,613	9,262	5,727	5,010	16,000	-	**103,249**	75,000	(28,249)
4310	Office Expense	177	7,609	5,049	5,213	2,918	3,461	2,167	4,102	4,051	3,580	5,949	8,000	-	**52,277**	18,000	(34,277)
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	372	8	-	**381**	100	(281)
4400	Noncapitalized Equipment	728	2,192	7,820	50,401	1,883	736	-	-	11,124	1,145	913	15,000	-	**91,942**	214,100	122,158
4700	Food Services	-	21,245	22,025	49,300	28,443	25,764	-	42,700	28,508	28,508	28,931	39,000	-	**314,424**	379,930	65,506
		10,616	98,686	48,975	119,071	41,831	40,114	19,597	55,451	56,080	41,823	44,786	80,508	-	**657,538**	**776,730**	**119,192**
Subagreement Services											-						
5101	Nursing	-	-	-	-	-	250	-	-	-	-	-	17	-	**267**	200	(67)
5102	Special Education	-	7,215	19,791	19,791	-	-	39,107	66,306	-	3,711	-	88,000	-	**243,921**	178,700	(65,221)
5103	Substitute Teacher	-	-	10,891	14,202	30,085	13,878	13,404	12,605	8,604	3,588	7,108	35,104	-	**149,469**	700	(148,769)
5105	Security	1,625	1,075	4,950	2,350	1,600	2,107	550	6,330	3,591	2,000	-	7,500	-	**33,679**	29,600	(4,079)
5106	Other Educational Consultants	-	-	15,116	-	-	41,073	1,500	22,831	111,962	70,007	-	38,848	-	**301,336**	766,572	465,236
		1,625	8,290	50,748	36,343	31,685	57,308	54,561	108,072	124,157	79,307	7,108	169,468	-	**728,671**	**975,772**	**247,101**
Operations and Housekeeping											-	-					
5201	Auto and Travel	-	-	-	-	632	-	-	-	-	-	-	-	-	**632**	-	(632)
5300	Dues & Memberships	-	-	-	1,091	-	-	-	-	-	-	-	67	-	**1,158**	1,000	(158)
5400	Insurance	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	5,356	4,900	-	**63,812**	70,800	6,988
5501	Utilities	-	6,328	6,231	5,928	4,367	10,623	4,413	8,332	8,334	8,916	5,902	7,500	-	**76,875**	39,600	(37,275)
5502	Janitorial Services	1,469	2,350	1,469	1,530	2,531	2,410	2,594	2,533	2,533	2,533	3,174	2,500	-	**27,627**	17,400	(10,227)
5900	Communications	3,841	4,352	4,450	(2,244)	4,260	5,432	2,606	4,391	3,061	3,235	3,368	4,000	-	**40,753**	46,700	5,947
5901	Postage and Shipping	-	65	-	35	4,015	-	-	6	-	-	4,280	250	-	**8,651**	3,000	(5,651)
		10,666	18,451	17,506	11,696	21,161	23,821	14,969	20,617	19,284	20,040	22,079	19,217	-	**219,507**	**178,500**	**(41,007)**
Facilities, Repairs and Other Leases																	
5601	Rent	71,786	71,786	71,786	71,786	71,786	71,785	71,786	71,786	71,786	71,786	71,786	72,748	-	**862,390**	872,972	10,582
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	(962)	-	**(962)**	(11,544)	(10,582)
5603	Equipment Leases	-	4,470	3,745	3,745	3,745	3,745	9,281	3,745	3,745	4,563	3,745	3,745	-	**48,278**	44,100	(4,178)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	17	-	**17**	300	283
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	58	-	**58**	900	842
5610	Repairs and Maintenance	1,143	5,588	5,837	2,018	1,530	2,315	646	1,138	4,933	3,939	2,771	9,000	-	**40,858**	23,000	(17,858)
		72,929	81,845	81,368	77,549	77,061	77,846	81,713	76,669	80,464	80,288	78,302	84,606	-	**950,639**	**929,728**	**(20,910)**
Professional/Consulting Services																	
5801	IT	-	2,142	-	-	-	-	-	-	2,970	-	-	117	-	**5,228**	1,700	(3,528)
5802	Audit & Taxes	-	-	4,305	-	-	-	-	2,940	-	-	-	-	-	**7,245**	11,800	4,555
5803	Legal	-	-	875	-	-	-	-	6,000	-	-	-	367	-	**7,241**	5,200	(2,041)
5804	Professional Development	-	2,000	-	(1,000)	1,125	1,000	3,200	-	-	-	-	9,438	-	**15,763**	44,076	28,313
5805	General Consulting	-	1,538	-	2,735	518	2,373	-	165	-	-	1,248	530	-	**9,106**	6,300	(2,806)
5806	Special Activities/Field Trips	-	-	-	-	-	-	547	-	2,695	450	1,962	6,891	-	**12,545**	35,000	22,455
5807	Bank Charges	-	15	-	-	-	-	-	-	15	-	-	-	-	**30**	100	70
5808	Printing	3,546	-	2,320	-	-	1,032	-	-	441	-	616	6,000	-	**13,955**	4,600	(9,355)
5809	Other taxes and fees	-	810	407	1,447	500	-	7,511	20	20	-	-	420	-	**11,135**	5,000	(6,135)
5810	Payroll Service Fee	-	354	289	374	-	367	535	261	-	378	288	217	-	**3,062**	3,100	38
5811	Management Fee	16,842	39,754	70,816	73,658	48,902	56,078	148,875	57,799	55,409	88,709	33,703	68,987	$ 114,143	**873,674**	881,463	7,789
5812	District Oversight Fee	2,793	5,585	3,724	3,724	3,723	3,724	3,724	6,516	696	3,031	3,031	1,937	(1,272)	**40,936**	47,655	6,719
5813	County Fees	-	-	-	-	2,374	-	-	2,141	-	-	2,115	-	1,625	**8,254**	7,800	(454)
5814	SPED Encroachment	16,314	32,628	21,752	21,752	21,751	21,752	21,752	38,066	3,865	17,689	17,689	17,689	-	**252,700**	268,446	15,747
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	2,333	2,825	-	2,500	-	**7,658**	8,700	1,042
		39,495	84,825	104,489	102,689	78,893	86,326	186,144	113,907	68,445	113,082	60,651	115,091	114,496	**1,268,532**	**1,330,940**	**62,409**

Powered by BoardOnTrack

TEACH Academy of Technologies

CHARTER IMPACT

Monthly Cash Flow/Forecast FY21-22

Revised 7/21/2022

ADA = 351.43

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Depreciation										-	-					
6900 Depreciation Expense	11,389	11,272	10,973	11,116	11,045	11,045	11,045	11,045	11,074	11,298	9,994	11,272	-	**132,568**	115,500	(17,068)
	11,389	11,272	10,973	11,116	11,045	11,045	11,045	11,045	11,074	11,298	9,994	11,272	-	**132,568**	**115,500**	**(17,068)**
Interest										-	-					
7438 Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,460**	-	(15,460)
	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,460**	**-**	**(15,460)**
Total Expenses	**265,383**	**535,119**	**536,509**	**584,657**	**437,986**	**550,409**	**571,606**	**619,086**	**577,617**	**560,494**	**435,932**	**911,701**	**114,496**	**6,700,995**	**7,523,902**	**822,907**
Monthly Surplus (Deficit)	**(161,279)**	**(194,135)**	**133,031**	**111,109**	**1,662**	**(35,224)**	**919,601**	**(70,125)**	**(69,467)**	**298,179**	**(157,060)**	**(346,776)**	**228,077**	**657,593**	**311,327**	**346,266**
Cash Flow Adjustments															2.693	
Monthly Surplus (Deficit)	(161,279)	(194,135)	133,031	111,109	1,662	(35,224)	919,601	(70,125)	(69,467)	298,179	(157,060)	(346,776)	228,077	**657,593**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	11,389	11,272	10,973	11,116	11,045	11,045	11,045	11,045	11,074	11,298	9,994	11,272	-	**132,568**		
Public Funding Receivables	423,328	210,697	219,839	(14,420)	4,598	257,737	(125,029)	13,639	18,318	(144,789)	137,339	(40,102)	(342,573)	**618,582**		
Grants and Contributions Rec.	4,896	-	-	-	-	-	-	-	-	-		(76,546)	-	**(71,650)**		
Due To/From Related Parties	(164,019)	122,834	(340,242)	238,807	(36,031)	(191,985)	92,720	(141,033)	(31,482)	61,637	(141,369)	419,022	-	**(111,140)**		
Prepaid Expenses	(96,841)	27,244	(7,992)	5,598	3,957	16,934	(2,345)	(4,093)	15,918	23,345	24,984	-	-	**6,709**		
Accounts Payable	(65,587)	(78)	78	-	-	83	(83)	14,654	(14,654)	92,172	(92,172)	-	114,496	**48,909**		
Accrued Expenses	(17,701)	(34,207)	(131)	(41,713)	(822)	(25,489)	8,639	(13,146)	25,089	31,001	(64,423)	-	-	**(132,903)**		
Other Liabilities	(1,509)	102,865	(71,586)	(24,706)	113,128	(674)	(126,471)	(674)	17,948	(65,479)	210,971	-	-	**153,813**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	(4,284)	-	-	-	-	(3,240)	(23,101)	(3,838)	-	-	**(34,463)**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	-	-	**(48,761)**		
Total Change in Cash	(71,755)	242,060	(60,461)	277,074	93,104	27,993	773,644	(194,166)	(34,929)	279,831	(80,008)	(33,130)				
Cash, Beginning of Month	2,745,308	2,673,553	2,915,613	2,855,152	3,132,226	3,225,330	3,253,323	4,026,967	3,832,801	3,797,872	4,077,702	3,997,695				
													226	ADCOH		
Cash, End of Month	**2,673,553**	**2,915,613**	**2,855,152**	**3,132,226**	**3,225,330**	**3,253,323**	**4,026,967**	**3,832,801**	**3,797,872**	**4,077,702**	**3,997,695**	**3,964,564**	**216**	**DCOH**		

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 7/21/2022

ADA = 404.22

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 456.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	213,928	213,928	385,071	385,071	385,071	385,071	385,071	433,559	433,559	433,559	433,557	285,523	**4,372,968**	4,764,906	(391,938)
8012 Education Protection Account	-	-	-	19,785	-	-	19,785	-	23,817	-	-	-	17,457	**80,844**	91,200	(10,356)
8019 State Aid - Prior Year	-	(48)	48	-	-	-	-	-	(5,361)	21,444	(5,361)	(5,359)	(5,359)	**4**	-	4
8096 In Lieu of Property Taxes	69,637	139,276	92,850	92,850	92,850	92,850	92,850	162,487	197,954	91,585	91,585	67,439	(98,600)	**1,185,614**	1,297,562	(111,948)
	69,637	353,156	306,826	497,706	477,921	477,921	497,706	547,558	649,969	546,588	519,783	495,637	199,021	**5,639,430**	**6,153,668**	**(514,238)**
Federal Revenue																
8181 Special Education - Entitlement	6,346	12,693	8,462	8,462	8,461	8,462	8,462	14,808	16,535	8,213	8,213	8,213	-	**117,330**	88,920	28,410
8220 Federal Child Nutrition	-	-	43,395	-	35,146	64,751	-	48,825	37,638	65,036	-	18,115	-	**312,907**	362,601	(49,695)
8290 Title I, Part A - Basic Low Income	-	-	45,490	-	-	-	133,246	-	-	-	-	-	3,225	**181,961**	160,989	20,972
8291 Title II, Part A - Teacher Quality	-	-	-	-	5,448	-	-	-	7,348	-	-	-	8,997	**21,793**	19,962	1,831
8296 Other Federal Revenue	-	-	275,875	2,808	-	-	458,102	-	-	360,693	-	67,394	-	**1,164,872**	889,804	275,068
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	(7,361)	-	-	-	**(7,361)**	-	(7,361)
	6,346	12,693	373,222	11,270	49,055	73,213	599,810	63,633	61,521	426,581	8,213	93,722	12,222	**1,791,502**	**1,522,276**	**269,226**
Other State Revenue																
8311 State Special Education	16,356	32,711	21,808	30,942	23,957	23,957	23,957	41,925	46,820	23,254	23,254	26,638	-	**335,579**	285,000	50,579
8520 Child Nutrition	-	-	3,109	-	2,463	4,611	-	3,372	2,532	4,348	-	3,000	-	**23,435**	34,321	(10,886)
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	243,751	-	-	110,140	110,140	**464,031**	496,994	(32,964)
8550 Mandated Cost	-	-	-	-	-	18,930	-	-	-	-	-	-	-	**18,930**	18,830	100
8560 State Lottery	-	-	-	-	-	-	29,286	-	-	25,800	-	-	25,354	**80,440**	94,392	(13,952)
8598 Prior Year Revenue	-	-	-	(2,250)	-	(954)	4,995	-	-	-	-	-	-	**1,791**	-	1,791
8599 Other State Revenue	-	-	-	42,036	-	-	214,125	-	-	-	-	14,736	-	**270,897**	358,017	(87,120)
	16,356	32,711	24,917	70,728	26,420	46,544	272,363	45,297	293,103	53,402	23,254	154,514	135,494	**1,195,103**	**1,287,555**	**(92,452)**
Other Local Revenue											-					
8990 Contributions, Restricted	-	-	-	-	-	-	34,912	-	1,016	-	-	-	-	**35,927**	-	35,927
	-	-	-	-	-	-	34,912	-	1,016	-	-	-	-	**35,927**	**-**	**35,927**
											-					
Total Revenue	**92,339**	**398,561**	**704,965**	**579,704**	**553,396**	**597,678**	**1,404,791**	**656,489**	**1,005,608**	**1,026,571**	**551,250**	**743,873**	**346,737**	**8,661,962**	**8,963,499**	**(301,537)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	33,704	117,048	113,345	82,616	98,457	97,749	102,809	116,596	116,345	110,267	105,881	116,596	-	**1,211,412**	1,309,873	98,462
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	113,067	-	**113,067**	115,621	2,553
1175 Teachers' Extra Duty/Stipends	1,500	-	-	-	2,957	50,970	1,000	-	3,080	200	10,500	-	-	**70,207**	-	(70,207)
1200 Pupil Support Salaries	14,997	10,813	12,167	12,167	6,750	8,775	6,750	6,750	6,750	6,750	6,750	6,750	-	**106,168**	109,334	3,166
1300 Administrators' Salaries	15,500	15,500	15,500	13,122	6,667	13,083	2,250	15,500	15,500	15,500	22,167	15,490	-	**165,779**	320,882	155,103
1900 Other Certificated Salaries	8,187	8,188	8,188	1,915	21,857	8,154	6,273	6,273	6,273	6,273	6,273	7,726	-	**95,578**	201,772	106,194
	73,888	151,548	149,199	109,819	136,688	178,732	119,082	145,118	147,947	138,990	151,570	259,629	-	**1,762,210**	**2,057,481**	**295,271**
Classified Salaries											-					
2100 Instructional Salaries	4,842	14,405	20,519	18,756	22,967	29,650	11,356	25,937	21,141	14,692	21,608	19,554	-	**225,424**	341,714	116,290
2200 Support Salaries	-	-	-	-	38,338	14,217	8,214	9,930	8,940	8,379	9,365	10,823	-	**108,206**	86,944	(21,262)
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	37,318	-	**37,318**	40,129	2,811
2400 Clerical and Office Staff Salaries	7,094	9,319	11,010	7,689	7,828	7,475	4,421	9,414	7,706	5,671	7,971	9,500	-	**95,096**	171,714	76,618
2900 Other Classified Salaries	11,227	17,031	19,796	16,606	(21,277)	(3,624)	7,000	9,100	8,485	7,680	8,782	7,064	-	**87,871**	84,770	(3,100)
	23,163	40,755	51,325	43,051	47,856	47,718	30,991	54,381	46,271	36,421	47,725	84,259	-	**553,914**	**725,272**	**171,357**
Benefits																
3101 STRS	12,248	25,642	25,244	18,581	20,273	21,879	20,044	24,554	25,347	23,517	24,123	44,518	-	**285,972**	329,609	43,636
3202 PERS	-	394	(394)	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301 OASDI	1,516	2,532	3,169	2,665	2,963	4,234	1,981	3,367	2,865	2,254	2,955	5,592	-	**36,094**	44,967	8,873
3311 Medicare	1,394	2,769	2,884	2,197	2,655	3,262	2,171	2,882	2,806	2,533	2,879	5,121	-	**33,552**	40,350	6,798
3401 Health and Welfare	15,731	14,209	12,707	14,605	15,977	13,490	13,915	15,386	11,680	17,239	13,336	12,834	-	**171,109**	221,000	49,891
3501 State Unemployment	488	1,620	1,209	617	478	550	5,854	3,364	957	153	33	1,127	-	**16,449**	26,950	10,501
3601 Workers' Compensation	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,724	-	**16,466**	38,959	22,492
3901 Other Benefits	1,624	2,433	2,327	1,619	2,416	2,820	1,567	2,473	2,491	2,478	2,697	4,157	-	**29,100**	28,000	(1,100)
	34,341	50,939	48,486	41,624	46,103	47,576	46,873	53,367	47,485	49,513	47,363	75,073	-	**588,743**	**729,834**	**141,091**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 7/21/2022

ADA = 404.22

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	1,815	16,346	38,890	-	-	(7,283)	-	-	-	-	-	10,000	-	**59,768**	150,000	90,232
4200	Books and Reference Materials	-	22,259	9,820	14,346	-	-	-	-	-	-	-	-	-	**46,425**	75,000	28,575
4302	School Supplies	332	1,728	15,436	7,976	12,700	-	6,732	4,684	4,024	5,964	483	9,182	-	**69,241**	93,878	24,637
4305	Software	9,468	15,939	7,910	8,999	8,584	21,876	4,332	10,213	11,376	5,333	4,517	12,000	-	**120,546**	200,000	79,454
4310	Office Expense	2,400	5,512	8,007	1,496	2,088	1,618	1,246	1,774	4,176	1,146	3,271	3,750	-	**36,484**	45,000	8,516
4311	Business Meals	-	-	-	-	220	-	-	-	-	-	-	-	-	**220**	-	(220)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	4,910	5,850	3,392	46,250	31,955	1,406	6,622	-	13,917	2,608	1,195	25,000	-	**143,105**	300,000	156,895
4700	Food Services	-	4,964	27,725	29,479	29,729	24,097	-	39,109	29,336	29,336	21,726	15,000	-	**250,501**	396,922	146,421
		18,925	72,599	111,180	108,547	85,276	41,713	18,932	55,780	62,829	44,386	31,193	74,932	-	**726,290**	**1,260,800**	**534,510**
Subagreement Services												-					
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	4,332	10,168	10,284	230	-	17,011	101,109	-	16,739	-	52,132	-	**212,005**	250,000	37,995
5103	Substitute Teacher	-	-	4,460	2,670	12,038	10,367	6,222	11,099	3,422	6,645	3,458	15,918	-	**76,298**	7,400	(68,898)
5104	Transportation	360	1,000	2,640	1,700	1,600	2,880	2,440	3,200	5,440	1,200	3,000	2,900	-	**28,360**	100	(28,260)
5105	Security	1,037	60	1,427	1,260	1,330	1,330	-	6,797	1,800	1,800	-	7,400	-	**24,241**	18,000	(6,241)
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	1,000	-	**1,000**	303,017	302,017
		1,397	5,392	18,696	15,913	15,198	14,577	25,673	122,204	10,662	26,384	6,458	79,350	-	**341,904**	**578,517**	**236,613**
Operations and Housekeeping												-					
5201	Auto and Travel	-	-	-	-	-	-	-	-	-	-	-	64	-	**64**	700	636
5300	Dues & Memberships	-	-	-	1,091	-	-	-	-	-	-	-	75	-	**1,166**	1,100	(66)
5400	Insurance	5,777	5,777	5,777	5,777	5,777	5,777	5,777	5,777	5,777	5,777	5,777	5,342	-	**68,887**	72,300	3,413
5501	Utilities	421	10,649	11,634	8,161	7,175	6,678	5,569	6,601	6,846	6,847	7,155	7,500	-	**85,235**	74,300	(10,935)
5502	Janitorial Services	2,125	2,125	2,754	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-	2,033	-	**23,914**	27,500	3,586
5900	Communications	3,841	4,954	4,450	(3,767)	4,217	4,282	3,559	2,444	2,212	2,416	2,590	3,500	-	**34,699**	100,000	65,301
5901	Postage and Shipping	-	14	-	40	-	-	-	-	-	-	-	130	-	**184**	1,500	1,316
		12,164	23,519	24,615	13,427	19,294	18,862	17,030	16,947	16,960	17,165	15,522	18,644	-	**214,150**	**277,400**	**63,250**
Facilities, Repairs and Other Leases										-	-	-					
5601	Rent	61,756	61,756	61,756	61,756	61,756	61,756	61,756	61,756	61,756	61,756	61,756	61,769	-	**741,090**	741,228	138
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	(13)	-	**(13)**	(151)	(138)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	42	-	**42**	600	558
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	108	-	**108**	1,500	1,392
5610	Repairs and Maintenance	1,365	5,100	11,801	4,539	22,336	1,208	2,730	2,878	2,165	1,035	1,884	15,899	-	**72,940**	150,000	77,060
		63,121	66,857	73,557	66,295	84,092	62,964	64,486	64,634	63,922	62,791	63,640	77,806	-	**814,167**	**893,177**	**79,010**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	4,670	-	-	67	-	**4,737**	900	(3,837)
5802	Audit & Taxes	-	-	4,305	-	-	-	-	2,940	-	-	-	-	-	**7,245**	11,700	4,455
5803	Legal	-	-	875	-	-	-	-	-	-	-	-	17	-	**891**	200	(691)
5804	Professional Development	-	2,175	699	(1,000)	-	-	1,000	-	-	1,000	835	5,000	-	**9,709**	64,962	55,253
5805	General Consulting	-	500	175	-	-	2,373	175	-	6,790	6,965	3,408	2,500	-	**22,885**	25,000	2,115
5806	Special Activities/Field Trips	-	-	1,200	7,641	-	-	-	4,125	12,391	3,150	3,310	5,000	-	**36,817**	75,000	38,183
5807	Bank Charges	-	-	-	-	-	-	-	-	71	-	-	-	-	**71**	-	(71)
5808	Printing	-	7,398	-	-	-	836	-	-	441	-	-	2,104	-	**10,779**	25,400	14,621
5809	Other taxes and fees	-	1,100	407	1,671	1,175	-	-	20	-	-	-	280	-	**4,654**	3,100	(1,554)
5810	Payroll Service Fee	-	354	289	374	-	367	535	261	-	378	288	267	-	**3,112**	3,600	488
5811	Management Fee	15,811	45,052	74,010	62,460	59,611	63,818	140,494	68,089	102,571	104,563	59,407	81,206	143,212	**1,020,304**	1,008,394	(11,910)
5812	District Oversight Fee	3,048	6,096	4,065	4,065	4,064	4,065	4,065	7,113	10,138	4,140	4,140	4,956	(3,561)	**56,394**	61,537	5,142
5813	County Fees	-	-	-	-	1,673	-	-	1,790	-	-	1,803	-	1,600	**6,865**	7,200	336
5814	SPED Encroachment	14,858	29,713	19,810	19,810	19,811	19,810	19,810	34,668	49,356	20,171	20,171	22,611	-	**290,600**	289,560	(1,040)
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	2,333	2,825	-	580	-	**5,738**	6,500	762
		33,717	92,388	105,835	95,021	86,334	91,269	166,079	119,005	188,762	143,191	93,361	124,587	141,251	**1,480,800**	**1,583,052**	**102,252**
Depreciation												-					
6900	Depreciation Expense	3,378	3,972	4,285	7,124	4,972	4,960	4,960	4,772	5,547	5,420	5,420	4,960		**59,770**	55,500	(4,270)
		3,378	3,972	4,285	7,124	4,972	4,960	4,960	4,772	5,547	5,420	5,420	4,960	-	**59,770**	**55,500**	**(4,270)**
Total Expenses		**264,094**	**507,969**	**587,178**	**500,820**	**525,812**	**508,370**	**494,105**	**636,210**	**590,384**	**524,262**	**462,252**	**799,239**	**141,251**	**6,541,948**	**8,161,034**	**1,619,086**
Monthly Surplus (Deficit)		**(171,755)**	**(109,408)**	**117,787**	**78,885**	**27,584**	**89,308**	**910,686**	**20,279**	**415,224**	**502,308**	**88,998**	**(55,366)**	**205,486**	**2,120,014**	**802,465**	**1,317,549**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 7/21/2022

ADA = 404.22

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															4.314	
Monthly Surplus (Deficit)	(171,755)	(109,408)	117,787	78,885	27,584	89,308	910,686	20,279	415,224	502,308	88,998	(55,366)	205,486	**2,120,014**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	3,378	3,972	4,285	7,124	4,972	4,960	4,960	4,772	5,547	5,420	5,420	4,960	-	**59,770**		
Public Funding Receivables	65,204	531,006	586,929	12,221	(11,042)	241,747	(59,979)	(5,713)	12,028	(225,951)	149,857	-	(346,737)	**949,571**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	(36,907)	275,600	(157,006)	(72,868)	(12,596)	48,172	156,938	(141,559)	72,083	215,459	(264,279)	(152,097)	-	**(69,061)**		
Prepaid Expenses	(50,577)	7,710	6,752	7,572	10,344	22,187	(6,979)	2,205	17,821	4,659	6,587	-	-	**28,281**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(29,743)	-	-	-	-	41	(41)	50,654	(50,654)	21,432	(21,432)	-	141,251	**111,509**		
Accrued Expenses	31,009	(47,821)	(158)	(61,739)	-	(23,875)	13,713	(13,713)	527	43,479	(40,925)	-	-	**(99,504)**		
Other Liabilities	(41)	84,480	(50,987)	(37,636)	(41)	(41)	(225,976)	22,838	(40)	40,918	(40)	-	-	**(166,564)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(21,275)	-	(9,508)	-	-	-	-	(103,133)	(16,678)	-	-	-	**(150,594)**		
Total Change in Cash	(189,432)	724,265	507,603	(75,950)	19,221	382,499	793,322	(60,238)	369,403	591,047	(75,815)	(202,503)				
Cash, Beginning of Month	1,969,433	1,780,001	2,504,266	3,011,869	2,935,919	2,955,139	3,337,639	4,130,961	4,070,723	4,440,127	5,031,173	4,955,358				
													276	ADCOH		
Cash, End of Month	**1,780,001**	**2,504,266**	**3,011,869**	**2,935,919**	**2,955,139**	**3,337,639**	**4,130,961**	**4,070,723**	**4,440,127**	**5,031,173**	**4,955,358**	**4,752,855**	265	**DCOH**		

TEACH Prep

Monthly Cash Flow/Forecast FY21-22

Revised 7/25/2022

ADA = 224.86

CHARTER IMPACT

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**257.45**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	82,877	82,877	282,847	149,179	149,179	214,207	149,179	179,773	179,773	179,773	179,773	216,047	**2,045,484**	2,266,779	(221,295)
8012	Education Protection Account	-	-	-	8,930	-	-	8,930	-	15,715	-	-	-	11,397	**44,972**	51,490	(6,518)
8019	State Aid - Prior Year	-	1	(1)	-	-	-	-	-	(2,420)	9,678	(2,420)	(2,419)	(2,419)	**-**	-	-
8096	In Lieu of Property Taxes	31,431	62,862	53,171	53,171	46,556	51,911	51,911	90,844	80,279	48,511	73,853	34,564	(19,529)	**659,535**	732,582	(73,047)
		31,431	145,740	136,047	344,948	195,735	201,090	275,048	240,023	273,347	237,962	251,206	211,918	205,496	**2,749,991**	**3,050,851**	**(300,860)**
Federal Revenue																	
8181	Special Education - Entitlement	2,864	5,729	4,846	4,846	4,243	4,731	4,731	8,279	6,519	4,350	6,659	5,000	-	**62,797**	50,203	12,594
8220	Federal Child Nutrition	-	-	31,730	-	33,493	61,621	-	46,752	32,985	58,473	-	30,000	-	**295,055**	207,904	87,152
8290	Title I, Part A - Basic Low Income	-	-	21,081	-	-	-	82,400	-	-	-	-	-	-	**103,481**	52,400	51,081
8291	Title II, Part A - Teacher Quality	-	-	-	0	2,512	-	-	-	9,281	-	-	-	1,331	**13,124**	6,749	6,375
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	2,925	-	(2,925)	**-**	-	-
8296	Other Federal Revenue	-	-	125,495	2,500	-	-	232,080	-	-	180,265	-	43,754	-	**584,094**	368,363	215,732
8299	Prior Year Federal Revenue	-	-	-	(0)	-	-	-	-	-	(2,511)	-	-	-	**(2,511)**	-	(2,511)
		2,864	5,729	183,152	7,346	40,248	66,352	319,211	55,031	48,785	240,577	9,584	78,754	(1,594)	**1,056,040**	**685,618**	**370,422**
Other State Revenue																	
8311	State Special Education	7,382	14,765	12,488	17,720	12,012	13,394	13,394	23,440	18,458	12,317	18,269	15,000	-	**178,639**	160,906	17,733
8520	Child Nutrition	-	-	2,328	-	2,457	4,521	-	3,327	2,289	4,059	-	3,300	-	**22,281**	19,679	2,602
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	110,018	-	-	60,206	60,206	**230,430**	280,595	(50,165)
8550	Mandated Cost	-	-	-	-	-	3,074	-	-	-	-	-	-	-	**3,074**	3,107	(33)
8560	State Lottery	-	-	-	-	-	-	13,228	-	-	11,654	-	-	19,089	**43,971**	53,292	(9,321)
8598	Prior Year Revenue	-	-	-	(811)	-	12,971	2,088	-	-	-	-	-	-	**14,249**	-	14,249
8599	Other State Revenue	-	-	-	41,635	-	-	63,462	-	-	89,332	-	6,523	-	**200,952**	142,948	58,004
		7,382	14,765	14,816	58,545	14,469	33,961	92,172	26,767	130,765	117,361	18,269	85,029	79,295	**693,595**	**660,527**	**33,068**
Total Revenue		**41,677**	**166,234**	**334,015**	**410,838**	**250,452**	**301,403**	**686,431**	**321,821**	**452,897**	**595,900**	**279,059**	**375,701**	**283,197**	**4,499,626**	**4,396,996**	**102,630**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	34,687	56,922	56,922	56,922	56,922	54,866	58,365	59,833	61,453	69,964	65,889	60,051	-	**692,799**	680,951	(11,848)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	53,685	-	**53,685**	48,695	(4,990)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	15,654	-	-	-	-	-	1,364	-	**17,017**	15,000	(2,017)
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	28,333	28,333
1300	Administrators' Salaries	8,833	8,833	8,833	8,833	8,833	11,483	9,275	9,275	9,275	9,275	9,275	9,275	-	**111,300**	105,272	(6,028)
1900	Other Certificated Salaries	1,915	1,915	1,915	1,915	(7,660)	-	-	-	-	-	-	-	-	**-**	60,000	60,000
		45,435	67,671	67,671	67,671	58,096	82,003	67,640	69,108	70,728	79,239	75,164	124,375	-	**874,802**	**938,252**	**63,450**
Classified Salaries																	
2100	Instructional Salaries	8,760	11,899	17,150	14,520	14,838	15,655	13,355	21,948	16,157	9,599	13,217	13,248	-	**170,345**	215,431	45,087
2200	Support Salaries	-	6,720	3,630	3,030	2,690	3,581	2,030	3,450	2,850	2,160	3,300	3,467	-	**36,907**	58,240	21,333
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	22,883	-	**22,883**	25,360	2,477
2400	Clerical and Office Staff Salaries	3,940	4,915	5,720	3,800	3,900	5,998	2,805	5,560	4,640	3,788	4,350	4,853	-	**54,269**	58,240	3,971
2900	Other Classified Salaries	2,583	5,055	3,416	4,114	3,766	3,396	2,208	4,222	3,645	2,862	3,925	6,067	-	**45,257**	58,240	12,983
		15,283	28,589	29,916	25,464	25,194	28,630	20,398	35,180	27,292	18,408	24,791	50,518	-	**329,662**	**415,511**	**85,850**

TEACH Prep

Monthly Cash Flow/Forecast FY21-22

Revised 7/25/2022

ADA = 224.86

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	7,688	11,450	11,450	11,450	9,015	11,261	11,445	11,693	12,097	13,407	12,718	20,601	-	**144,275**	150,308	6,033
3202	PERS	-	929	(929)	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	940	1,765	1,847	1,571	1,554	1,767	1,257	2,173	1,684	1,133	1,529	3,338	-	**20,557**	25,762	5,204
3311	Medicare	867	1,377	1,396	1,327	1,177	1,576	1,258	1,494	1,403	1,398	1,431	2,543	-	**17,248**	19,630	2,382
3401	Health and Welfare	6,694	6,329	6,467	9,309	10,618	9,275	8,517	11,972	11,057	12,258	10,996	9,750	-	**113,241**	110,500	(2,741)
3501	State Unemployment	-	1,204	453	151	-	-	3,240	1,590	576	480	45	660	-	**8,398**	15,190	6,792
3601	Workers' Compensation	652	652	652	652	652	652	652	652	652	652	652	2,455	-	**9,627**	18,953	9,325
3901	Other Benefits	1,130	1,253	1,495	1,495	1,256	1,805	1,387	1,387	1,387	1,387	1,387	2,178	-	**17,548**	15,000	(2,548)
		17,970	24,959	22,831	25,954	24,272	26,336	27,757	30,962	28,857	30,715	28,758	41,525	-	**330,895**	**355,342**	**24,447**
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	960	7,532	-	-	-	-	-	-	-	5,000	-	**13,492**	100,000	86,508
4200	Books and Reference Materials	-	-	-	634	-	-	-	-	-	-	-	5,000	-	**5,634**	40,000	34,366
4302	School Supplies	6,033	15,517	966	17,442	79	372	161	983	753	98	126	5,000	-	**47,530**	85,658	38,128
4305	Software	11,055	9,931	6,914	7,302	5,549	6,920	4,671	7,068	9,210	5,533	4,718	25,000	-	**103,869**	125,000	21,131
4310	Office Expense	-	1,843	4,674	894	1,478	1,251	1,079	2,098	1,842	523	1,265	1,500	-	**18,449**	40,000	21,551
4400	Noncapitalized Equipment	611	6,263	-	23,674	1,284	1,406	-	-	946	-	-	10,000	-	**44,185**	150,000	105,815
4700	Food Services	-	1,599	23,293	29,805	31,210	22,268	-	37,272	26,047	26,047	21,768	14,424	-	**233,734**	227,582	(6,152)
		17,698	35,152	36,808	87,284	39,600	32,217	5,912	47,421	38,798	32,202	27,877	65,924	-	**466,893**	**768,341**	**301,447**
Subagreement Services																	
5102	Special Education	-	2,418	2,607	2,607	-	-	18,144	31,954	-	5,346	-	41,162	-	**104,239**	125,000	20,761
5103	Substitute Teacher	-	-	601	2,385	1,607	1,806	907	8,986	1,086	4,121	924	6,000	-	**28,422**	2,300	(26,122)
5105	Security	287	587	1,511	1,200	1,224	1,170	84	3,102	1,260	1,350	90	4,000	-	**15,865**	12,400	(3,465)
5106	Other Educational Consultants	-	-	-	-	-	-	61,165	15,067	20,232	16,379	-	35,331	-	**148,173**	5,400	(142,773)
		287	3,005	4,719	6,192	2,831	2,976	80,300	59,109	22,577	27,195	1,014	86,493	-	**296,698**	**145,100**	**(151,598)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	-	-	-	36	-	**36**	400	364
5300	Dues & Memberships	-	-	100	1,091	810	-	-	-	-	-	-	108	-	**2,109**	1,500	(609)
5400	Insurance	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	-	**39,139**	32,000	(7,139)
5501	Utilities	-	-	2,520	2,632	-	-	-	-	-	-	-	1,075	-	**6,228**	15,000	8,772
5502	Janitorial Services	880	-	880	880	-	-	-	-	-	-	-	933	-	**3,575**	13,100	9,525
5900	Communications	3,984	4,495	4,593	7,409	4,360	4,217	2,210	2,384	2,212	2,386	2,560	4,167	-	**44,978**	50,000	5,022
5901	Postage and Shipping	-	14	-	(40)	75	-	-	-	-	-	-	40	-	**89**	400	311
		8,126	7,771	11,356	15,235	8,507	7,479	5,471	5,646	5,473	5,648	5,822	9,622	-	**96,154**	**112,400**	**16,246**
Facilities, Repairs and Other Leases													-				
5601	Rent	46,486	46,486	46,486	46,486	46,486	46,486	46,486	46,486	46,486	46,486	46,486	46,598	-	**557,949**	559,172	1,223
5603	Equipment Leases	-	968	932	336	596	2,187	2,543	336	847	2,439	646	425	-	**12,256**	5,900	(6,356)
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	58	-	**58**	800	742
5610	Repairs and Maintenance	1,405	2,378	8,804	11,200	2,714	95	4,423	1,155	2,640	5,428	990	3,367	-	**44,600**	47,000	2,400
		47,891	49,833	56,223	58,023	49,797	48,769	53,453	47,978	49,973	54,354	48,122	50,448	-	**614,862**	**612,872**	**(1,990)**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	83	-	**83**	1,100	1,017
5802	Audit & Taxes	-	-	4,305	-	-	-	-	2,940	-	-	-	-	-	**7,245**	18,000	10,755
5803	Legal	-	-	875	-	-	-	-	-	-	-	-	-	-	**875**	100	(775)
5804	Professional Development	-	7,000	-	(1,000)	1,000	-	4,200	-	1,000	-	-	10,137	-	**22,337**	51,749	29,412
5805	General Consulting	876	1,343	-	-	1,264	2,373	-	-	580	-	590	1,010	-	**8,035**	11,800	3,765
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	30	-	-	909	2,000	-	**2,940**	-	(2,940)
5808	Printing	-	-	-	258	-	836	-	-	441	-	-	500	-	**2,035**	28,900	26,865
5809	Other taxes and fees	-	-	407	1,250	800	-	-	20	20	-	-	10	-	**2,507**	100	(2,407)
5810	Payroll Service Fee	-	354	289	374	-	367	535	261	-	378	288	317	-	**3,162**	4,500	1,338
5811	Management Fee	6,803	18,786	34,575	42,298	26,636	31,552	68,129	36,295	45,944	59,529	29,429	42,184	109,882	**552,041**	494,662	(57,379)
5812	District Oversight Fee	1,225	2,449	2,036	2,037	1,800	1,991	1,991	3,485	3,780	1,923	2,831	2,119	(168)	**27,500**	30,509	3,009
5813	County Fees	-	-	-	-	1,439	-	-	1,484	-	-	1,471	-	1,725	**6,119**	8,100	1,982
5814	SPED Encroachment	6,706	13,412	11,344	11,343	9,935	11,076	11,076	19,382	20,898	10,684	-	26,579	-	**152,435**	163,481	11,046
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	2,333	2,825	-	2,500	-	**7,658**	8,200	542
		15,609	43,343	53,831	56,560	42,874	48,195	85,931	63,897	74,996	75,339	35,518	87,439	111,439	**794,972**	**821,200**	**26,229**

TEACH Prep

Monthly Cash Flow/Forecast FY21-22

Revised 7/25/2022

ADA = 224.86

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Depreciation											-					
6900 Depreciation Expense	2,801	2,801	3,114	3,599	3,272	3,272	3,272	3,272	3,354	3,545	3,545	3,300	-	**39,148**	38,300	(848)
	2,801	2,801	3,114	3,599	3,272	3,272	3,272	3,272	3,354	3,545	3,545	3,300	-	**39,148**	**38,300**	**(848)**
Interest											-					
7438 Interest Expense	-	-	513	71	59	54	53	41	-	-	-	-	-	**791**	-	(791)
	-	-	513	71	59	54	53	41	-	-	-	-	-	**791**	**-**	**(791)**
Total Expenses	**171,101**	**263,122**	**286,981**	**346,052**	**254,501**	**279,931**	**350,186**	**362,614**	**322,049**	**326,645**	**250,613**	**519,644**	**111,439**	**3,844,876**	**4,207,318**	**362,442**
Monthly Surplus (Deficit)	**(129,424)**	**(96,888)**	**47,035**	**64,786**	**(4,048)**	**21,472**	**336,245**	**(40,793)**	**130,848**	**269,255**	**28,446**	**(143,943)**	**171,759**	**654,750**	**189,678**	**465,071**
Cash Flow Adjustments															3.003	
Monthly Surplus (Deficit)	(129,424)	(96,888)	47,035	64,786	(4,048)	21,472	336,245	(40,793)	130,848	269,255	28,446	(143,943)	171,759	**654,750**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	2,801	2,801	3,114	3,599	3,272	3,272	3,272	3,272	3,354	3,545	3,545	3,300	-	**39,148**		
Public Funding Receivables	37,413	201,838	183,112	161,078	(13,945)	35,139	(134,485)	(36,464)	32,111	27,834	(98,781)	(43,754)	(283,197)	**67,898**		
Due To/From Related Parties	100,596	135,296	(174,126)	(123,848)	(35,539)	21,085	108,294	(98,646)	45,403	130,337	(102,420)	(138,153)	-	**(131,721)**		
Prepaid Expenses	(39,748)	8,483	5,628	7,087	9,537	18,154	(3,273)	(1,165)	18,251	4,316	7,331	-	-	**34,600**		
Accounts Payable	(12,533)	-	(190)	190	-	-	-	9,162	(9,162)	35,379	(35,379)	-	111,439	**98,906**		
Accrued Expenses	34,591	(30,054)	13,356	(48,866)	(1,645)	1,332	22,685	182	1,938	11,369	(12,513)	-	-	**(7,625)**		
Other Liabilities	(133)	28,696	(17,510)	(41,768)	110,877	(133)	9,851	(132)	18,033	(33,612)	18,033	-	-	**92,205**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(18,793)	(11,746)	-	-	-	-	(7,840)	(13,943)	-	-	-	**(52,322)**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)		-	-	-	-	**(19,998)**		
Total Change in Cash	(6,437)	250,172	38,294	7,179	65,176	96,988	339,254	(167,915)	232,937	434,481	(191,738)	(322,550)				
Cash, Beginning of Month	175,032	168,595	418,767	457,061	464,240	529,416	626,404	965,658	797,743	1,030,680	1,465,161	1,273,423				
													111	ADCOH		
Cash, End of Month	**168,595**	**418,767**	**457,061**	**464,240**	**529,416**	**626,404**	**965,658**	**797,743**	**1,030,680**	**1,465,161**	**1,273,423**	**950,873**	90	DCOH		

TEACH Public Schools

Monthly Cash Flow/Budget FY21-22

Revised 7/21/2022

ADA = 0.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 0.00	
Other Local Revenue																
8689 Other Fees and Contracts	22,363	86,049	162,309	176,230	134,163	150,386	340,331	177,153	202,863	235,709	105,372	228,188	92,388	**2,113,506**	2,150,837	(37,331)
	22,363	86,049	162,309	176,230	134,163	150,386	340,331	177,153	202,863	235,709	105,372	228,188	92,388	**2,113,506**	**2,150,837**	**(37,331)**
Total Revenue	**22,363**	**86,049**	**162,309**	**176,230**	**134,163**	**150,386**	**340,331**	**177,153**	**202,863**	**235,709**	**105,372**	**228,188**	**92,388**	**2,113,506**	**2,150,837**	**(37,331)**
Expenses																
Certificated Salaries																
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	61,106	-	**61,106**	30,375	(30,731)
1300 Administrators' Salaries	64,718	50,625	54,649	58,674	69,090	109,450	73,601	73,179	72,757	72,757	72,757	61,820	-	**834,078**	607,504	(226,574)
	64,718	50,625	54,649	58,674	69,090	109,450	73,601	73,179	72,757	72,757	72,757	122,926	-	**895,184**	**637,879**	**(257,305)**
Classified Salaries																
2200 Support Salaries	3,240	(3,240)	-	-	-	-	-	-	-	-	-	20,085	-	**20,085**	12,950	(7,135)
2300 Classified Administrators' Salaries	26,392	25,833	25,833	25,833	30,833	47,427	32,325	32,325	32,325	32,325	32,325	27,125	-	**370,902**	310,000	(60,902)
2400 Clerical and Office Staff Salaries	7,583	5,833	5,833	5,833	5,833	9,333	6,125	6,125	6,125	6,125	6,125	6,125	-	**77,000**	70,000	(7,000)
2900 Other Classified Salaries	8,992	6,917	6,917	6,917	6,917	11,067	7,263	7,263	7,263	7,263	7,263	7,000	-	**91,037**	84,000	(7,037)
	46,207	35,343	38,583	38,583	43,583	67,827	45,713	45,713	45,713	45,713	45,713	60,335	-	**559,024**	**476,950**	**(82,074)**
Benefits																
3101 STRS	9,111	7,949	8,630	9,315	11,073	14,313	11,836	11,765	12,118	11,694	11,693	20,551	-	**140,047**	102,188	(37,859)
3301 OASDI	2,804	2,131	2,332	2,371	2,681	4,184	2,809	2,813	2,822	2,813	2,813	3,366	-	**33,940**	29,571	(4,369)
3311 Medicare	1,570	1,238	1,311	1,379	1,602	2,539	1,692	1,687	1,681	1,681	1,681	2,626	-	**20,687**	16,165	(4,522)
3401 Health and Welfare	6,715	7,183	3,231	7,046	7,695	7,342	5,964	8,540	6,857	8,200	10,188	7,500	-	**86,460**	90,000	3,540
3501 State Unemployment	348	(19)	-	-	564	94	2,934	220	38	-	-	366	-	**4,545**	5,390	845
3601 Workers' Compensation	537	7,866	537	537	537	537	537	537	537	537	537	686	-	**13,921**	15,608	1,686
3901 Other Benefits	3,041	2,356	3,059	3,073	3,073	3,703	3,294	3,577	3,859	3,859	3,728	5,041	-	**41,662**	40,000	(1,662)
	24,127	28,705	19,100	23,720	27,225	32,712	29,067	29,138	27,912	28,782	30,639	40,137	-	**341,263**	**298,922**	**(42,341)**
Books and Supplies																
4302 School Supplies	-	1	-	-	-	-	-	-	-	-	-		-	**1**	7,000	6,999
4305 Software	108	108	108	3,198	749	2,269	603	4,772	722	1,818	1,311	1,000	-	**16,767**	12,000	(4,767)
4310 Office Expense	4,295	981	3,861	5,339	1,365	5,001	2,647	5,508	2,156	1,105	(22)	5,000	-	**37,235**	40,000	2,765
4311 Business Meals	-	1,358	-	-	-	-	46	88	452	532	820	1,500	-	**4,796**	2,000	(2,796)
4400 Noncapitalized Equipment	212	2,017	436	208	-	1,145	1,217	4,413	2,030	-	104	3,600	-	**15,382**	20,000	4,618
	4,615	4,466	4,405	8,745	2,114	8,415	4,514	14,781	5,360	3,454	2,213	11,100	-	**74,182**	**81,000**	**6,818**
Subagreement Services																
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	9	-	**9**	100	91
5105 Security	-	6,216	84	-	11,668	105	-	3,145	58	-	1	700	-	**21,978**	4,000	(17,978)
	-	6,216	84	-	11,668	105	-	3,145	58	-	1	709	-	**21,987**	**4,100**	**(17,887)**
Operations and Housekeeping																
5201 Auto and Travel	-	655	310	769	2,218	1,282	2,468	-	2,160	5,091	4,301	8,500	-	**27,754**	9,000	(18,754)
5300 Dues & Memberships	-	-	-	-	-	-	250	-	-	-	-	250	-	**500**	3,000	2,500
5400 Insurance	-	-	-	-	-	-	-	-	-	-	-	500	-	**500**	6,000	5,500
5501 Utilities	-	1,027	996	1,149	1,619	1,182	1,268	1,045	1,625	1,278	865	1,333	-	**13,387**	16,000	2,613
5900 Communications	2,025	1,432	368	3,688	3,955	2,956	2,927	3,068	2,296	2,518	4,737	1,167	-	**31,137**	14,000	(17,137)
5901 Postage and Shipping	618	18	104	18	1,390	18	939	599	57	1,598	18	500	-	**5,878**	5,000	(878)
	2,643	3,131	1,779	5,624	9,181	5,437	7,853	4,712	6,138	10,485	9,921	12,250	-	**79,155**	**65,000**	**(14,155)**

TEACH Public Schools

Monthly Cash Flow/Budget FY21-22

Revised 7/21/2022

ADA = 0.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Facilities, Repairs and Other Leases										-	-					
5601 Rent	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,000**	60,000	-
5603 Equipment Leases	-	-	28	-	-	-	-	-	-	530	-	292	-	**849**	3,500	2,651
5604 Other Leases	-	690	690	690	754	754	754	754	-	-	-	754	-	**5,842**	1,000	(4,842)
5610 Repairs and Maintenance	145	-	-	-	-	-	-	260	155	125	125	500	-	**1,310**	15,000	13,690
	5,145	5,690	5,718	5,690	5,754	5,754	5,754	6,014	5,155	5,655	5,125	6,546	-	**68,002**	**84,872**	**16,870**
Professional/Consulting Services										-	-					
5801 IT	-	-	-	-	-	-	-	-	-	-	-		-	**-**	7,000	7,000
5802 Audit & Taxes	-	2,520	1,155	-	2,205	-	-	-	-	1,208	-	3,465	-	**10,553**	4,600	(5,953)
5803 Legal	-	76	-	10,441	-	-	-	-	-	40	(40)	700	-	**11,217**	2,000	(9,217)
5804 Professional Development	-	-	-	1,390	1,999	2,475	-	3,215	-	-	80	2,500	-	**11,659**	10,000	(1,659)
5805 General Consulting	-	6,752	3,600	(10,352)	-	525	416	2,911	-	6,969	-	700	-	**11,521**	7,000	(4,521)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,200	2,200
5807 Bank Charges	115	110	145	120	110	125	110	110	110	110	110	150	-	**1,425**	1,500	75
5808 Printing	132	-	-	-	-	-	-	258	-	-	-	20	-	**410**	200	(210)
5809 Other taxes and fees	154	-	785	2,647	177	113	206	30	273	738	-	320	-	**5,443**	3,200	(2,243)
5810 Payroll Service Fee	-	20	289	-	1,399	-	-	847	1,036	-	20	687	-	**4,298**	8,240	3,942
5811 Management Fee	-	-	300	-	675	-	375	300	75	225	-	300	-	**2,250**	48,000	45,750
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5815 Public Relations/Recruitment	125	-	-	-	-	-	-	-	-	10	4	-	-	**139**	-	(139)
	526	9,478	6,274	4,245	6,565	3,238	1,107	7,671	1,494	9,300	174	8,842	-	**58,914**	**93,940**	**35,026**
Depreciation										-	-					
6900 Depreciation Expense	962	962	1,001	1,001	1,001	1,001	922	962	933	963	1,216	962	-	**11,885**	13,000	1,115
	962	962	1,001	1,001	1,001	1,001	922	962	933	963	1,216	962	-	**11,885**	**13,000**	**1,115**
									-		-					
Total Expenses	**148,943**	**144,617**	**131,594**	**146,283**	**176,182**	**233,940**	**168,530**	**185,316**	**165,519**	**177,109**	**167,759**	**263,805**	**-**	**2,109,596**	**1,755,663**	**(353,933)**
Monthly Surplus (Deficit)	**(126,580)**	**(58,568)**	**30,716**	**29,948**	**(42,019)**	**(83,554)**	**171,800**	**(8,163)**	**37,345**	**58,600**	**(62,387)**	**(35,617)**	**92,388**	**3,909**	**395,174**	**(391,264)**
Cash Flow Adjustments															**7.823**	
Monthly Surplus (Deficit)	(126,580)	(58,568)	30,716	29,948	(42,019)	(83,554)	171,800	(8,163)	37,345	58,600	(62,387)	(35,617)	92,388	**3,909**	***Coverage 1.20***	
Cash flows from operating activities																
Depreciation/Amortization	962	962	1,001	1,001	1,001	1,001	922	962	933	963	1,216	962	-	**11,885**		
Public Funding Receivables	-	-	-	-	-	-	(5,374)	5,374	-	-	-	-	(92,388)	**(92,388)**		
Due To/From Related Parties	100,330	(533,730)	671,373	(42,090)	84,166	111,172	(364,928)	381,238	(86,004)	(407,434)	508,069	(110,240)	-	**311,921**		
Prepaid Expenses	(8,262)	3,857	(3,086)	(5,305)	766	8,702	(5,179)	(1,130)	8,110	(435)	1,635	-	-	**(327)**		
Accounts Payable	(1,151)	1	-	-	-	-	770	1,806	(2,575)	2,777	(2,778)	-	-	**(1,151)**		
Accrued Expenses	13,566	63,273	(7,681)	(21,276)	(68,291)	(116,965)	190,559	(1,777)	(15,444)	8,442	1,742	-	-	**46,147**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(1,415)	-	-	-	-	-	(3,612)	(1,797)	(4,057)	-	-	**(10,881)**		
Total Change in Cash	(21,135)	(524,205)	690,908	(37,723)	(24,378)	(79,644)	(11,430)	378,309	(61,248)	(338,884)	443,440	(144,895)				
Cash, Beginning of Month	386,721	365,586	(158,619)	532,289	494,566	470,188	390,545	379,114	757,423	696,175	357,291	800,731				
Cash, End of Month	**365,586**	**(158,619)**	**532,289**	**494,566**	**470,188**	**390,545**	**379,114**	**757,423**	**696,175**	**357,291**	**800,731**	**655,836**	**113**	**DCOH**		

Teach Academy of Technology

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 170,966	$ 236,703	$ (65,737)	$ 2,033,160	2,248,951	$ (215,791)	$ 2,722,357
Education Protection Account	-	-	-	612,946	630,121	(17,175)	840,161
State Aid - Prior Year	(2)	-	(2)	3	-	3	-
In Lieu of Property Taxes	80,314	80,980	(666)	1,067,029	1,040,988	26,041	1,202,948
Total State Aid - Revenue Limit	251,278	317,683	(66,405)	3,713,138	3,920,060	(206,922)	4,765,466
Federal Revenue							
Special Education - Entitlement	7,202	7,168	34	95,688	68,101	27,587	82,436
Federal Child Nutrition	-	32,972	(32,972)	322,848	248,161	74,687	347,078
Title I, Part A - Basic Low Income	-	-	-	216,114	198,803	17,311	198,803
Title II, Part A - Teacher Quality	-	-	-	13,840	24,076	(10,236)	24,076
Other Federal Revenue	-	629,122	(629,122)	1,078,107	629,122	448,985	1,098,805
Prior Year Federal Revenue	-	-	-	(9,089)	-	(9,089)	-
Total Federal Revenue	7,202	669,262	(662,060)	1,717,508	1,168,263	549,245	1,751,199
Other State Revenue							
State Special Education	20,392	22,973	(2,581)	270,921	218,272	52,649	264,219
State Child Nutrition	-	3,121	(3,121)	22,788	23,489	(701)	32,852
School Facilities (SB740)	-	115,189	(115,189)	237,047	345,566	(108,519)	460,755
Mandated Cost	-	-	-	7,477	7,325	152	7,325
State Lottery	-	-	-	60,275	44,969	15,306	87,509
Prior Year Revenue	-	-	-	62,571	-	62,571	-
Other State Revenue	-	-	-	340,165	451,559	(111,395)	465,904
Total Other State Revenue	20,392	141,283	(120,891)	1,001,244	1,091,181	(89,937)	1,318,564
Other Local Revenue							
Other Fees and Contracts	-	-	-	2,715	-	2,715	-
Contributions, Restricted	-	-	-	16,486	-	16,486	-
Total Other Local Revenue	-	-	-	19,201	-	19,201	-
Total Revenues	**$ 278,872**	**$ 1,128,228**	**$ (849,356)**	**$ 6,451,091**	**$ 6,179,503**	**$ 271,587**	**$ 7,835,229**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 105,573	$ 105,516	$ (58)	$ 1,095,162	$ 1,105,996	$ 10,833	$ 1,211,511
Teachers' Substitute Hours	-	8,331	8,331	315	91,640	91,325	99,971
Teachers' Extra Duty/Stipends	1,500	-	(1,500)	35,538	-	(35,538)	-
Pupil Support Salaries	5,915	14,736	8,821	101,866	162,092	60,227	176,828
Administrators' Salaries	9,800	9,333	(467)	107,800	102,667	(5,133)	112,000
Other Certificated Salaries	-	5,677	5,677	-	62,450	62,450	68,127
Total Certificated Salaries	122,788	143,593	20,804	1,340,680	1,524,844	184,164	1,668,437
Classified Salaries							
Instructional Salaries	14,364	37,163	22,799	165,783	392,744	226,961	429,907
Support Salaries	3,190	5,027	1,837	39,316	55,293	15,978	60,320
Supervisors' and Administrators' Salaries	-	3,481	3,481	-	38,286	38,286	41,767
Clerical and Office Staff Salaries	14,375	10,193	(4,182)	141,849	112,127	(29,723)	122,320
Other Classified Salaries	8,919	9,707	788	103,293	106,773	3,480	116,480
Total Classified Salaries	40,848	65,570	24,722	450,241	705,223	254,982	770,794
Benefits							
State Teachers' Retirement System, certificated posi	20,522	23,004	2,482	217,358	244,280	26,922	267,284
Public Employees' Retirement System, classified pos	9,145	15,088	5,943	99,675	162,272	62,597	177,360
OASDI/Medicare/Alternative, certificated positions	2,524	4,065	1,541	28,217	43,724	15,506	47,789
Medicare/Alternative, certificated positions	2,371	3,033	662	25,946	32,336	6,390	35,369
Health and Welfare Benefits, certificated positions	12,000	14,625	2,625	102,034	160,875	58,841	175,500
State Unemployment Insurance, certificated positio	131	1,103	971	16,198	20,948	4,750	22,050
Workers' Compensation Insurance, certificated posi	1,175	2,928	1,753	12,923	31,221	18,298	34,149
Other Benefits, certificated positions	220	1,543	1,324	4,557	16,456	11,899	18,000
Total Benefits	48,087	65,389	17,301	506,909	712,112	205,203	777,501

Teach Academy of Technology

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	(4,041)	-	4,041	61,704	69,400	7,696	69,400
Books and Reference Materials	-	-	-	-	600	600	600
School Supplies	7,652	1,633	(6,019)	31,062	17,967	(13,095)	19,600
Software	5,010	6,250	1,240	87,249	68,750	(18,499)	75,000
Office Expense	5,949	1,500	(4,449)	44,277	16,500	(27,777)	18,000
Business Meals	372	8	(364)	372	92	(281)	100
Noncapitalized Equipment	913	-	(913)	76,942	214,100	137,158	214,100
Food Services	28,931	34,539	5,608	275,424	345,391	69,967	379,930
Total Books & Supplies	44,786	43,931	(855)	577,030	732,799	155,769	776,730
Subagreement Services							
Nursing	-	17	17	250	183	(67)	200
Special Education	-	16,245	16,245	155,921	162,455	6,534	178,700
Substitute Teacher	7,108	64	(7,044)	114,365	636	(113,729)	700
Security	-	2,691	2,691	26,179	26,909	730	29,600
Other Educational Consultants	-	76,657	76,657	262,488	689,915	427,427	766,572
Total Subagreement Services	7,108	95,674	88,566	559,203	880,098	320,895	975,772
Operations & Housekeeping							
Auto and Travel	-	-	-	632	-	(632)	-
Dues & Memberships	-	83	83	1,091	917	(174)	1,000
Insurance	5,356	5,900	544	58,912	64,900	5,988	70,800
Utilities	5,902	3,300	(2,602)	69,375	36,300	(33,075)	39,600
Janitorial Services	3,174	1,450	(1,724)	25,127	15,950	(9,177)	17,400
Communications	3,368	3,892	524	36,753	42,808	6,056	46,700
Postage and Shipping	4,280	300	(3,980)	8,401	2,700	(5,701)	3,000
Total Operations & Housekeeping	22,079	14,925	(7,154)	200,290	163,575	(36,715)	178,500
Facilities, Repairs & Other Leases							
Rent	71,786	72,748	962	789,643	800,224	10,582	872,972
Additional Rent	-	(962)	(962)	-	(10,582)	(10,582)	(11,544)
Equipment Leases	3,745	3,675	(70)	44,533	40,425	(4,108)	44,100
Other Leases	-	25	25	-	275	275	300
Real/Personal Property Taxes	-	75	75	-	825	825	900
Repairs and Maintenance	2,771	1,917	(854)	31,858	21,083	(10,774)	23,000
Total Facilities, Repairs & Other Leases	78,302	77,477	(825)	866,033	852,251	(13,782)	929,729
Professional/Consulting Services							
IT	-	142	142	5,112	1,558	(3,553)	1,700
Audit & Taxes	-	-	-	7,245	11,800	4,555	11,800
Legal	-	433	433	6,875	4,767	(2,108)	5,200
Professional Development	-	4,408	4,408	6,325	39,668	33,343	44,076
General Consulting	1,248	630	(618)	8,576	5,670	(2,906)	6,300
Special Activities/Field Trips	1,962	-	(1,962)	5,655	35,000	29,345	35,000
Bank Charges	-	10	10	30	90	60	100
Printing	616	460	(156)	7,955	4,140	(3,815)	4,600
Other Taxes and Fees	-	500	500	10,715	4,500	(6,215)	5,000
Payroll Service Fee	288	258	(30)	2,845	2,842	(4)	3,100
Management Fee	33,703	73,455	39,752	690,544	808,008	117,464	881,463
District Oversight Fee	3,031	3,177	146	40,271	39,201	(1,070)	47,655
County Fees	2,115	-	(2,115)	6,629	5,850	(779)	7,800
SPED Encroachment	17,689	28,992	11,303	235,010	223,508	(11,502)	268,446
Public Relations/Recruitment	-	870	870	5,158	7,830	2,672	8,700
Total Professional/Consulting Services	60,651	113,335	52,685	1,038,944	1,194,432	155,487	1,330,940

Teach Academy of Technology

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	9,994	9,625	(369)	121,296	105,875	(15,421)	115,500
Total Depreciation	9,994	9,625	(369)	121,296	105,875	(15,421)	115,500
Interest							
Interest Expense	1,288	-	(1,288)	14,172	-	(14,172)	-
Total Interest	1,288	-	(1,288)	14,172	-	(14,172)	-
Total Expenses	**$ 435,932**	**$ 629,519**	**$ 193,587**	**$ 5,674,798**	**$ 6,871,209**	**$ 1,196,411**	**$ 7,523,902**
Change in Net Assets	**(157,060)**	**498,709**	**(655,769)**	**776,292**	**(691,706)**	**1,467,998**	**311,327**
Net Assets, Beginning of Period	5,617,348			4,683,995			
Net Assets, End of Period	**5,460,287**			**5,460,287**			

Teach Tech High School

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 433,559	$ 491,187	$ (57,628)	$ 3,653,888	$ 3,782,533	$ (128,645)	$ 4,764,906
Education Protection Account	-	-	-	63,387	68,400	(5,013)	91,200
State Aid - Prior Year	(5,361)	-	(5,361)	10,722	-	10,722	-
In Lieu of Property Taxes	91,585	105,749	(14,164)	1,216,774	1,086,064	130,710	1,297,562
Total State Aid - Revenue Limit	519,783	596,936	(77,153)	4,944,771	4,936,996	7,775	6,153,668
Federal Revenue							
Special Education - Entitlement	8,213	9,166	(953)	109,117	70,588	38,530	88,920
Federal Child Nutrition	-	34,447	(34,447)	294,792	259,260	35,532	362,601
Title I, Part A - Basic Low Income	-	-	-	178,736	160,989	17,747	160,989
Title II, Part A - Teacher Quality	-	-	-	12,796	19,962	(7,166)	19,962
Other Federal Revenue	-	509,458	(509,458)	1,097,478	509,458	588,020	889,804
Prior Year Federal Revenue	-	-	-	(7,361)	-	(7,361)	-
Total Federal Revenue	8,213	553,071	(544,858)	1,685,558	1,020,256	665,301	1,522,276
Other State Revenue							
State Special Education	23,254	29,379	(6,125)	308,941	226,242	82,699	285,000
State Child Nutrition	-	3,261	(3,261)	20,435	24,540	(4,105)	34,321
School Facilities (SB740)	-	124,249	(124,249)	243,751	372,746	(128,995)	496,994
Mandated Cost	-	-	-	18,930	18,830	100	18,830
State Lottery	-	-	-	55,086	41,582	13,504	94,392
Prior Year Revenue	-	-	-	1,791	-	1,791	-
Other State Revenue	-	-	-	256,161	358,017	(101,856)	358,017
Total Other State Revenue	23,254	156,888	(133,634)	905,095	1,041,957	(136,862)	1,287,555
Other Local Revenue							
Contributions, Restricted	-	-	-	35,927	-	35,927	-
Total Other Local Revenue	-	-	-	35,927	-	35,927	-
Total Revenues	**$ 551,250**	**$ 1,306,895**	**$ (755,645)**	**$ 7,571,351**	**$ 6,999,210**	**$ 572,141**	**$ 8,963,499**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 105,881	$ 116,296	$ 10,415	$ 1,094,816	$ 1,193,578	$ 98,761	$ 1,309,873
Teachers' Substitute Hours	-	9,635	9,635	-	105,986	105,986	115,621
Teachers' Extra Duty/Stipends	10,500	-	(10,500)	70,207	-	(70,207)	-
Pupil Support Salaries	6,750	9,111	2,361	99,418	100,223	805	109,334
Administrators' Salaries	22,167	26,740	4,573	150,288	294,142	143,853	320,882
Other Certificated Salaries	6,273	16,814	10,542	87,852	184,958	97,106	201,772
Total Certificated Salaries	151,570	178,596	27,026	1,502,581	1,878,885	376,304	2,057,481
Classified Salaries							
Instructional Salaries	21,608	28,675	7,068	205,870	313,039	107,168	341,714
Support Salaries	9,365	7,970	(1,395)	97,383	78,974	(18,409)	86,944
Supervisors' and Administrators' Salaries	-	3,344	3,344	-	36,785	36,785	40,129
Clerical and Office Staff Salaries	7,971	14,310	6,339	85,596	157,405	71,809	171,714
Other Classified Salaries	8,782	7,064	(1,718)	80,806	77,706	(3,100)	84,770
Total Classified Salaries	47,725	61,363	13,638	469,655	663,909	194,253	725,272
Benefits							
State Teachers' Retirement System, certificat	24,123	28,611	4,488	241,454	300,997	59,543	329,609
OASDI/Medicare/Alternative, certificated pos	2,955	3,805	850	30,502	41,162	10,660	44,967
Medicare/Alternative, certificated positions	2,879	3,479	600	28,431	36,871	8,440	40,350
Health and Welfare Benefits, certificated pos	13,336	18,417	5,081	158,275	202,583	44,308	221,000
State Unemployment Insurance, certificated	33	1,348	1,314	15,322	25,603	10,281	26,950
Workers' Compensation Insurance, certificate	1,340	3,359	2,019	14,743	35,599	20,856	38,959
Other Benefits, certificated positions	2,697	2,414	(283)	24,943	25,586	643	28,000
Total Benefits	47,363	61,433	14,070	513,670	668,401	154,731	729,834

Teach Tech High School

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	49,768	150,000	100,232	150,000
Books and Reference Materials	-	-	-	46,425	75,000	28,575	75,000
School Supplies	483	7,823	7,340	60,059	86,055	25,996	93,878
Software	4,517	16,667	12,149	108,546	183,333	74,787	200,000
Office Expense	3,271	3,750	479	32,734	41,250	8,516	45,000
Business Meals	-	-	-	220	-	(220)	-
Noncapitalized Equipment	1,195	-	(1,195)	118,105	300,000	181,895	300,000
Food Services	21,726	36,084	14,358	235,501	360,839	125,337	396,922
Total Books & Supplies	31,193	64,324	33,131	651,359	1,196,477	545,118	1,260,801
Subagreement Services							
Special Education	-	22,727	22,727	159,874	227,273	67,399	250,000
Substitute Teacher	3,458	673	(2,785)	60,380	6,727	(53,652)	7,400
Transportation	3,000	9	(2,991)	25,460	91	(25,369)	100
Security	-	1,636	1,636	16,841	16,364	(477)	18,000
Other Educational Consultants	-	30,302	30,302	-	272,715	272,715	303,017
Total Subagreement Services	6,458	55,347	48,889	262,554	523,170	260,616	578,517
Operations & Housekeeping							
Auto and Travel	-	64	64	-	636	636	700
Dues & Memberships	-	92	92	1,091	1,008	(83)	1,100
Insurance	5,777	6,025	248	63,545	66,275	2,730	72,300
Utilities	7,155	6,192	(964)	77,735	68,108	(9,627)	74,300
Janitorial Services	-	2,292	2,292	21,881	25,208	3,327	27,500
Communications	2,590	8,333	5,743	31,199	91,667	60,467	100,000
Postage and Shipping	-	150	150	54	1,350	1,296	1,500
Total Operations & Housekeeping	15,522	23,147	7,625	195,506	254,253	58,747	277,400
Facilities, Repairs & Other Leases							
Rent	61,756	61,769	13	679,321	679,459	138	741,228
Additional Rent	-	(13)	(13)	-	(138)	(138)	(151)
Equipment Leases	-	50	50	-	550	550	600
Real/Personal Property Taxes	-	125	125	-	1,375	1,375	1,500
Repairs and Maintenance	1,884	12,500	10,616	57,040	137,500	80,460	150,000
Total Facilities, Repairs & Other Leases	63,640	74,431	10,791	736,361	818,746	82,384	893,177
Professional/Consulting Services							
IT	-	75	75	4,670	825	(3,845)	900
Audit & Taxes	-	-	-	7,245	11,700	4,455	11,700
Legal	-	17	17	875	183	(691)	200
Professional Development	835	6,496	5,661	4,709	58,466	53,757	64,962
General Consulting	3,408	2,500	(908)	20,385	22,500	2,115	25,000
Special Activities/Field Trips	3,310	-	(3,310)	31,817	75,000	43,183	75,000
Bank Charges	-	-	-	71	-	(71)	-
Printing	-	2,540	2,540	8,675	22,860	14,185	25,400
Other Taxes and Fees	-	310	310	4,374	2,790	(1,584)	3,100
Payroll Service Fee	288	300	12	2,845	3,300	455	3,600
Management Fee	59,407	84,033	24,626	795,885	924,361	128,475	1,008,394
District Oversight Fee	4,140	5,969	1,829	54,999	49,370	(5,629)	61,537
County Fees	1,803	-	(1,803)	5,265	5,400	136	7,200
SPED Encroachment	20,171	31,272	11,101	267,988	241,088	(26,901)	289,560
Public Relations/Recruitment	-	650	650	5,158	5,850	692	6,500
Total Professional/Consulting Services	93,361	134,163	40,801	1,214,962	1,423,693	208,731	1,583,052

Teach Tech High School

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	5,420	4,625	(795)	54,810	50,875	(3,935)	55,500
Total Depreciation	5,420	4,625	(795)	54,810	50,875	(3,935)	55,500
Total Expenses	**$ 462,252**	**$ 657,429**	**$ 195,177**	**$ 5,601,457**	**$ 7,478,407**	**$ 1,876,950**	**$ 8,161,034**
Change in Net Assets	**88,998**	**649,466**	**(560,468)**	**1,969,894**	**(479,197)**	**2,449,091**	**802,465**
Net Assets, Beginning of Period	5,907,989			4,027,093			
Net Assets, End of Period	**$ 5,996,986**			**$ 5,996,986**			

Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 179,773	$ 232,533	$ (52,760)	$ 1,649,664	$ 1,801,713	$ (152,049)	$ 2,266,779
Education Protection Account	-	-	-	33,575	38,618	(5,043)	51,490
State Aid - Prior Year	(2,420)	-	(2,420)	4,838	-	4,838	-
In Lieu of Property Taxes	73,853	59,381	14,472	644,500	613,819	30,681	732,582
Total State Aid - Revenue Limit	251,206	291,915	(40,709)	2,332,577	2,454,149	(121,572)	3,050,851
Federal Revenue							
Special Education - Entitlement	6,659	6,087	572	57,797	38,028	19,769	50,203
Federal Child Nutrition	-	19,751	(19,751)	265,055	148,651	116,404	207,904
Title I, Part A - Basic Low Income	-	-	-	103,481	52,400	51,081	52,400
Title II, Part A - Teacher Quality	-	-	-	11,793	6,749	5,044	6,749
Title III - Limited English	2,925	-	2,925	2,925	-	2,925	-
Other Federal Revenue	-	173,768	(173,768)	540,340	173,768	366,572	368,363
Prior Year Federal Revenue	-	-	-	(2,511)	-	(2,511)	-
Total Federal Revenue	9,584	199,606	(190,022)	978,880	419,596	559,284	685,618
Other State Revenue							
State Special Education	18,269	19,511	(1,242)	163,639	121,885	41,754	160,906
State Child Nutrition	-	1,869	(1,869)	18,981	14,070	4,911	19,679
School Facilities (SB740)	-	70,149	(70,149)	110,018	210,446	(100,428)	280,595
Mandated Cost	-	-	-	3,074	3,107	(33)	3,107
State Lottery	-	-	-	24,882	19,075	5,807	53,292
Prior Year Revenue	-	-	-	14,249	-	14,249	-
Other State Revenue	-	-	-	194,429	142,948	51,481	142,948
Total Other State Revenue	18,269	91,529	(73,260)	529,271	511,532	17,739	660,527
Total Revenues	**$ 279,059**	**$ 583,050**	**$ (303,991)**	**$ 3,840,727**	**$ 3,385,277**	**$ 455,450**	**$ 4,396,996**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 65,889	$ 60,465	$ (5,424)	$ 632,748	$ 620,485	$ (12,262)	$ 680,951
Teachers' Substitute Hours	-	4,058	4,058	-	44,637	44,637	48,695
Teachers' Extra Duty/Stipends	-	1,250	1,250	15,654	13,750	(1,904)	15,000
Pupil Support Salaries	-	2,361	2,361	-	25,972	25,972	28,333
Administrators' Salaries	9,275	8,773	(502)	102,025	96,500	(5,525)	105,272
Other Certificated Salaries	-	5,000	5,000	-	55,000	55,000	60,000
Total Certificated Salaries	75,164	81,907	6,743	750,426	856,344	105,918	938,252
Classified Salaries							
Instructional Salaries	13,217	18,078	4,862	157,097	197,353	40,257	215,432
Support Salaries	3,300	4,853	1,553	33,441	53,387	19,946	58,240
Supervisors' and Administrators' Salaries	-	2,305	2,305	-	23,054	23,054	25,360
Clerical and Office Staff Salaries	4,350	4,853	503	49,416	53,387	3,971	58,240
Other Classified Salaries	3,925	4,853	929	39,191	53,387	14,196	58,240
Total Classified Salaries	24,791	34,944	10,153	279,144	380,568	101,424	415,511
Benefits							
State Teachers' Retirement System, certificated po	12,718	13,122	404	123,674	137,186	13,512	150,308
Public Employees' Retirement System, classified pc	-	-	-	-	-	-	-
OASDI/Medicare/Alternative, certificated positions	1,529	2,167	637	17,219	23,595	6,376	25,762
Medicare/Alternative, certificated positions	1,431	1,694	263	14,705	17,935	3,230	19,630
Health and Welfare Benefits, certificated positions	10,996	9,208	(1,788)	103,491	101,292	(2,200)	110,500
State Unemployment Insurance, certificated positi	45	760	715	7,739	14,431	6,692	15,190
Workers' Compensation Insurance, certificated pos	652	1,636	984	7,172	17,317	10,145	18,953
Other Benefits, certificated positions	1,387	1,295	(92)	15,370	13,705	(1,665)	15,000
Total Benefits	28,758	29,881	1,123	289,370	325,461	36,091	355,342

Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	8,492	100,000	91,508	100,000
Books and Reference Materials	-	-	-	634	40,000	39,366	40,000
School Supplies	126	7,138	7,012	42,530	78,520	35,990	85,658
Software	4,718	10,417	5,699	78,869	114,583	35,714	125,000
Office Expense	1,265	3,333	2,068	16,949	36,667	19,718	40,000
Business Meals	-	8	8	-	92	92	100
Noncapitalized Equipment	-	-	-	34,185	150,000	115,815	150,000
Food Services	21,768	20,689	(1,079)	219,310	206,893	(12,417)	227,582
Total Books & Supplies	27,877	41,586	13,709	400,969	726,755	325,786	768,341
Subagreement Services							
Special Education	-	11,364	11,364	63,076	113,636	50,560	125,000
Substitute Teacher	924	209	(715)	22,422	2,091	(20,331)	2,300
Security	90	1,127	1,038	11,865	11,273	(592)	12,400
Other Educational Consultants	-	540	540	112,842	4,860	(107,982)	5,400
Total Subagreement Services	1,014	13,240	12,226	210,205	131,860	(78,345)	145,100
Operations & Housekeeping							
Auto and Travel	-	36	36	-	364	364	400
Dues & Memberships	-	125	125	2,001	1,375	(626)	1,500
Insurance	3,262	2,667	(595)	35,877	29,333	(6,543)	32,000
Utilities	-	1,250	1,250	5,153	13,750	8,597	15,000
Janitorial Services	-	1,092	1,092	2,641	12,008	9,367	13,100
Communications	2,560	4,167	1,606	40,811	45,833	5,022	50,000
Postage and Shipping	-	40	40	49	360	311	400
Total Operations & Housekeeping	5,822	9,376	3,555	86,532	103,024	16,491	112,400
Facilities, Repairs & Other Leases							
Rent	46,486	46,598	111	511,351	512,574	1,223	559,172
Equipment Leases	646	492	(154)	11,831	5,408	(6,422)	5,900
Real/Personal Property Taxes	-	67	67	-	733	733	800
Repairs and Maintenance	990	3,917	2,927	41,233	43,083	1,850	47,000
Total Facilities, Repairs & Other Leases	48,122	51,073	2,950	564,415	561,799	(2,615)	612,872
Professional/Consulting Services							
IT	-	92	92	-	1,008	1,008	1,100
Audit & Taxes	-	-	-	7,245	18,000	10,755	18,000
Legal	-	8	8	875	92	(783)	100
Professional Development	-	5,175	5,175	12,200	46,574	34,374	51,749
General Consulting	590	1,180	590	7,025	10,620	3,595	11,800
Special Activities/Field Trips	909	-	(909)	940	-	(940)	-
Printing	-	2,890	2,890	1,535	26,010	24,475	28,900
Other Taxes and Fees	-	10	10	2,497	90	(2,407)	100
Payroll Service Fee	288	375	87	2,845	4,125	1,280	4,500
Management Fee	29,429	41,222	11,793	399,975	453,440	53,465	494,662
District Oversight Fee	2,831	2,919	88	25,548	24,542	(1,007)	30,509
County Fees	1,471	-	(1,471)	4,394	6,075	1,682	8,100
SPED Encroachment	-	17,656	17,656	125,856	136,114	10,258	163,481
Public Relations/Recruitment	-	820	820	5,158	7,380	2,222	8,200
Total Professional/Consulting Services	35,518	72,347	36,829	596,093	734,070	137,977	821,200

Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	3,545	3,192	(354)	35,848	35,108	(739)	38,300
Total Depreciation	3,545	3,192	(354)	35,848	35,108	(739)	38,300
Interest							
Interest Expense	-	-	-	791	-	(791)	-
Total Interest	-	-	-	791	-	(791)	-
Total Expenses	**$ 250,613**	**$ 337,545**	**$ 86,932**	**$ 3,213,793**	**$ 3,854,989**	**$ 641,196**	**$ 4,207,318**
Change in Net Assets	**28,446**	**245,504**	**(217,058)**	**626,934**	**(469,712)**	**1,096,646**	**189,678**
Net Assets, Beginning of Period	1,804,856			1,206,369			
Net Assets, End of Period	**$ 1,833,303**			**$ 1,833,303**			

Teach Public Schools

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Other Fees and Contracts	$ 105,372	$ 299,203	$ (193,831)	$ 1,792,929	$ 1,698,345	$ 94,584	$ 2,150,837
Total Other Local Revenue	105,372	299,203	(193,831)	1,792,929	1,698,345	94,584	2,150,837
Total Revenues	**$ 105,372**	**$ 299,203**	**$ (193,831)**	**$ 1,792,929**	**$ 1,698,345**	**$ 94,584**	**$ 2,150,837**
Expenses							
Certificated Salaries							
Teachers' Substitute Hours	$ -	$ -	$ -	$ -	$ 30,375	$ 30,375	$ 30,375
Administrators' Salaries	72,757	50,625	(22,132)	772,258	556,879	(215,379)	607,504
Total Certificated Salaries	72,757	50,625	(22,132)	772,258	587,254	(185,004)	637,879
Classified Salaries							
Support Salaries	-	-	-	-	12,950	12,950	12,950
Supervisors' and Administrators' Salaries	32,325	25,833	(6,492)	343,777	284,167	(59,611)	310,000
Clerical and Office Staff Salaries	6,125	5,833	(292)	70,875	64,167	(6,708)	70,000
Other Classified Salaries	7,263	7,000	(263)	84,037	77,000	(7,037)	84,000
Total Classified Salaries	45,713	38,667	(7,046)	498,690	438,283	(60,406)	476,950
Benefits							
State Teachers' Retirement System, certificated positions	11,693	8,110	(3,583)	119,496	94,078	(25,418)	102,188
Public Employees' Retirement System, classified positions	(0)	-	0	(0)	-	0	-
OASDI/Medicare/Alternative, certificated positions	2,813	2,397	(415)	30,573	27,174	(3,400)	29,571
Medicare/Alternative, certificated positions	1,681	1,295	(386)	18,060	14,870	(3,190)	16,165
Health and Welfare Benefits, certificated positions	10,188	7,500	(2,688)	78,960	82,500	3,540	90,000
State Unemployment Insurance, certificated positions	-	270	270	4,179	5,121	942	5,390
Workers' Compensation Insurance, certificated positions	537	1,250	713	13,236	14,358	1,122	15,608
Other Benefits, certificated positions	3,728	3,204	(524)	36,622	36,796	175	40,000
Total Benefits	30,639	24,026	(6,613)	301,126	274,896	(26,230)	298,922
Books & Supplies							
School Supplies	-	583	583	1	6,417	6,416	7,000
Software	1,311	1,000	(311)	15,767	11,000	(4,767)	12,000
Office Expense	(22)	3,333	3,356	32,235	36,667	4,431	40,000
Business Meals	820	167	(653)	3,296	1,833	(1,462)	2,000
Noncapitalized Equipment	104	-	(104)	11,782	20,000	8,218	20,000
Total Books & Supplies	2,213	5,083	2,871	63,082	75,917	12,835	81,000
Subagreement Services							
Transportation	-	9	9	-	91	91	100
Security	1	364	362	21,278	3,636	(17,642)	4,000
Total Subagreement Services	1	373	371	21,278	3,727	(17,551)	4,100
Operations & Housekeeping							
Auto and Travel	4,301	818	(3,483)	19,254	8,182	(11,072)	9,000
Dues & Memberships	-	250	250	250	2,750	2,500	3,000
Insurance	-	500	500	-	5,500	5,500	6,000
Utilities	865	1,333	469	12,053	14,667	2,613	16,000
Janitorial Services	-	1,000	1,000	-	11,000	11,000	12,000
Communications	4,737	1,167	(3,571)	29,971	12,833	(17,137)	14,000
Postage and Shipping	18	500	482	5,378	4,500	(878)	5,000
Total Operations & Housekeeping	9,921	5,568	(4,353)	66,905	59,432	(7,474)	65,000
Facilities, Repairs & Other Leases							
Rent	5,000	5,000	-	55,000	55,000	-	60,000
Additional Rent	-	100	100	-	1,105	1,105	1,205
Equipment Leases	-	292	292	558	3,208	2,651	3,500
Other Leases	-	83	83	5,088	917	(4,171)	1,000
Real/Personal Property Taxes	-	347	347	-	3,820	3,820	4,167
Repairs and Maintenance	125	1,250	1,125	810	13,750	12,940	15,000
Total Facilities, Repairs & Other Leases	5,125	7,073	1,948	61,456	77,799	16,343	84,872

Teach Public Schools

Budget vs Actual

For the period ended May 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	-	583	583	-	6,417	6,417	7,000
Audit & Taxes	-	-	-	7,088	4,600	(2,488)	4,600
Legal	(40)	167	207	10,517	1,833	(8,684)	2,000
Professional Development	80	1,000	920	9,159	9,000	(159)	10,000
General Consulting	-	700	700	10,821	6,300	(4,521)	7,000
Special Activities/Field Trips	-	-	-	-	2,200	2,200	2,200
Bank Charges	110	150	40	1,275	1,350	75	1,500
Printing	-	20	20	390	180	(210)	200
Other Taxes and Fees	-	320	320	5,123	2,880	(2,243)	3,200
Payroll Service Fee	20	687	667	3,611	7,553	3,942	8,240
Management Fee	-	4,000	4,000	1,950	44,000	42,050	48,000
Public Relations/Recruitment	4	-	(4)	139	-	(139)	-
Total Professional/Consulting Services	174	7,627	7,453	50,073	86,313	36,241	93,940
Depreciation							
Depreciation Expense	1,216	1,083	(133)	10,923	11,917	993	13,000
Total Depreciation	1,216	1,083	(133)	10,923	11,917	993	13,000
Total Expenses	**$ 167,759**	**$ 140,125**	**$ (27,634)**	**$ 1,845,791**	**$ 1,615,538**	**$ (230,253)**	**$ 1,755,663**
Change in Net Assets	**(62,387)**	**159,079**	**(221,465)**	**(52,862)**	**82,807**	**(135,669)**	**395,174**
Net Assets, Beginning of Period	626,562			617,037			
Net Assets, End of Period	**$ 564,175**			**$ 564,175**			

C & M LLC

Statement of Activities

For the period ended May 31, 2022

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 789,643
Interest Revenue	975	4,968
Unrealized Gain/Loss on FMV of Investments	2,903	(50,884)
Total Other Local Revenue	75,664	743,726
Total Revenues	**$ 75,664**	**$ 743,726**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 7,830
Total Operations & Housekeeping	712	7,830
Professional/Consulting Services		
General Consulting	-	1,500
Other Taxes and Fees	-	9,402
Total Professional/Consulting Services	-	10,902
Depreciation		
Depreciation Expense	24,561	270,167
Total Depreciation	24,561	270,167
Interest		
Interest Expense	59,803	657,834
Total Interest	59,803	657,834
Total Expenses	**$ 85,076**	**$ 946,733**
Change in Net Assets	**(9,412)**	**(203,007)**
Net Assets, Beginning of Period	(887,692)	(694,098)
Net Assets, End of Period	**$ (897,104)**	**$ (897,104)**

Wooten Avila

Statement of Activities

For the period ended May 31, 2022

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 108,243	$ 1,190,672
Interest Revenue	1,756	8,489
Unrealized Gain/Loss on FMV of Investments	7,514	(65,110)
Total Other Local Revenue	117,513	1,134,050
Total Revenues	**$ 117,513**	**$ 1,134,050**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 1,050	$ 11,553
Total Operations & Housekeeping	1,050	11,553
Professional/Consulting Services		
General Consulting	-	3,000
Bank Charges	-	12
Other Taxes and Fees	-	8,539
Total Professional/Consulting Services	-	11,551
Depreciation		
Depreciation Expense	59,294	652,233
Total Depreciation	59,294	652,233
Interest		
Interest Expense	88,129	969,420
Total Interest	88,129	969,420
Total Expenses	**$ 148,474**	**$ 1,644,757**
Change in Net Assets	**(30,961)**	**(510,706)**
Net Assets, Beginning of Period	(1,314,462)	(834,717)
Net Assets, End of Period	**$ (1,345,423)**	**$ (1,345,423)**

TEACH Foundation, Inc

Statement of Activities

For the period ended May 31, 2022

	Current Period Actual	Current Year Actual
Revenues		
Total Revenues	**$ -**	**$ -**
Expenses		
Total Expenses	**$ -**	**$ -**
Net Assets, Beginning of Period	2,337	2,337
Net Assets, End of Period	**$ 2,337**	**$ 2,337**

TEACH, Inc.

Statement of Financial Position

May 31, 2022

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 3,450,528	$ 4,891,523	$ 1,065,723	$ 800,731	$ 90,151	$ 266,539	$ -		$ 10,565,195
Restricted Cash	547,167	63,836	207,700	-	-	-	-		818,702
Accounts Receivable	425,877	208,037	105,071	-	-	-	2,337		741,322
Interest Receivable	-	-	-	-	2,460	3,905	-		6,365
Public Funding Receivables	443,187	580,737	565,357	-	-	-	-		1,589,282
Due To/From Related Parties	419,022	(152,097)	(138,153)	(110,240)	(11,556)	(6,976)	-		(0)
Prepaid Expenses	38,870	14,489	12,463	7,388	-	-	-		73,210
Total Current Assets	**5,324,650**	**5,606,524**	**1,818,161**	**697,880**	**81,055**	**263,468**	**2,337**		**13,794,075**
Long-Term Assets									
Property & Equipment, Net	1,139,217	248,078	180,976	55,200	9,483,506	19,528,902	-		30,635,879
Deposits	5,000	162,517	99,750	20,895	-	3,625	-	(141,967)	149,820
Deferred Lease Asset	-	-	-	-	204,614	(58,406)	-	(146,208)	-
Investments	-	-	-	-	940,559	1,925,682	-		2,866,241
Securities	-	-	-	-	526,159	1,249,866	-		1,776,025
Securities Premium	-	-	-	-	1,706	(2,396)	-		(690)
Total Long Term Assets	**1,144,217**	**410,595**	**280,726**	**76,095**	**11,156,544**	**22,647,272**	**-**	**(288,175)**	**35,427,274**
Total Assets	**$ 6,468,867**	**$ 6,017,118**	**$ 2,098,887**	**$ 773,975**	**$ 11,237,600**	**$ 22,910,740**	**$ 2,337**	**$ (288,175)**	49,221,349
Liabilities									
Current Liabilities									
Accrued Liabilities	83,917	13,248	39,335	209,800	-	-	-		346,300
Interest Payable	-	-	-	-	355,303	461,667	-		816,970
Deferred Revenue	547,167	63,836	207,700	-	-	108,414	-		927,117
Deferred Rent, Current Portion	9,449	-	(1,455)	-	-	-	-	(7,995)	-
Notes Payable, Current Portion	53,194	-	19,998	-	-	-	-		73,192
Total Current Liabilities	**693,727**	**77,084**	**265,578**	**209,800**	**355,303**	**570,081**	**-**	**(7,995)**	**2,163,579**
Long-Term Liabilities									
Deferred Rent, Net of Current Por	195,165	(56,952)	-	-	-	-	-	(138,213)	-
Notes Payable, Net of Current Por	119,687	-	6	-	-	-	-		119,693
Bonds Payable	-	-	-	-	12,220,000	22,185,000	-		34,405,000
Bond Issue Costs	-	-	-	-	(243,687)	(454,762)	-		(698,450)
Discount on Bonds	-	-	-	-	(196,912)	-	-		(196,912)
Premium on Bonds					-	1,813,878			1,813,878
Other Long-Term Liabilities	-	-	-	-	-	141,967	-	(141,967)	-
Total Long-Term Liabilities	**314,852**	**(56,952)**	**6**	**-**	**11,779,401**	**23,686,082**	**-**	**(280,180)**	**35,443,209**
Total Liabilities	**$ 1,008,579**	**$ 20,132**	**$ 265,584**	**$ 209,800**	**$ 12,134,704**	**$ 24,256,163**	**$ -**	**$ (288,175)**	**$ 37,606,788**
Total Net Assets	5,460,287	5,996,986	1,833,303	564,175	(897,104)	(1,345,423)	2,337	-	11,614,562
Total Liabilities and Net Assets	**$ 6,468,867**	**$ 6,017,118**	**$ 2,098,887**	**$ 773,975**	**$ 11,237,600**	**$ 22,910,740**	**$ 2,337**	**$ (288,175)**	**$ 49,221,349**

TEACH, Inc.

Statement of Cash Flows

For the period ended May 31, 2022

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila	TEACH Foundation, Inc	YTD Ended 05/31/22
Cash Flows from Operating Activities								
Change in Net Assets	$ (157,060)	$ 88,998	$ 28,446	$ (62,387)	$ (9,412)	$ (30,961)	$ -	$ (142,375)
Adjustments to reconcile change in net assets to net cash flows from operating activities:								
Depreciation	9,994	5,420	3,545	1,216	24,561	59,294	-	104,030
Decrease/(Increase) in Operating Assets:								
Public Funding Receivables	137,339	149,857	(98,781)	-	-	-	-	188,415
Grants, Contributions & Pledges Receivable	-	-	-	-	(892)	(1,554)	-	(2,447)
Due from Related Parties	(141,369)	(264,279)	(102,420)	508,069	-	-	-	-
Prepaid Expenses	24,984	6,587	7,331	1,635	-	-	-	40,536
Other Assets	-	-	-	-	(71,322)	(91,883)	-	(163,205)
(Decrease)/Increase in Operating Liabilities:								
Accounts Payable	(92,172)	(21,432)	(35,379)	(2,778)	-	-	-	(151,761)
Accrued Expenses	(64,423)	(40,925)	(12,513)	1,742	-	-	-	(116,119)
Deferred Revenue	211,645	-	18,165	-	-	-	-	229,810
Other Liabilities	(674)	(40)	(132)	-	59,929	93,384	-	152,467
Total Cash Flows from Operating Activities	**(71,737)**	**(75,815)**	**(191,738)**	**447,498**	**2,864**	**28,279**	**-**	**139,352**
Cash Flows from Investing Activities								
Purchases of Property & Equipment	(3,838)	-	-	(4,057)	-	(20,750)	-	(28,645)
Purchase of Securities	-	-	-	-	(2,903)	(7,514)	-	(10,417)
Total Cash Flows from Investing Activities	**(3,838)**	**-**	**-**	**(4,057)**	**(2,903)**	**(28,264)**	**-**	**(39,063)**
Cash Flows from Financing Activities								
Proceeds from (payments on) Long-Term Debt	(4,433)	-	-	-	39	(15)	-	(4,409)
Total Cash Flows from Financing Activities	**(4,433)**	**-**	**-**	**-**	**39**	**(15)**	**-**	**(4,409)**
Change in Cash & Cash Equivalents	(80,008)	(75,815)	(191,738)	443,440	0	(0)	-	95,880
Cash & Cash Equivalents, Beginning of Period	4,077,702	5,031,173	1,465,161	357,291	90,151	266,539	-	11,288,018
Cash and Cash Equivalents, End of Period	**$ 3,997,695**	**$ 4,955,358**	**$ 1,273,423**	**$ 800,731**	**$ 90,151**	**$ 266,539**	**$ -**	**$ 11,383,897**

Teach Public Schools

Accounts Payable Aging

May 31, 2022

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
Total Outstanding Invoices				$ -	$ -	$ -	$ -	$ -	$ -

Teach Academy of Technology

Accounts Payable Aging

May 31, 2022

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
				-	-	-	-	-	-
			Total Outstanding Invoices	$ -	$ -	$ -	$ -	$ -	$ -

Teach Tech High School

Accounts Payable Aging

May 31, 2022

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
				-	-	-	-	-	-
			Total Outstanding Invoices	$ -	$ -	$ -	$ -	$ -	$ -

Teach Academy of Technology

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
63129	After-School All-Stars, Los Angeles	Enrichment Svcs - 11/21 & 03/22	5/2/2022	$ 70,007.36
63130	California Marquee	Repair Svcs - 01/20/22	5/2/2022	384.00
63131	Delta Distributing	Janitorial Supplies	5/2/2022	712.85
63132	Diaz Locksmith	Locksmith Svcs	5/2/2022	112.00
63133	ImpreMedia	Advertising Svcs - 05/22	5/2/2022	1,475.00
63134	Ontario Refrigeration	Maintenance Svcs - 03/09/22 - 04/03/22	5/2/2022	2,363.43
63135	Schola	ScholaRecruiter Pro	5/2/2022	3,500.00
63136	Scoot Education Inc.	Sub Svcs - 04/04/22 - 04/15/22	5/2/2022	1,495.00
63137	Sehi Computer Products, Inc.	School Supplies	5/2/2022	1,193.56
63138	Tech Verb, Inc.	Cisco Meraki License - 3Yr	5/2/2022	10,928.84
63139	A B Print	Printing Svcs	5/13/2022	88.20
63140	A B Print	T-Shirts (33)	5/13/2022	527.55
63141	Amazon Capital Services	Drill, Carports, Water Heater, Office & School Supplies	5/13/2022	14,683.31
63142	Charter Impact, Inc.	Payroll Fee - 04/22 & Business Mgmt Svcs - 05/22	5/13/2022	18,030.75
63143	Mike Green Fire Protection	Fire Sprinkler Repair Svcs	5/13/2022	3,838.25
63144	Orkin	Pest Control Svcs	5/13/2022	322.00
63145	Republic Services #902	Janitorial Svcs - 05/22	5/13/2022	640.67
63146	Scoot Education Inc.	Sub Svcs - 04/18/22 - 04/29/22	5/13/2022	4,744.00
63147	Spectrum	Communication Svcs - 04/26/22 - 05/25/22	5/13/2022	807.50
63148	TELESPEX	Telecom Hosting Svcs - 05/20/22 - 06/19/22	5/13/2022	1,135.72
63149	The CLM Group, Inc.	MPower Annual Subscription Fee FY 2022 - 2023	5/13/2022	1,916.37
63150	The Education Team	Sub Svcs - 04/12/22	5/13/2022	237.19
63151	Zoom Video Communications, Inc.	Zoom Communications - 02/18/22 - 04/17/22	5/13/2022	1,045.00
63152	Better 4 You Meals, Inc.	Meals - 03/22 - 04/22	5/18/2022	57,438.71
63153	Delta Distributing	Janitorial Supplies	5/18/2022	59.44
63154	Diaz Locksmith	Locksmith Svcs	5/18/2022	3,362.24
63155	Hess & Associates, Inc	STRS/PERS Reporting Qtr 1 - Qtr 3 FY 2021-22	5/18/2022	1,247.50
63156	Knott's Berry Farm	Field Trip - 05/02/22	5/18/2022	1,962.00
63157	KS Statebank	Rent - 06/22	5/18/2022	5,721.22
63158	Scoot Education Inc.	Sub Svcs - 05/02/22 - 05/06/22	5/18/2022	1,680.00
63159	Suzette Torres	Reimb - 05/06/22	5/18/2022	372.28
63160	The Education Team	Sub Svcs - 04/26/22 - 04/29/22	5/18/2022	1,012.00
63161	Outfront Media LLC	Settlement - 06/22	5/26/2022	2,778.00
ACH	CALPERS	TAT PERS 04/22	5/2/2022	11,913.60
ACH	CALSTRS	TAT STRS 04/22	5/2/2022	52,860.70
ACH	Cell Business Equipment	Copier Lease - 04/22	5/3/2022	3,745.41
ACH	Aflac	Supplemental Ins - 04/22	5/4/2022	1,694.04
ACH	PlanConnect	403B & 457 Pay Date: 041522 & 042922	5/5/2022	18,320.33
ACH	LADWP - 7788	Utility Svcs - 03/31/22 - 04/28/22	5/13/2022	259.62
ACH	LADWP - 0000	Utility Svcs - 03/31/22 - 04/28/22	5/13/2022	282.34
ACH	LADWP - 4569	Utility Svcs - 03/30/22 - 04/28/22	5/13/2022	2,093.50
ACH	LADWP - 1536	Utility Svcs - 03/30/22 - 04/28/22	5/16/2022	1,925.05
ACH	LADWP - 4653	Utility Svcs - 03/29/22 - 04/27/22	5/17/2022	2,878.77
ACH	PlanConnect	403B & 457 Pay Date: 051322	5/19/2022	8,742.44
ACH	Republic Services #902	Janitorial Svcs - 05/22	5/24/2022	640.67
ACH	Republic Services #902	Janitorial Svcs - 05/22	5/24/2022	943.45
ACH	Republic Services #902	Janitorial Svcs - 05/22	5/24/2022	949.14
			Total Payments Issued in May	**$ 323,071.00**

Teach Academy of Technology

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
Imprest Account				
1116	iKreate Design & Print LLC	Postage for Mailers	5/10/2022	$ 4,280.00
ACH	SoCalGas	Utility Svcs - 03/15/22 - 04/13/22	5/4/2022	$ 25.66
			Total Payments Issued in May	**$ 4,305.66**

Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Accounts Payable Aging

May 31, 2022

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
				-	-	-	-	-	-
			Total Outstanding Invoices	$ -	$ -	$ -	$ -	$ -	$ -

Teach Public Schools

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
81546	CBE	Copier Lease - 03/05/22 - 04/04/22	5/2/2022	$ 257.27
81547	Charter Impact, Inc.	FedEx Reimb & Rush Processing Fee - 03/22	5/2/2022	304.76
81548	Maria Pimienta	Reimb - 03/29/22 - 04/21/22	5/2/2022	2,046.09
81549	Time Warner Cable	Communication Svcs - 04/22	5/2/2022	169.98
81550	Franchise Tax Board	Case 04/29/22	5/3/2022	50.00
81551	Franchise Tax Board	Case 04/29/22	5/3/2022	769.66
81552	Franchise Tax Board	Case 04/15/22	5/3/2022	50.00
81553	Franchise Tax Board	Case 04/15/22	5/3/2022	769.66
81554	Amazon Capital Services	Apple Keyboard (1), ID Card Printer (1), & Office Supplies	5/13/2022	1,336.80
81555	Charter Impact, Inc.	Qtr 1 - 2022 Tax Returns	5/13/2022	20.00
81556	Enrique Robles	Reimb - 04/22/22	5/13/2022	198.00
81557	Frank Williams	Reimb - 03/29/22 - 04/02/22	5/13/2022	1,724.60
81558	Orkin	Pest Control Svcs	5/13/2022	125.00
81559	Staples	Office Supplies	5/13/2022	1,139.74
81560	Franchise Tax Board	Case 05/13/22	5/18/2022	50.00
81561	Franchise Tax Board	Case 05/13/22	5/18/2022	769.66
81562	PlanConnect	PlanConnect - 02/22 - 04/22	5/18/2022	187.50
81563	Graziadio Family Development	Rent - 06/22	5/26/2022	5,000.00
ACH	American Airline	American Airlines	5/2/2022	910.20
ACH	Employment Development Departmen	State Tax Pmt UI Pay Date: 04/29/22	5/2/2022	323.41
ACH	Employment Development Departmen	State Tax Pmt CA PIT & SDI Pay Date: 04/29/22	5/2/2022	12,661.35
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 04/29/22	5/3/2022	40,491.12
ACH	Mosyle Corporation	Mosyle Corp	5/3/2022	4.12
ACH	TASC	FSA Payment - 05/22	5/3/2022	789.15
ACH	Food4Less	Food 4 Less	5/4/2022	118.50
ACH	United States Postal Service	USPS Stamps	5/4/2022	17.99
ACH	GPS	GPS	5/4/2022	36.50
ACH	Young, Minney & Corr LLP	Young Minney & Corr	5/4/2022	40.00
ACH	Southern California Edison	Utility Svcs - 03/21/22 - 04/19/22	5/4/2022	59.33
ACH	State Disbursement Unit	Wage Garnishment Pay Date: 04/15/22	5/4/2022	233.00
ACH	State Disbursement Unit	Wage Garnishment Pay Date: 04/29/22	5/4/2022	233.00
ACH	Southern California Edison	Utility Svcs - 03/21/22 - 04/19/22	5/4/2022	742.14
ACH	Little Caesars	Little Caesars	5/5/2022	70.00
ACH	Wix.com	Wix.com	5/5/2022	708.00
ACH	Facebook.com	Facebook	5/6/2022	4.00
ACH	Dupont Hotel	Dupont Hotel	5/6/2022	896.61
ACH	Dupont Hotel	Dupont Hotel	5/6/2022	896.61
ACH	Home Depot	Home Depot	5/31/2022	89.12
ACH	Employment Development Departmen	State Tax Pmt CA PIT & SDI Pay Date: 05/05/22S	5/9/2022	4.84
ACH	Employment Development Departmen	State Tax Pmt UI Pay Date: 05/05/22S	5/9/2022	16.72
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 05/05/22S	5/9/2022	67.32
ACH	Google	Google Voice	5/12/2022	1,797.72
ACH	Verizon Wireless	Communication Svcs - 03/22/22 - 04/21/22	5/12/2022	540.32
ACH	Verizon Wireless	Communication Svcs - 03/22/22 - 04/21/22	5/12/2022	629.75
ACH	El Pollo Loco	El Pollo Loco	5/13/2022	180.66
ACH	Pacific Western Bank	Bank Fee	5/16/2022	110.00
ACH	Employment Development Departmen	State Tax Pmt UI Pay Date: 05/13/22	5/16/2022	128.97
ACH	Employment Development Departmen	State Tax Pmt CA PIT & SDI Pay Date: 05/13/22	5/16/2022	12,970.52
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 05/13/22	5/16/2022	44,029.10
ACH	Golden State Water Company	Utility Svcs - 03/17/22 - 04/25/22	5/17/2022	63.26
ACH	TASC	FSA Payment - 05/22	5/17/2022	789.15
ACH	Google	Google Voice	5/19/2022	1,769.70
ACH	State Disbursement Unit	Wage Garnishment Pay Date: 05/13/22	5/19/2022	233.00
ACH	Food4Less	Food 4 Less	5/20/2022	97.83
ACH	Amazon	Amazon Prime	5/23/2022	16.41
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 05/20/22S	5/23/2022	287.64
ACH	Employment Development Departmen	State Tax Pmt CA PIT & SDI Pay Date: 05/20/22S	5/23/2022	806.72
ACH	Food4Less	Food 4 Less	5/25/2022	120.28
ACH	Officebooks.com	Officebooks.com	5/26/2022	9.00
ACH	Home Depot	Home Depot	5/26/2022	1,419.00
ACH	Employment Development Departmen	State Tax Pmt CA PIT & SDI Pay Date: 05/25/22S	5/26/2022	86.49
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 05/25/22S	5/26/2022	158.91
			Total Payments Issued in May	**$ 140,626.18**

Teach Tech High School

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
72073	California Science Center Foundation	Field Trip Reservation	5/2/2022	$ 25.00
72074	Leonel Jimenez	Sink, Sprinklers, & Water Heater Installation	5/2/2022	16,678.00
72075	Maintex, Inc.	Janitorial Supplies	5/2/2022	574.34
72076	Orkin	Pest Control Svcs	5/2/2022	45.00
72077	Sehi Computer Products, Inc.	FrontRow Juno System, Microphone Kit & Charger	5/2/2022	1,420.40
72078	Staples	Office Supplies	5/2/2022	47.32
72079	The Education Team	Sub Svcs - 03/29/22 - 04/07/22	5/2/2022	2,641.72
72080	ACDC Leadership	School Supplies	5/13/2022	390.00
72081	Amazon Capital Services	Glass Whiteboard (1), Printer (1), & Office Supplies	5/13/2022	1,125.58
72082	AMTECH Elevator Services	Elevator Svcs - 05/01/22 - 07/31/22	5/13/2022	1,418.52
72083	CABE	CABE 2022 Annual Registration	5/13/2022	835.00
72084	Charter Communications	Communication Svcs - 04/18/22 - 05/17/22	5/13/2022	29.99
72085	December to January Transportation	Student Transportation Svcs - 04/19/22 - 04/29/22	5/13/2022	1,200.00
72086	FCOC Transportation	Field Trip - 10/13/21	5/13/2022	1,410.00
72087	Los Angeles County Office of Education	Consulting Svcs - 11/21 - 02/22	5/13/2022	2,555.00
72088	Maintex, Inc.	Janitorial Supplies	5/13/2022	11.82
72089	Orkin	Pest Control Svcs	5/13/2022	261.00
72090	Staples	Office Supplies	5/13/2022	525.61
72091	Better 4 You Meals, Inc.	Meals - 03/22 - 04/22	5/18/2022	51,061.81
72092	December to January Transportation	Student Transportation Svcs - 05/02/22 - 05/12/22	5/18/2022	1,800.00
72093	Diaz Locksmith	Locksmith Svcs	5/18/2022	390.00
72094	Hess & Associates, Inc	STRS/PERS Reporting Qtr 1 - Qtr 4 FY 2021-22	5/18/2022	852.50
72095	Staples	Microwave (1) & Office Supplies	5/18/2022	2,160.73
72096	The Education Team	Sub Svcs - 04/19/22 - 04/29/22	5/18/2022	3,457.89
ACH	CALSTRS	TTHS STRS 04/22	5/2/2022	37,716.33
ACH	The Gas Company	Utility Svcs - 03/23/22 - 04/21/22	5/10/2022	16.78
ACH	Golden State Water Company	Utility Svcs - 03/15/22 - 04/14/22	5/10/2022	24.30
ACH	Golden State Water Company	Utility Svcs - 03/15/22 - 04/14/22	5/10/2022	510.21
ACH	Golden State Water Company	Utility Svcs - 03/11/22 - 04/17/22	5/11/2022	31.33
ACH	Southern California Edison	Utility Svcs - 04/08/22 - 05/09/22	5/25/2022	6,572.71
			Total Payments Issued in May	**$ 135,788.89**
Imprest Account				
1131	Gustyn Cook	Gustyn Cook	5/24/2022	$ 401.50
1132	Gustyn Cook	Gustyn Cook	5/24/2022	400.00
1133	Watts Kookin	Prom - Food	5/24/2022	1,100.00
1134	Jai's Party Rental	Prom - Video Booth	5/25/2022	500.00
1135	Joshua Ceballos	Prom - DJ	5/24/2022	300.00
1130	L'Cheriyve Studios	Prom Balance	4/1/2022	3,125.00
			Total Payments Issued in May	**$ 5,826.50**

Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Check Register

For the period ended May 31, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10702	After-School All-Stars, Los Angeles	Enrichment Svcs - 03/22	5/2/2022	$ 16,378.56
10703	Document Systems	Copier Lease - 01/13/22 - 04/12/22	5/2/2022	2,439.11
10704	Ontario Refrigeration	Maintenance Svcs - 03/22/22 - 03/27/22	5/2/2022	1,510.11
10705	Pacific OneSource Inc.	ActivPanel Equipment (3)	5/2/2022	13,942.98
10706	The Education Team	Sub Svcs - 03/28/22 - 04/06/22	5/2/2022	1,108.46
10707	Bay Alarm Company	Alarm Svcs - 05/01/22 - 05/31/22	5/13/2022	89.71
10708	De Lage Landen Financial Services,	Copier Lease - 04/01/22 - 04/30/22	5/13/2022	319.93
10709	Diaz Locksmith	Locksmith Svcs	5/13/2022	140.00
10710	Document Systems	Copier Lease - 04/13/22 - 05/12/22	5/13/2022	326.22
10711	Maintex, Inc.	Janitorial Supplies	5/13/2022	577.64
10712	Orkin	Pest Control Svcs	5/13/2022	103.20
10713	Staples	School Supplies & Office Supplies	5/13/2022	720.01
10714	Better 4 You Meals, Inc.	Meals - 03/22 - 04/22	5/18/2022	47,815.41
10715	Diaz Locksmith	Locksmith Svcs	5/18/2022	290.00
10716	Hess & Associates, Inc	STRS/PERS Reporting Qtr 1 - Qtr 3 FY 2021-22	5/18/2022	590.00
10717	The Education Team	Sub Svcs - 04/20/22 - 04/27/22	5/18/2022	924.46
ACH	CALSTRS	TES STRS 04/22	5/2/2022	21,506.48
			Total Payments Issued in May	**$ 108,782.28**
Imprest Account				
1514	Chester Washington Golf Course	Kindergarten Graduation	5/10/2022	$ 909.31
			Total Payments Issued in May	**$ 909.31**

TEACH Inc.,
60-Day Compliance Calendar
June 30, 2022

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
FINANCE	Aug-01	**PENSEC Pupil Estimates for New and Significantly Expanding Charters -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid, and potentially Federal funding. The special advance is based on estimated ADA and pupil counts.	Charter Impact with TEACH support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/pensecinstr22.asp
FINANCE	Aug-26	**Mandate Block Grant Application** - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2021/22 funding per PY ADA K-8 $18.34, 9-12 $50.98).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp
DATA TEAM	Aug-26	**CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/26/2022.	TEACH	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Aug-31	**Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment**- Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	TEACH	No	No	https://www.cde.ca.gov/ta/tg/ep/

TEACH Inc.,
60-Day Compliance Calendar
June 30, 2022

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
FINANCE	Sep-02	**Year-End Maintenance of Effort (Special Education)** - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	
FINANCE	Set by Authorizer	**Unaudited Actual Reports** - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. *The final reporting system is under development and will be available prior to September 30, 2022.* Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/pd/ee/eef2021.asp

TEACH Inc.,
60-Day Compliance Calendar
June 30, 2022

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
FINANCE	Sep-30	**Prop 39 (CA Clean Energy Jobs Act) - Final Report (if not previously submitted.)** LEAs with Proposition 39 funded projects must submit a Final Report by Sep 30,2022. LEAs failing to submit a final report are subject to a requirement to return Prop 39 funds.	TEACH	No	No	https://www.energy.ca.gov/programs-and-topics/programs/california-clean-energy-jobs-act-proposition-39-k-12-program
FINANCE	TBD	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Expanded Learning Opportunities Program	$1.75 billion	For school districts and charter schools with UPP greater than 80%: $1,170 per classroom-based K–6 prior year average daily attendance (ADA) multiplied by UPP All other school districts and charter schools: Remaining funds provided on per unit basis using classroom-based K–6 prior year ADA multiplied by UPP Minimum of $50,000 per LEA	Must offer and provide expanded learning: • Before or after school opportunities plus instructional time equal at least nine hours on school days • At least 30 days of no less than 9 hours of expanded learning days during school breaks • Must conform to After School Education and Safety Program requirements • 20:1 student to adult ratio, 10:1 if program serves Transitional Kindergarten (TK)/K students	No plan requirements but in 2021–22 must offer to all unduplicated K–6 students and provide to at least 50% of these students In 2022–23, must offer to all students in grades K–6 and provide to all who request	Ongoing program
Kitchen Infrastructure Upgrades	$120 million	Base allocation of $25,000 per LEA Remaining funds allocated to LEAs with at least 50% of students free or reduced-priced meals (FRPM)-eligible, on a per-pupil basis using count of FRPM-eligible students	Cooking equipment; service equipment; refrigeration and storage; transportation of ingredients, meals, and equipment between sites.	Must report to CDE by June 30, 2022, how funds were used to improve the quality of school meals or increase participation in subsidized meal programs.	N/A

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
A-G Completion Improvement Grant	$547.5 million	A-G Access Grant: For local educational agencies (LEAs) with A-G completion rate less than 67%, $300 million allocated per unduplicated pupil enrolled in grades 9–12 in 2020–21. An eligible LEA that also received concentration grant funds in 2020–21 shall receive at least $75,000. A-G Success Grant: For LEAs with A-G completion rate of 67% or higher, $100 million allocated per unduplicated pupil enrolled in grades 9–12 in 2020–21. An eligible LEA that also received concentration grant funds in 2020–21 shall receive at least $75,000. A-G Learning Loss Mitigation Grant: $147.5 million allocated to LEAs per unduplicated student enrolled in grades 9–12 in 2020–21. An LEA that also received concentration grant funds in 2020–21 shall receive at least $75,000.	Access and Success Grants: Activities that directly support student access to, and successful completion of, the A-G course requirements. Learning Loss Mitigation Grant: To allow students who received a grade of "D," "F," or "Fail" in an A-G course in 2020–21 to retake those courses.	Must develop a plan by January 1, 2022, that describes how the funds received will increase or improve services for unduplicated students to improve A-G eligibility. Must report to the California Department of Education (CDE) by December 31, 2023, on how the LEA is measuring the impact on the A-G completion rate.	June 30, 2026
Classified School Employee Professional Development	$30 million	Apportioned to LEAs based on number of classified employees employed in preceding fiscal year, with a minimum allocation of $2,000 per LEA.	For food service staff to receive training on promoting nutritious foods	No plan or application requirements	N/A

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Classified School Employee Teacher Credentialing Program	$125 million	Competitive grants awarded by the Commission on Teacher Credentialing (CTC) that shall not exceed $24,000 over five years per teacher candidate. Priority given to LEAs that: • Have not previously received funds for this program • Have a high Unduplicated Pupil Percentage (UPP) • Have a plan to recruit and support expanded learning and preschool program staff and address kindergarten and early childhood education teacher shortages	Assistance for books, fees, and tuition while pursuing a teaching credential	Applicants must demonstrate the following: • Capacity and willingness to accommodate participation of classified employees in teacher training programs • Active participation of institutes of higher education in development of coursework for participating classified school employees • Recruitment to meet the demand for bilingual cross-cultural teachers and teachers in shortage areas • Sequenced job descriptions that lead from an entry-level classified position to an entry-level teaching position	June 30, 2026

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Community Schools Partnership Program	$2.8 billion	Competitive grants awarded by CDE with approval of the State Board of Education. Grants prioritized for schools with at least 80% UPP. Planning grants: In 2021–22 and 2022–23, 10% of funds reserved for grants of up to $200,000 for LEAs with no existing community schools. Requires 3:1 match. Implementation grants: 70% of funds for grants of up to $500,000 annually for new community schools or for expansion or continuation of existing community schools. Requires 3:1 match. Coordination grants: Starting in 2024–25 through 2027–28, 20% of funds for grants of up to $100,000 annually for ongoing coordination of community schools. Requires 1:1 match.	Planning grants: Community school coordinator, needs assessment, administrative costs necessary to launch a community school, partnership development and coordination support between grantee and cooperating agencies, staff training, preparing a community school implementation plan for submission to the governing board Implementation grants: Staffing, support services for students and their families, staff training, community stakeholder engagement, ongoing data collection and program evaluations Coordination grants: Supplement, not supplant, existing services and funds, and use for ongoing coordination of services, management of the community school and ongoing data collection and program evaluations	LEA may apply if it meets any of the following: • At least 50% UPP • Higher than state average dropout rates • Higher than state average suspension and expulsion rates • Higher than state average rates of child homelessness, foster youth, or justice-involved youth Schools may apply if not within an eligible LEA, but the school meets at least two of the above criteria. LEAs may apply as a consortium or in partnership with a county behavioral health agency, Head Start, childcare program, or higher education agency	June 30, 2028

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Computer Science Supplementary Authorization Incentive Grant	$15 million	Competitive grants awarded by the CTC to LEAs Priority for grant applications for teachers that provide instruction at a rural district or a district with high UPP. Requires a 1:1 match.	Paying for teacher costs of coursework, books, fees, and tuition	Applicants must identify selected teachers for participation in the program, the number of coursework credits required for each teacher to earn a supplementary authorization, estimated costs. Must report to the CTC on or before August 30 of the second year after receiving funds the number of new computer science courses taught by participating teachers.	June 30, 2026
Educator Effectiveness Block Grant	$1.5 billion	Apportioned to LEAs in an equal amount per 2020–21 full-time equivalent for certificated and classified staff	Provide professional learning for teachers, administrators, and classified staff who work/interact with students, with designated focus areas.	By December 30, 2021, adopt a plan delineating the expenditure of funds. By September 30, 2026, report detailed expenditure information to CDE, including specific purchases made and the number of staff that received professional development (PD).	June 30, 2026

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Multitiered Systems of Support	$30 million	Competitive grants awarded by Orange County Department of Education to LEAs Priority to LEAs with high UPP that have participated in training to implement an integrated multitiered system of support Grants awarded to LEAs by December 15, 2021	Support implementation of high quality integrated academic, behavioral, and social-emotional learning practices in an integrated multitiered system of support at the schoolwide level.	Grant recipients shall measure and report on implementation fidelity at least annually	June 30, 2026
Prekindergarten Planning and Implementation Grant	$200 million	Base grant: $100,000 to all LEAs that operate kindergarten Enrollment grant: 60% of remaining funds allocated based on 2019–20 kindergarten enrollment Supplemental grant: 40% of remaining funds based on 2019–20 kindergarten enrollment multiplied by UPP	Create or expand state preschool or TK. Planning costs, hiring and recruitment costs, training and PD, classroom materials.	Plan for consideration by governing board by June 30, 2022	June 30, 2024
Prekindergarten Training grants	$100 million	Competitive grants to LEAs awarded by CDE. Awarding of grants shall consider high needs students and demand for preschool, TK, or kindergarten programs.	Attainment of credentials, permits, or PD. Educational expenses, transportation and childcare costs, substitute teacher pay, stipends and PD expenses, coaching, and administrator training.	Application must describe how funds will be used to increase number of TK teachers or the competencies of California State Preschool Program (CSPP), TK, and kindergarten teachers. LEAs may apply alone or as a consortium of providers, including CSPP and Head Start programs operated by community-based organizations.	June 30, 2024

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Preschool, TK, and Full-Day Kindergarten Facilities Grant	$490 million	Competitive grants awarded by State Allocation Board to school districts that lack the facilities to provide TK or full-day kindergarten, or lack the facility capacity to increase CSPP services. Priority given to districts that either: • Financially unable to contribute local match requirements • High population of FRPM eligible students Depending on type of project, includes requirement for district to provide 25%, 40%, or 50% of project cost.	Costs necessary to adequately house preschool, TK, and kindergarten students in an approved project. Districts may not use funds to purchase or install portable classrooms.	Must pass a resolution stating intent to offer or expand enrollment in TK or a preschool program, as appropriate	Funds disbursed for approved applications to the extent funds are available

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Special Education Dispute Resolution	$100 million	Allocated by CDE to Special Education Local Plan Areas (SELPAs) by August 31, 2021 Appropriated on a per-pupil basis determined by number of students with disabilities 3–22 years old enrolled in each SELPA's member LEA using greater of Fall 1 Census data for the 2019–20 or 2020–21 fiscal years	Used by LEAs in collaboration with their SELPAs to support: • Early intervention to promote collaboration and positive relationships between families and schools • Conduct voluntary alternative dispute resolution activities • Work in partnership with family empowerment centers or other family support organizations • Develop plans to outreach to families who face language barriers and other challenges to participation in the special education process	By October 1, 2021, SELPAs must submit a plan to CDE detailing how they will support their member LEAs in conducting dispute prevention and voluntary alternative dispute resolution activities. LEAs that received support from their SELPA for alternative dispute resolution activities shall report designated information to their SELPA by September 30, 2023.	June 30, 2023
Special Education Early Intervention Preschool Grant	$260 million	Allocated to school districts on a per pupil amount based on first graders with disabilities using Fall 1 Census data	Provide services and supports in inclusive settings that have been determined to improve school readiness and long-term outcomes for infants, toddlers, and preschool pupils from birth to five years old.	No plan or reporting requirements	Ongoing

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Special Education Learning Recovery Supports	$450 million	Allocated by CDE to SELPAs by August 31, 2021. Appropriated on a per-pupil basis determined by number of students with disabilities 3–22 years old enrolled in each SELPA's member LEA using greater of Fall 1 Census data for the 2019–20 or 2020–21 fiscal years. Requires 1:1 match, and funds must not supplant existing expenditures or obligations.	Used by LEAs in collaboration with their SELPA to provide learning recovery support for students with disabilities related to impacts to learning resulting from COVID-19 school disruptions during the period of March 13, 2020, to September 1, 2021.	By October 1, 2021, SELPAs must work with member LEAs to submit a plan to CDE detailing how they will provide learning recovery support to students with disabilities in response to school disruptions resulting from the COVID-19 health emergency. SELPAs shall report to CDE by September 30, 2023, how funding was spent.	June 30, 2023
Teacher Residency Grant	$350 million	Competitive grants awarded by CTC Grants shall be up to $25,000 per teacher candidate in the residency program, with a match requirement of 80% of grant amount received per participant. Priority given to applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage of unduplicated students, and have a school with at least 50% FRPM eligible students or is located in either a rural or densely populated region.	Teacher preparation costs, stipends for mentor teachers, residency program staff costs, mentoring and beginning teacher induction costs	Applicants must demonstrate need for teachers in one or more designated shortage fields, or to diversify teacher workforce. Applicants must propose to establish a new teacher residency program or expand or improve access to an existing teacher residency program that addresses teacher needs.	June 30, 2026

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Coversheet

Approval of the Contract for Substitute Teacher Services

Section: III. Items Scheduled for Information and Potential Action
Item: C. Approval of the Contract for Substitute Teacher Services
Purpose: Vote
Submitted by:
Related Material:
Non-Related Services Contract _ TEACH Preparatory Elementary (1).pdf
Non-Related Services Contract _ TEACH Tech Charter High (1).pdf
Scoot_Education_Terms_of_Service_2022-2023 (1).pdf
Non-Related Services Contract _ TEACH Academy of Technologies (1) copy.pdf

The Aptus Group, Inc.

Agreement for Educational Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), dated 8/01/2022, is between The Aptus Group Inc., a California Corporation located at: 1933 S. Broadway, Suite #1120, Los Angeles, CA 90007 (hereinafter, "APTUS") and TEACH Preparatory Elementary located at: 8505 S. Western Ave, Los Angeles, CA 90047 (hereinafter, "Client").

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

The Aptus Group Inc. will assign its employees to Client to provide education-related services at the location(s) and for the pricing described in Exhibit A. The pricing structure in Exhibit A is intended to be between The Aptus Group Inc. and Client. Client will be permitted to use Exhibit A in connection with its business operations, response to California Public Records Act requests, and other uses as required by law.

2. THE APTUS GROUP INC.'S RESPONSIBILITIES

a) Generally

The Aptus Group Inc. will recruit, interview, select, hire and assign employees to Client to provide education related services requested by Client. The Aptus Group Inc. will further conduct any additional screening requested by Client and mutually agreed upon by The Aptus Group Inc. and Client.

The Aptus Group Inc. and Client hereby expressly agree that The Aptus Group Inc. will provide Client with staff which have appropriate licenses, certifications, qualifications, and other requirements necessary to perform the services, including but not limited to, criminal background checks and tuberculosis test consistent with applicable law and Client's Vendor Certification form, which shall be submitted to Client before any The Aptus Group Inc. employee is allowed on Client premises. The Aptus Group Inc. will request and receive subsequent arrest notifications for its employees from the California Department of Justice ("DOJ") to ensure no employee assigned to Client has committed a serious or violent felony and to ensure ongoing safety of students.

As the employer, The Aptus Group Inc, will: (i) maintain all necessary personnel and payroll records for its employees; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, (i.e., sick pay and holiday pay, or any other(s) specified in exhibit A) directly to its employees; (v) provide for liability and fidelity insurance as specified in Section 12 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client remains sole discretion to remove The Aptus Group Inc. employees. At Client's request, The Aptus Group Inc. will promptly replace any of its employees assigned to Client deemed

unsatisfactory by Client; and if Aptus unable to do so, Client will deduct from Aptus costs provided, that this Agreement will in no way affect the right of The Aptus Group Inc., in its sole discretion as employer, to hire, assign, reassign, discipline and/or terminate its own employees.

b) Compliance

In connection with the performance of this Agreement, The Aptus Group Inc. will comply with all applicable laws, regulations and orders, including, but not limited to, Equal Employment Opportunity Commission and Fair Employment and Housing Act laws and regulations, the Fair Labor Standards Act, the Immigration Reform and Control Act, California Labor Code, and criminal history record check laws.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of The Aptus Group Inc. The Aptus Group Inc.'s employees shall not be eligible for tenure with Client or be entitled to participate in any of Client's employee benefit plans, including pension, 401(k), profit sharing, retirement, deferred compensation, welfare, insurance, disability, bonus, vacation pay, severance pay or other similar plans, programs and agreements, whether reduced to writing or not.

d) The Aptus Group Inc. Guaranty

The Aptus Group Inc. guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, The Aptus Group Inc. will, upon reasonable written notice from Client, furnish a replacement as soon as possible, which shall be Client's sole and exclusive remedy, except for The Aptus Group Inc.'s indemnity obligations under Section 15 below.

3. CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by The Aptus Group Inc. will be performed under the direction, supervision and control of Client. Client will provide The Aptus Group Inc.'s employees with: (i) a suitable workplace which complies with all applicable safety and health standards, statutes and ordinances, (ii) all necessary information, training and safety equipment with respect to hazardous substances, and (iii) adequate instructions, assistance, supervision and time to perform the services requested of them. Client shall ensure that The Aptus Group Inc. employees shall not have sole supervision of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications. Client shall also provide The Aptus Group Inc. employees with all necessary site- specified information and training, including but not limited to emergency procedures, school rules and protocols, policies and procedures regarding student disciplinary action, and confidentiality of student records and information. Client shall be responsible for The Aptus Group Inc. employees: (i) working in situations lacking inappropriate internal controls and safeguards, or (ii) handling cash, negotiables, valuables, merchandise, credit cards, check-writing materials, keys or similar property, merchandise, credit cards, check-writing materials, keys or similar property.

Client remains sole custodian of its educational facilities and premises to which The Aptus Group Inc. employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against The Aptus Group Inc. or its employees by students, their parents or representatives, Client personnel or business invitees, or other third parties, except to the extent that such claims are based on the negligence or intentional acts of The Aptus Group Inc. or the failure of The Aptus Group Inc. full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of The Aptus Group Inc. employees assigned to Client.

Where an Aptus employee is assigned to perform work involving any Client's computer systems, Client will be responsible for maintaining a current backup copy of any data associated with those systems. All records concerning Client's students to which The Aptus Group Inc. employees have access while assigned to Client shall be owned by Client to extent permitted by law. Client shall have appropriate written internal control procedures for ensuring the confidentiality of all Client's student records and appropriately limiting The Aptus Group Inc. employees' access to such records.

Client agrees to provide The Aptus Group Inc. with detailed information about the assignment duties that The Aptus Group Inc. employees will have and also agrees to use The Aptus Group Inc. employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any The Aptus Group Inc. employee's assignment duties without giving The Aptus Group Inc.'s prior written notice and receiving their consent. Client agrees that The Aptus Group Inc. employees shall not be given any duties to be performed outside of Client's premises without The Aptus Group Inc.'s prior notice and consent. Further, Client agrees to comply with any restrictions The Aptus Group Inc. advises Client of regarding any restrictions on the responsibilities Client assigns to The Aptus Group Inc. employees.

Client agrees to give The Aptus Group Inc. prompt written notice of any concern or complaint about the conduct of an The Aptus Group Inc. employee assigned to Client. Client will give such notice no later than the end of the same day that it learns of the concern or complaint. Client also agrees to permit The Aptus Group Inc. to actively participate in Client's investigation of such a concern or complaint.

b) Compliance

In connection with the performance of this Agreement, Client will comply with its obligations under all applicable laws, regulations and orders, including, but not limited to, laws relating to employment discrimination. Further, Client represents that its actions under this Agreement so not violate its obligations under any agreement that Client has with any labor union.

Client represents that The Aptus Group Inc. responsibilities set forth in this Agreement regarding substitute teacher screening, compensation, and the like are consistent with or do not violate any state or municipal requirement, or school board, or school district policy or practices that the Client is subject to when the Client directly employs substitute teachers. Client also represents that it has

disclosed to The Aptus Group Inc. all screening requirements that Client would use for the position covered by this Agreement if the Client were directly employing individuals in such positions.

4. PAYMENT FOR SERVICES

In consideration of The Aptus Group Inc.'s performance, Client will pay The Aptus Group Inc. in accordance with the pricing set forth in Exhibit A. The Aptus Group Inc. will invoice Client weekly at the address set forth above or at any other address that Client designates. Payment will be due upon Client's receipt of The Aptus Group Inc. invoice. In the event of termination of this Agreement, Client will pay The Aptus Group Inc. promptly for services performed up to the time of termination. The Aptus Group Inc. time cards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each The Aptus Group Inc. employees assigned to Client.

5. TERM; TERMINATION

The term of this Agreement begins as of the date first shown above and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. The Aptus Group Inc. reserves the right, however, to terminate this Agreement immediately in the event of nonpayment for services rendered. In the event of termination, this Agreement will continue to govern the parties and obligations with respect to services performed prior to termination.

6. THE APTUS GROUP INC. TEMP-TO-PERM OPTION

At Client's request, The Aptus Group Inc. will provide The Aptus Group Inc. Temp-To-Perm Option in which The Aptus Group Inc. will provide candidates for employment on a full or part-time basis by Client for consideration by Client for up to a 90 work day (6 hours per day) trial period. During the trial period, candidates will be placed on The Aptus Group Inc.'s payroll and provided pursuant to the terms of this Agreement. At or after the end of the 90 work day trial period, Client may hire the candidate. Pricing for this service is provided in Exhibit A.

7. THE APTUS GROUP INC. EXPRESS SERVICE

The Aptus Group Inc. will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an The Aptus Group Inc. furnished candidate, Client agrees to pay a direct fee as provided in Exhibit A.

8. HIRING OF TEMPORARY EMPLOYEES

If Client directly or indirectly hires an The Aptus Group Inc. temporary employee outside of The Aptus Group Inc. Temp-to-Perm service, Client will pay a fee to The Aptus Group Inc. as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by The Aptus Group Inc.'s employees with invoice billing for corresponding hours. Client will have thirty (30) business days to notify The Aptus Group Inc. in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within thirty (30) business days of receipt of invoice.

10. ADJUSTMENT TO PRICING

At least annually during the term of this Agreement the parties will review the pricing provided in Exhibit A and agree upon such adjustments as may be necessary to meet market conditions and the level of services requested by Client. If The Aptus Group Inc. increases the pricing provided in Exhibit A, Client reserves the right to terminate the Agreement before the increased prices become effective. The pricing in Exhibit A will be adjusted by The Aptus Group Inc. to reflect increases in wage and/or related tax, benefit and other costs incurred by The Aptus Group Inc. during the term of this Agreement as the direct result of any determination, order or action by or under any applicable governmental authority, collective bargaining agreement or insurance or benefit program. If recalculation is required because Client failed to disclose to The Aptus Group Inc. information about Client's business which impacts The Aptus Group Inc.'s obligation to pay wages, taxes, or benefits with respect to its employees, Client will be responsible for The Aptus Group Inc.'s reasonable administrative costs in connection with the recalculation. Unless otherwise provided by law, any sales or use tax on the services provided under this Agreement or prices set forth in Exhibit A will be added to the invoiced amount and paid by Client to The Aptus Group Inc.

11. OVERTIME PAY

The Aptus Group Inc. temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt"- - they are paid overtime if The Aptus Group Inc. determines overtime pay is legally required (or when Client has requested payment of overtime). Under California law, eight hours of labor constitutes a day's work. The Aptus Group Inc. will pay its temporary employees overtime as follows:

a) One and one-half times the temporary employee's regular hourly pay rate for all hours worked in excess of eight hours up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and

b) Double the temporary employee's regular pay rate for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.

Client agrees to submit any and all overtime hour requests to The Aptus Group Inc. for approval prior to the temporary employee working any overtime hours. The Aptus Group Inc. will bill the Client for a temporary employee's overtime by applying to The Aptus Group Inc.'s bill rate the same

overtime multiple as The Aptus Group Inc. is required to apply to The Aptus Group Inc. temporary employee's hourly pay rate.

12. REPORTING TIME PAY

a) In addition to the hours an The Aptus Group Inc. employee actually works, California law requires that The Aptus Group Inc. to pay "reporting time pay" when an The Aptus Group Inc. employee reports for his or her regularly scheduled assignment with the Client, but Client does not put The Aptus Group Inc. employee to work. The Aptus Group Inc. will bill the Client in the event it must pay a "reporting time pay." The Aptus Group Inc. Reporting time pay is not considered wages, and is not counted as hours worked for purposes of determining overtime.

b) The specific requirements for reporting time pay are:

1) Each workday an The Aptus Group Inc. employee is required to report to work, but is not put to work or is furnished with less than half of his or her usual or scheduled day's work, The Aptus Group Inc.'s employee must be paid for half the usual or scheduled day's work, but in no event no less than two hours nor more than four hours, at his or her regular rate of pay.

2) If an Aptus employee is required to report to work a second time in any workday (split shift) and is furnished less than two hours of work on the second reporting, he or she must be paid for two hours at his or her regular rate of pay.

c) No reporting time pay is due:

1) When the Client's operations cannot begin or continue due to threats to employees or property, or when civil authorities recommend that work not begin or continue.

2) When public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system.

3) When the interruption of work is caused by an Act of God or other cause not within the employer's control, for example, an earthquake.

4) If The Aptus Group Inc. employee is not fit to work.

5) If The Aptus Group Inc. employee has not reported to work on time and is fired or sent home as a disciplinary action.

6) If an unexpected or unusual occurrence during off hours makes it impossible for the Client to open for business and the Client has made every reasonable effort to notify employees not to report to work.

13) REST AND MEAL PERIODS

a) The Aptus Group Inc. temporary employees in California are covered by the rest period provisions of the Industrial Welfare Commission Wage Orders and must be authorized and permitted to take a net 10-minute paid rest period for every four hours worked or major fraction thereof. Insofar as is practicable, the rest period should be in the middle of the work period. The Client shall not prevent an The Aptus Group Inc. employee from taking the rest periods required by law. If the Client does not authorize or permit a rest period, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the rest period is not provided.

b) Under California law (IWC Orders and Labor Code Section 512), employees must be provided with no less than a thirty-minute meal period when the work period is more than five hours. Unless the employee is relieved of all duty during the entire thirty-minute meal period and is free to leave the workplace, the meal period shall be considered "on duty," counted as hours worked, and paid for at the temporary employee's contracted rate of pay. If the Client does not authorize or permit a meal period, in addition to all other penalties imposed by law, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the meal period is not provided.

14. WORKERS' COMPENSATION AND LIABILITY INSURANCE

The Aptus Group Inc. will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

a) Workers' Compensation. Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed;

b) General Liability. Commercial general liability insurance, including personal injury, blanket contractual liability and broad form property damage, with a $2,000,000.00 combined single limit per occurrence;

c) Umbrella Liability Insurance. $5,000,000.00 combined single limit per occurrence. The Aptus Group Inc. will furnish Client with certificates evidencing such insurance coverage, upon request.

15. INDEMNIFICATION BY THE APTUS GROUP INC.

The Aptus Group Inc. will indemnify, defend and hold harmless Client and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 12, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Client to the extent arising out of any of the following:

a) The Aptus Group Inc.'s failure to comply with its obligations under any applicable laws, regulations or orders;

b) Breach of any obligations of The Aptus Group Inc. contained in this Agreement; or

c) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Client by any The Aptus Group Inc. employees or, in the event of death, by their personal representatives.

The Aptus Group Inc.'s obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Client's failure to fulfill its duties under Section 3, (iii) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Client, its officers, employees or agents, or (iv) the extent that Client is required to indemnify The Aptus Group Inc. against such Damages under Section 14.

16. INDEMNIFICATION BY CLIENT

To the extent permitted by law, Client will indemnify, defend and hold harmless The Aptus Group Inc. and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by The Aptus Group Inc., other than for job-related bodily injury or death of The Aptus Group Inc.'s employees on assignment to Client, arising out of any of the following:

a) Client's failure to comply with its obligations under applicable laws, regulations or orders; or

b) Breach of any obligation of Client contained in this Agreement;

Client's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of The Aptus Group Inc., its officers, employees or agents.
Implementation of the interactive voice response (IVR)/internet program would require that Client provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.

Any information that Client provides The Aptus Group Inc. for purposes of implementing the IVR/web program will be used in connection with the educational staffing services that The Aptus Group Inc. provides. The Aptus Group Inc. will not use such information for any other purpose without Client's prior written consent.

Information in reports that The Aptus Group Inc. furnishes to Client which are generated based on the IVR/web program will contain information that Client's personnel provides upon accessing and using the IVR/web program. Accordingly, the accuracy of such information depends on the accuracy of the information provided by Client's personnel. Client will be solely responsible for

verifying the accuracy of such information. The Aptus Group Inc. shall not be responsible for the accuracy of such information.

17. NOTIFICATION OF CLAIMS

Client and The Aptus Group Inc. agree (a) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (b) to permit The Aptus Group Inc. or Client, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused. Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of The Aptus Group Inc. must be obtained from Chief Executive Officer of The Aptus Group Inc.

18. PERMITS AND LICENSES

Each party will maintain in effect during the term of this Agreement any and all Federal, state and/or local licenses and permits which may be required with respect to the respective business in which each party is engaged.

19. FORCE MAJEURE

The Aptus Group Inc. will not be responsible for failure or delay in assigning its employees to Client if the failure or delay is due to labor disputes and strikes, fire, riot, war, earthquake, acts of god, or any other causes beyond the control of The Aptus Group Inc.

20. NOTICES

Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by telecopy, email, or other wire transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.

Unless otherwise stated in this Agreement, notices, consents, or other communications will be deemed received (a) on the date delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

21. SECTION HEADINGS

The section heading of this Agreement is for the convenience of the parties only and in no way alter, modify, amend, limit, or restrict the contractual obligations of the parties.

22. SEVERABILITY; WAIVER

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

23. ASSIGNMENT

Neither The Aptus Group Inc. nor Client may assign this Agreement without prior written consent of the other party; provided that The Aptus Group Inc. may use secondary vendors to fulfill any or all of its obligations hereunder without securing Client's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

24. INDEPENDENT CONTRACTOR

In its performance of this Agreement, The Aptus Group Inc. will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make The Aptus Group Inc. an agent, partner or joint venture of/with Client.

25. AUTHORITY TO CONTRACT

The Client represents and warrants that it has the right, power, and all requisite authorization to enter into this Agreement. The Client represents that it has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement. The Client representative who is signing this Agreement represents that he/she has been delegated authority by the subject school board to execute this Agreement for the school board/district.

26. LEGAL REVIEW

The Aptus Group Inc. and Client represent that they have each read this Agreement in its entirety, had the opportunity to consult with legal counsel and exercised their own discretion in having their respective legal counsel review this Agreement. Both parties represent that they agree to the terms of this Agreement without relying on representations of the other party or the other party's officers, directors, employees, or legal counsel which are not expressly stated in this Agreement. Both parties further represent that the Agreement's terms are clear and unambiguous. To the extent that in the future any term of the Agreement is deemed ambiguous, the parties expressly agree that neither party shall be deemed the drafter of the Agreement such that the ambiguity would be interpreted in favor of the other party.

27. ARBITRATION OF DISPUTES
In the event a dispute shall arise between The Aptus Group Inc. and the Client to this contract, it is hereby agreed that the dispute shall be referred to arbitration in accordance with Exhibit B.

28. ENTIRETY
This Agreement and its Exhibit(s) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded. This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Preparatory Elementary

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

THE APTUS GROUP, INC.
EXHIBIT A: BILLING TERMS

1. BILLING/INVOICES/TERMS & CONDITIONS OF PAYMENT
The Aptus Group ("APTUS") will invoice Client on a weekly basis for hours worked by temporary employees at agreed-upon hourly bill rates and other expenses. Client will pay for all hours worked by the Aptus Temporary Employees ("ATEs") as follows:

1) Substitute teachers $47/hr.

An itemized invoice for ATEs, based on hours shown on ATEs time cards or associate detail reports from time and attendance systems, will be sent to Client. Such an invoice is due within 30 business days. A 1% late charge will be added if payments are not received within 30 days of the date of invoice.

Any sales or use taxes that apply to sales to Client will be added to Client's invoices as a separate item. APTUS will adjust pricing annually and, additionally, to reflect periodic increases in wage and/or related tax, benefit, and other costs as the result of an action by a governmental authority, collective bargaining unit or insurance or benefit program (e.g., annual SUTA adjustment) per Section 10 of the Agreement. ATEs are presumed to be "nonexempt" employees - they are paid overtime if APTUS determines overtime pay is legally required (or when Client has requested payment of overtime).

APTUS will charge Client overtime rate only when Client has requested an ATE work overtime. Overtime rates will be calculated by applying to The Aptus Group bill rate the same overtime multiplier as APTUS is required to apply to the ATE's pay rate. Client will have 10 business days to notify APTUS in writing of any apparent discrepancies of recorded time worked by ATEs.

2. PAYMENT TERMS
Payment for services is due within thirty (30) business days Client's receipt of APTUS's invoice.

3. PAST DUE ACCOUNTS
If any account becomes past due, the entire unpaid balance of the invoice becomes immediately due and payable. APTUS shall have the right to demand an immediate arbitration on all debt-collection matters. In the event collection action is initiated by APTUS to collect such debt, or any portion thereof, Client agrees to pay any additional sums, including but not limited to, collection costs, arbitration costs, interest at the rate of 12% per annum, and attorney's fees.

4. CONVERSION AND TRANSITION OF TEMPORARY STAFF
Client acknowledges that APTUS incurs substantial expenses for recruiting, screening, qualifying, training, and retraining its employees. Client agrees not to, directly or indirectly, hire, engage as an independent contractor, or permit or cause any ATEs assigned to Client to be placed on the payroll of another entity without written consent from APTUS. Client agrees to obtain the services of each

APTUS employee only through an order with APTUS. Unless otherwise agreed in a writing and signed by both parties, Client will pay APTUS an amount equal to $10,000 if:

a. APTUS introduces an ATE to Client and Client hires or retains the ATE in any capacity either during the assignment or within three months after the last day of the assignment (a "conversion"); or

b. Client receives the services of the ATE by assignment, arrangement, or contact through another staffing provider (a "transition"). Payment is due upon receipt of the Invoice.

Conversion/transition charges are due and payable at the time of conversion/transition. No ATE may be converted/transitioned if Client's account balance is past due.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Preparatory Elementary

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

the aptus group

THE APTUS GROUP, INC.
EXHIBIT B: ARBITRATION AGREEMENT

The Aptus Group, and the Client (collectively, the "Parties") hereby agree that, to the fullest extent permitted by law, any and all claims or controversies between the parties (or between Client and any present or former officer, director, agent, or Client of The Aptus Group relating in any manner to the employment or the termination of the employment of Client) shall be resolved by final and binding arbitration in accordance with the procedures set forth in this agreement. Claims subject to arbitration include, but are not limited to, claims based on any federal, state, or local law, statue or regulation (including but not limited to any claims of discrimination, harassment, retaliation or other conduct in violation of or arising under Title VII of the 1964 Civil Rights Act (as amended by the Civil Rights Act of 1991), The Age Discrimination in Employment Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the California Fair Employment and Housing Act, and the California Family Rights Act, any claims for unpaid wages, commissions, bonuses, stock options or other employment compensation, any claims for breach of contract or covenant (express or implied), any claims of wrongful termination in violation of contract or public policy, any claims arising under common law, and any tort claims. Notwithstanding the foregoing, claims for unemployment benefits, claims for worker's compensation benefits, and claims under the National Labor Relations Act shall not be subject to arbitration under this agreement. Moreover, this agreement should not be construed as preventing Client from filing an administrative charge of discrimination with any federal, state, or local agency, or cooperating with any federal, state, or local agency in its investigation of any such charge.

A neutral and impartial arbitrator shall be chosen by mutual agreement of the parties; however, if the parties are unable to agree upon an arbitrator within a reasonable period of time, then a neutral and impartial arbitrator shall be appointed in accordance with the arbitrator nomination and selection procedure set forth in the National Rules for the Resolution of Employment Disputes of the American Arbitration Association or rules of other major private dispute resolution service. The costs and fees of the arbitrator shall be paid in equal parts by The Aptus Group and the Client, including the costs of the arbitration forum that the Client would not otherwise have to pay in court.

Client and The Aptus Group shall have the right to be represented by an Attorney during any proceeding under this agreement. Each Party shall pay its own costs and Attorney fees, unless a party prevails on a statutory claim, and the statute provides that the prevailing party is entitled to payment of its Attorney's fees and or costs. In that case, the arbitrator may award reasonable Attorney's fees and costs to the prevailing party as provided by law.

All arbitration hearings under this Agreement shall be conducted in Los Angeles County, California. Except as specifically provided herein, any arbitration proceedings shall be conducted in accordance with the then-applicable National Rules for the Resolution of Employment Disputes of the American Arbitration Association.

The Arbitrator may grant any remedy or relief to which the parties would have otherwise been entitled to had the matter been heard in a court of law and shall not grant any remedy or relief that could not have been granted had the matter been heard in a court of law.

The arbitrator shall prepare a written decision containing the essential findings and conclusions on which the award is based so as to ensure meaningful judicial review of the decision.

Either The Aptus Group or Client may bring an action in court to compel arbitration under this agreement and to enforce an arbitration award. Except as otherwise provided in this agreement, neither party shall initiate or prosecute any lawsuit or administrative action (other than an administrative charge of discrimination) in any way related to any claim covered by this Agreement, including without limitation any claim as to the making, existence, validity, or enforceability of this Agreement. Notwithstanding the foregoing, either party may, at its option, seek injunctive relief pursuant to section 1281.8 of the California Code of Civil Procedure.

This arbitrator and the parties shall maintain the confidentiality of any proceedings under this Agreement, including but not limited to, any and all information gathered, prepared, and presented for purposes of the arbitration or related to the claims therein. The arbitrator shall have the authority to make appropriate rulings to safeguard that confidentiality, unless the law provides to the contrary.

This agreement shall be governed by and construed in accordance with the laws of the State of California, including the California Arbitration Act without reference to conflicts of law principles.

If any provision of this agreement shall be held by a court or the arbitrator to be invalid, unenforceable, or void, such provision shall be enforced to the fullest extent permitted by law, and the remainder of this Agreement shall remain in full force and effect.

The obligations of Client and The Aptus Group under this Agreement shall survive the expiration of this agreement.

The Aptus Group and Client understand and agree that this Agreement contains a full and complete statement of any agreements and understandings regarding resolution of disputes between the parties, and the parties agree that this Agreement supersedes all previous agreements, whether written or oral, express or implied, relating to the subjects covered in this Agreement. The parties also agree that the terms of this Agreement cannot be revoked or modified except in a written document signed by both Client and The Aptus Group President.

This Agreement is not, and shall not be construed to create any contract of employment, express or implied. Furthermore this Agreement does not alter the at-will employment status of The Aptus Group personnel assigned to work for Client. Either Client or The Aptus Group may terminate the employment of staff assigned to the Client at any time, for any reason, with or without prior notice. The parties further acknowledge that they have been given the opportunity to discuss this agreement with their legal counsel and have availed themselves of that opportunity to the extent they wish to do so.

the aptus group

The parties acknowledge that they have carefully read this agreement. That they understand its terms, that all understandings and agreements between The Aptus Group and Client relating to the subjects covered in the agreement are contained in it, and that the parties have entered into the agreement voluntarily and not in reliance on any other promises or representations by the other party other than those contained in the agreement itself.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Preparatory Elementary

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

If to APTUS: The Aptus Group, Inc.
1933 S. Broadway, Suite #1120
Los Angeles, CA 90007
Attention: Cinthya Vodanovich, Director
E-mail: vodanovich_cinthya@theaptusgroup.com
Phone: (562) 869-0900

If to Client: TEACH Preparatory Elementary
8505 S. Western Ave
Los Angeles, CA 90047
Attention: Raul Carranza, CEO/Superintendent
E-mail: rcarranza@teachps.org
Phone: (323) 872-0808

The Aptus Group, Inc.

Agreement for Educational Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), dated 8/01/2022, is between The Aptus Group Inc., a California Corporation located at: 1933 S. Broadway, Suite #1120, Los Angeles, CA 90007 (hereinafter, "APTUS") and TEACH Tech Charter High located at: 10606 S. Western Ave, Los Angeles, CA 90047 (hereinafter, "Client").

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

The Aptus Group Inc. will assign its employees to Client to provide education-related services at the location(s) and for the pricing described in Exhibit A. The pricing structure in Exhibit A is intended to be between The Aptus Group Inc. and Client. Client will be permitted to use Exhibit A in connection with its business operations, response to California Public Records Act requests, and other uses as required by law.

2. THE APTUS GROUP INC.'S RESPONSIBILITIES

a) Generally

The Aptus Group Inc. will recruit, interview, select, hire and assign employees to Client to provide education related services requested by Client. The Aptus Group Inc. will further conduct any additional screening requested by Client and mutually agreed upon by The Aptus Group Inc. and Client.

The Aptus Group Inc. and Client hereby expressly agree that The Aptus Group Inc. will provide Client with staff which have appropriate licenses, certifications, qualifications, and other requirements necessary to perform the services, including but not limited to, criminal background checks and tuberculosis test consistent with applicable law and Client's Vendor Certification form, which shall be submitted to Client before any The Aptus Group Inc. employee is allowed on Client premises. The Aptus Group Inc. will request and receive subsequent arrest notifications for its employees from the California Department of Justice ("DOJ") to ensure no employee assigned to Client has committed a serious or violent felony and to ensure ongoing safety of students.

As the employer, The Aptus Group Inc, will: (i) maintain all necessary personnel and payroll records for its employees; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, (i.e., sick pay and holiday pay, or any other(s) specified in exhibit A) directly to its employees; (v) provide for liability and fidelity insurance as specified in Section 12 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client remains sole discretion to remove The Aptus Group Inc. employees. At Client's request, The Aptus Group Inc. will promptly replace any of its employees assigned to Client deemed

unsatisfactory by Client; and if Aptus unable to do so, Client will deduct from Aptus costs provided, that this Agreement will in no way affect the right of The Aptus Group Inc., in its sole discretion as employer, to hire, assign, reassign, discipline and/or terminate its own employees.

b) Compliance

In connection with the performance of this Agreement, The Aptus Group Inc. will comply with all applicable laws, regulations and orders, including, but not limited to, Equal Employment Opportunity Commission and Fair Employment and Housing Act laws and regulations, the Fair Labor Standards Act, the Immigration Reform and Control Act, California Labor Code, and criminal history record check laws.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of The Aptus Group Inc. The Aptus Group Inc.'s employees shall not be eligible for tenure with Client or be entitled to participate in any of Client's employee benefit plans, including pension, 401(k), profit sharing, retirement, deferred compensation, welfare, insurance, disability, bonus, vacation pay, severance pay or other similar plans, programs and agreements, whether reduced to writing or not.

d) The Aptus Group Inc. Guaranty

The Aptus Group Inc. guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, The Aptus Group Inc. will, upon reasonable written notice from Client, furnish a replacement as soon as possible, which shall be Client's sole and exclusive remedy, except for The Aptus Group Inc.'s indemnity obligations under Section 15 below.

3. CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by The Aptus Group Inc. will be performed under the direction, supervision and control of Client. Client will provide The Aptus Group Inc.'s employees with: (i) a suitable workplace which complies with all applicable safety and health standards, statutes and ordinances, (ii) all necessary information, training and safety equipment with respect to hazardous substances, and (iii) adequate instructions, assistance, supervision and time to perform the services requested of them. Client shall ensure that The Aptus Group Inc. employees shall not have sole supervision of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications. Client shall also provide The Aptus Group Inc. employees with all necessary site- specified information and training, including but not limited to emergency procedures, school rules and protocols, policies and procedures regarding student disciplinary action, and confidentiality of student records and information. Client shall be responsible for The Aptus Group Inc. employees: (i) working in situations lacking inappropriate internal controls and safeguards, or (ii) handling cash, negotiables, valuables, merchandise, credit cards, check-writing materials, keys or similar property, merchandise, credit cards, check-writing materials, keys or similar property.

Client remains sole custodian of its educational facilities and premises to which The Aptus Group Inc. employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against The Aptus Group Inc. or its employees by students, their parents or representatives, Client personnel or business invitees, or other third parties, except to the extent that such claims are based on the negligence or intentional acts of The Aptus Group Inc. or the failure of The Aptus Group Inc. full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of The Aptus Group Inc. employees assigned to Client.

Where an Aptus employee is assigned to perform work involving any Client's computer systems, Client will be responsible for maintaining a current backup copy of any data associated with those systems. All records concerning Client's students to which The Aptus Group Inc. employees have access while assigned to Client shall be owned by Client to extent permitted by law. Client shall have appropriate written internal control procedures for ensuring the confidentiality of all Client's student records and appropriately limiting The Aptus Group Inc. employees' access to such records.

Client agrees to provide The Aptus Group Inc. with detailed information about the assignment duties that The Aptus Group Inc. employees will have and also agrees to use The Aptus Group Inc. employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any The Aptus Group Inc. employee's assignment duties without giving The Aptus Group Inc.'s prior written notice and receiving their consent. Client agrees that The Aptus Group Inc. employees shall not be given any duties to be performed outside of Client's premises without The Aptus Group Inc.'s prior notice and consent. Further, Client agrees to comply with any restrictions The Aptus Group Inc. advises Client of regarding any restrictions on the responsibilities Client assigns to The Aptus Group Inc. employees.

Client agrees to give The Aptus Group Inc. prompt written notice of any concern or complaint about the conduct of an The Aptus Group Inc. employee assigned to Client. Client will give such notice no later than the end of the same day that it learns of the concern or complaint. Client also agrees to permit The Aptus Group Inc. to actively participate in Client's investigation of such a concern or complaint.

b) Compliance

In connection with the performance of this Agreement, Client will comply with its obligations under all applicable laws, regulations and orders, including, but not limited to, laws relating to employment discrimination. Further, Client represents that its actions under this Agreement so not violate its obligations under any agreement that Client has with any labor union.

Client represents that The Aptus Group Inc. responsibilities set forth in this Agreement regarding substitute teacher screening, compensation, and the like are consistent with or do not violate any state or municipal requirement, or school board, or school district policy or practices that the Client is subject to when the Client directly employs substitute teachers. Client also represents that it has

disclosed to The Aptus Group Inc. all screening requirements that Client would use for the position covered by this Agreement if the Client were directly employing individuals in such positions.

4. PAYMENT FOR SERVICES

In consideration of The Aptus Group Inc.'s performance, Client will pay The Aptus Group Inc. in accordance with the pricing set forth in Exhibit A. The Aptus Group Inc. will invoice Client weekly at the address set forth above or at any other address that Client designates. Payment will be due upon Client's receipt of The Aptus Group Inc. invoice. In the event of termination of this Agreement, Client will pay The Aptus Group Inc. promptly for services performed up to the time of termination. The Aptus Group Inc. time cards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each The Aptus Group Inc. employees assigned to Client.

5. TERM; TERMINATION

The term of this Agreement begins as of the date first shown above and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. The Aptus Group Inc. reserves the right, however, to terminate this Agreement immediately in the event of nonpayment for services rendered. In the event of termination, this Agreement will continue to govern the parties and obligations with respect to services performed prior to termination.

6. THE APTUS GROUP INC. TEMP-TO-PERM OPTION

At Client's request, The Aptus Group Inc. will provide The Aptus Group Inc. Temp-To-Perm Option in which The Aptus Group Inc. will provide candidates for employment on a full or part-time basis by Client for consideration by Client for up to a 90 work day (6 hours per day) trial period. During the trial period, candidates will be placed on The Aptus Group Inc.'s payroll and provided pursuant to the terms of this Agreement. At or after the end of the 90 work day trial period, Client may hire the candidate. Pricing for this service is provided in Exhibit A.

7. THE APTUS GROUP INC. EXPRESS SERVICE

The Aptus Group Inc. will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an The Aptus Group Inc. furnished candidate, Client agrees to pay a direct fee as provided in Exhibit A.

8. HIRING OF TEMPORARY EMPLOYEES

If Client directly or indirectly hires an The Aptus Group Inc. temporary employee outside of The Aptus Group Inc. Temp-to-Perm service, Client will pay a fee to The Aptus Group Inc. as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by The Aptus Group Inc.'s employees with invoice billing for corresponding hours. Client will have thirty (30) business days to notify The Aptus Group Inc. in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within thirty (30) business days of receipt of invoice.

10. ADJUSTMENT TO PRICING

At least annually during the term of this Agreement the parties will review the pricing provided in Exhibit A and agree upon such adjustments as may be necessary to meet market conditions and the level of services requested by Client. If The Aptus Group Inc. increases the pricing provided in Exhibit A, Client reserves the right to terminate the Agreement before the increased prices become effective. The pricing in Exhibit A will be adjusted by The Aptus Group Inc. to reflect increases in wage and/or related tax, benefit and other costs incurred by The Aptus Group Inc. during the term of this Agreement as the direct result of any determination, order or action by or under any applicable governmental authority, collective bargaining agreement or insurance or benefit program. If recalculation is required because Client failed to disclose to The Aptus Group Inc. information about Client's business which impacts The Aptus Group Inc.'s obligation to pay wages, taxes, or benefits with respect to its employees, Client will be responsible for The Aptus Group Inc.'s reasonable administrative costs in connection with the recalculation. Unless otherwise provided by law, any sales or use tax on the services provided under this Agreement or prices set forth in Exhibit A will be added to the invoiced amount and paid by Client to The Aptus Group Inc.

11. OVERTIME PAY

The Aptus Group Inc. temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt"- - they are paid overtime if The Aptus Group Inc. determines overtime pay is legally required (or when Client has requested payment of overtime). Under California law, eight hours of labor constitutes a day's work. The Aptus Group Inc. will pay its temporary employees overtime as follows:

a) One and one-half times the temporary employee's regular hourly pay rate for all hours worked in excess of eight hours up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and

b) Double the temporary employee's regular pay rate for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.

Client agrees to submit any and all overtime hour requests to The Aptus Group Inc. for approval prior to the temporary employee working any overtime hours. The Aptus Group Inc. will bill the Client for a temporary employee's overtime by applying to The Aptus Group Inc.'s bill rate the same

overtime multiple as The Aptus Group Inc. is required to apply to The Aptus Group Inc. temporary employee's hourly pay rate.

12. REPORTING TIME PAY

a) In addition to the hours an The Aptus Group Inc. employee actually works, California law requires that The Aptus Group Inc. to pay "reporting time pay" when an The Aptus Group Inc. employee reports for his or her regularly scheduled assignment with the Client, but Client does not put The Aptus Group Inc. employee to work. The Aptus Group Inc. will bill the Client in the event it must pay a "reporting time pay." The Aptus Group Inc. Reporting time pay is not considered wages, and is not counted as hours worked for purposes of determining overtime.

b) The specific requirements for reporting time pay are:

1) Each workday an The Aptus Group Inc. employee is required to report to work, but is not put to work or is furnished with less than half of his or her usual or scheduled day's work, The Aptus Group Inc.'s employee must be paid for half the usual or scheduled day's work, but in no event no less than two hours nor more than four hours, at his or her regular rate of pay.

2) If an Aptus employee is required to report to work a second time in any workday (split shift) and is furnished less than two hours of work on the second reporting, he or she must be paid for two hours at his or her regular rate of pay.

c) No reporting time pay is due:

1) When the Client's operations cannot begin or continue due to threats to employees or property, or when civil authorities recommend that work not begin or continue.

2) When public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system.

3) When the interruption of work is caused by an Act of God or other cause not within the employer's control, for example, an earthquake.

4) If The Aptus Group Inc. employee is not fit to work.

5) If The Aptus Group Inc. employee has not reported to work on time and is fired or sent home as a disciplinary action.

6) If an unexpected or unusual occurrence during off hours makes it impossible for the Client to open for business and the Client has made every reasonable effort to notify employees not to report to work.

13) REST AND MEAL PERIODS

a) The Aptus Group Inc. temporary employees in California are covered by the rest period provisions of the Industrial Welfare Commission Wage Orders and must be authorized and permitted to take a net 10-minute paid rest period for every four hours worked or major fraction thereof. Insofar as is practicable, the rest period should be in the middle of the work period. The Client shall not prevent an The Aptus Group Inc. employee from taking the rest periods required by law. If the Client does not authorize or permit a rest period, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the rest period is not provided.

b) Under California law (IWC Orders and Labor Code Section 512), employees must be provided with no less than a thirty-minute meal period when the work period is more than five hours. Unless the employee is relieved of all duty during the entire thirty-minute meal period and is free to leave the workplace, the meal period shall be considered "on duty," counted as hours worked, and paid for at the temporary employee's contracted rate of pay. If the Client does not authorize or permit a meal period, in addition to all other penalties imposed by law, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the meal period is not provided.

14. WORKERS' COMPENSATION AND LIABILITY INSURANCE

The Aptus Group Inc. will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

a) Workers' Compensation. Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed;

b) General Liability. Commercial general liability insurance, including personal injury, blanket contractual liability and broad form property damage, with a $2,000,000.00 combined single limit per occurrence;

c) Umbrella Liability Insurance. $5,000,000.00 combined single limit per occurrence. The Aptus Group Inc. will furnish Client with certificates evidencing such insurance coverage, upon request.

15. INDEMNIFICATION BY THE APTUS GROUP INC.

The Aptus Group Inc. will indemnify, defend and hold harmless Client and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 12, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Client to the extent arising out of any of the following:

a) The Aptus Group Inc.'s failure to comply with its obligations under any applicable laws, regulations or orders;

b) Breach of any obligations of The Aptus Group Inc. contained in this Agreement; or

c) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Client by any The Aptus Group Inc. employees or, in the event of death, by their personal representatives.

The Aptus Group Inc.'s obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Client's failure to fulfill its duties under Section 3, (iii) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Client, its officers, employees or agents, or (iv) the extent that Client is required to indemnify The Aptus Group Inc. against such Damages under Section 14.

16. INDEMNIFICATION BY CLIENT

To the extent permitted by law, Client will indemnify, defend and hold harmless The Aptus Group Inc. and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by The Aptus Group Inc., other than for job-related bodily injury or death of The Aptus Group Inc.'s employees on assignment to Client, arising out of any of the following:

a) Client's failure to comply with its obligations under applicable laws, regulations or orders; or

b) Breach of any obligation of Client contained in this Agreement;

Client's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of The Aptus Group Inc., its officers, employees or agents.
Implementation of the interactive voice response (IVR)/internet program would require that Client provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.

Any information that Client provides The Aptus Group Inc. for purposes of implementing the IVR/web program will be used in connection with the educational staffing services that The Aptus Group Inc. provides. The Aptus Group Inc. will not use such information for any other purpose without Client's prior written consent.

Information in reports that The Aptus Group Inc. furnishes to Client which are generated based on the IVR/web program will contain information that Client's personnel provides upon accessing and using the IVR/web program. Accordingly, the accuracy of such information depends on the accuracy of the information provided by Client's personnel. Client will be solely responsible for

verifying the accuracy of such information. The Aptus Group Inc. shall not be responsible for the accuracy of such information.

17. NOTIFICATION OF CLAIMS

Client and The Aptus Group Inc. agree (a) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (b) to permit The Aptus Group Inc. or Client, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused. Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of The Aptus Group Inc. must be obtained from Chief Executive Officer of The Aptus Group Inc.

18. PERMITS AND LICENSES

Each party will maintain in effect during the term of this Agreement any and all Federal, state and/or local licenses and permits which may be required with respect to the respective business in which each party is engaged.

19. FORCE MAJEURE

The Aptus Group Inc. will not be responsible for failure or delay in assigning its employees to Client if the failure or delay is due to labor disputes and strikes, fire, riot, war, earthquake, acts of god, or any other causes beyond the control of The Aptus Group Inc.

20. NOTICES

Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by telecopy, email, or other wire transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.

Unless otherwise stated in this Agreement, notices, consents, or other communications will be deemed received (a) on the date delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

21. SECTION HEADINGS

The section heading of this Agreement is for the convenience of the parties only and in no way alter, modify, amend, limit, or restrict the contractual obligations of the parties.

22. SEVERABILITY; WAIVER

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

23. ASSIGNMENT

Neither The Aptus Group Inc. nor Client may assign this Agreement without prior written consent of the other party; provided that The Aptus Group Inc. may use secondary vendors to fulfill any or all of its obligations hereunder without securing Client's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

24. INDEPENDENT CONTRACTOR

In its performance of this Agreement, The Aptus Group Inc. will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make The Aptus Group Inc. an agent, partner or joint venture of/with Client.

25. AUTHORITY TO CONTRACT

The Client represents and warrants that it has the right, power, and all requisite authorization to enter into this Agreement. The Client represents that it has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement. The Client representative who is signing this Agreement represents that he/she has been delegated authority by the subject school board to execute this Agreement for the school board/district.

26. LEGAL REVIEW

The Aptus Group Inc. and Client represent that they have each read this Agreement in its entirety, had the opportunity to consult with legal counsel and exercised their own discretion in having their respective legal counsel review this Agreement. Both parties represent that they agree to the terms of this Agreement without relying on representations of the other party or the other party's officers, directors, employees, or legal counsel which are not expressly stated in this Agreement. Both parties further represent that the Agreement's terms are clear and unambiguous. To the extent that in the future any term of the Agreement is deemed ambiguous, the parties expressly agree that neither party shall be deemed the drafter of the Agreement such that the ambiguity would be interpreted in favor of the other party.

27. ARBITRATION OF DISPUTES
In the event a dispute shall arise between The Aptus Group Inc. and the Client to this contract, it is hereby agreed that the dispute shall be referred to arbitration in accordance with Exhibit B.

28. ENTIRETY
This Agreement and its Exhibit(s) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded. This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Tech Charter High

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

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THE APTUS GROUP, INC.
EXHIBIT A: BILLING TERMS

1. BILLING/INVOICES/TERMS & CONDITIONS OF PAYMENT
The Aptus Group ("APTUS") will invoice Client on a weekly basis for hours worked by temporary employees at agreed-upon hourly bill rates and other expenses. Client will pay for all hours worked by the Aptus Temporary Employees ("ATEs") as follows:

1) Substitute teachers $47/hr.

An itemized invoice for ATEs, based on hours shown on ATEs time cards or associate detail reports from time and attendance systems, will be sent to Client. Such an invoice is due within 30 business days. A 1% late charge will be added if payments are not received within 30 days of the date of invoice.

Any sales or use taxes that apply to sales to Client will be added to Client's invoices as a separate item. APTUS will adjust pricing annually and, additionally, to reflect periodic increases in wage and/or related tax, benefit, and other costs as the result of an action by a governmental authority, collective bargaining unit or insurance or benefit program (e.g., annual SUTA adjustment) per Section 10 of the Agreement. ATEs are presumed to be "nonexempt" employees - they are paid overtime if APTUS determines overtime pay is legally required (or when Client has requested payment of overtime).

APTUS will charge Client overtime rate only when Client has requested an ATE work overtime. Overtime rates will be calculated by applying to The Aptus Group bill rate the same overtime multiplier as APTUS is required to apply to the ATE's pay rate. Client will have 10 business days to notify APTUS in writing of any apparent discrepancies of recorded time worked by ATEs.

2. PAYMENT TERMS
Payment for services is due within thirty (30) business days Client's receipt of APTUS's invoice.

3. PAST DUE ACCOUNTS
If any account becomes past due, the entire unpaid balance of the invoice becomes immediately due and payable. APTUS shall have the right to demand an immediate arbitration on all debt-collection matters. In the event collection action is initiated by APTUS to collect such debt, or any portion thereof, Client agrees to pay any additional sums, including but not limited to, collection costs, arbitration costs, interest at the rate of 12% per annum, and attorney's fees.

4. CONVERSION AND TRANSITION OF TEMPORARY STAFF
Client acknowledges that APTUS incurs substantial expenses for recruiting, screening, qualifying, training, and retraining its employees. Client agrees not to, directly or indirectly, hire, engage as an independent contractor, or permit or cause any ATEs assigned to Client to be placed on the payroll of another entity without written consent from APTUS. Client agrees to obtain the services of each

APTUS employee only through an order with APTUS. Unless otherwise agreed in a writing and signed by both parties, Client will pay APTUS an amount equal to $10,000 if:

a. APTUS introduces an ATE to Client and Client hires or retains the ATE in any capacity either during the assignment or within three months after the last day of the assignment (a "conversion"); or

b. Client receives the services of the ATE by assignment, arrangement, or contact through another staffing provider (a "transition"). Payment is due upon receipt of the Invoice.

Conversion/transition charges are due and payable at the time of conversion/transition. No ATE may be converted/transitioned if Client's account balance is past due.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Tech Charter High

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

the aptus group

THE APTUS GROUP, INC.
EXHIBIT B: ARBITRATION AGREEMENT

The Aptus Group, and the Client (collectively, the "Parties") hereby agree that, to the fullest extent permitted by law, any and all claims or controversies between the parties (or between Client and any present or former officer, director, agent, or Client of The Aptus Group relating in any manner to the employment or the termination of the employment of Client) shall be resolved by final and binding arbitration in accordance with the procedures set forth in this agreement. Claims subject to arbitration include, but are not limited to, claims based on any federal, state, or local law, statue or regulation (including but not limited to any claims of discrimination, harassment, retaliation or other conduct in violation of or arising under Title VII of the 1964 Civil Rights Act (as amended by the Civil Rights Act of 1991), The Age Discrimination in Employment Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the California Fair Employment and Housing Act, and the California Family Rights Act, any claims for unpaid wages, commissions, bonuses, stock options or other employment compensation, any claims for breach of contract or covenant (express or implied), any claims of wrongful termination in violation of contract or public policy, any claims arising under common law, and any tort claims. Notwithstanding the foregoing, claims for unemployment benefits, claims for worker's compensation benefits, and claims under the National Labor Relations Act shall not be subject to arbitration under this agreement. Moreover, this agreement should not be construed as preventing Client from filing an administrative charge of discrimination with any federal, state, or local agency, or cooperating with any federal, state, or local agency in its investigation of any such charge.

A neutral and impartial arbitrator shall be chosen by mutual agreement of the parties; however, if the parties are unable to agree upon an arbitrator within a reasonable period of time, then a neutral and impartial arbitrator shall be appointed in accordance with the arbitrator nomination and selection procedure set forth in the National Rules for the Resolution of Employment Disputes of the American Arbitration Association or rules of other major private dispute resolution service. The costs and fees of the arbitrator shall be paid in equal parts by The Aptus Group and the Client, including the costs of the arbitration forum that the Client would not otherwise have to pay in court.

Client and The Aptus Group shall have the right to be represented by an Attorney during any proceeding under this agreement. Each Party shall pay its own costs and Attorney fees, unless a party prevails on a statutory claim, and the statute provides that the prevailing party is entitled to payment of its Attorney's fees and or costs. In that case, the arbitrator may award reasonable Attorney's fees and costs to the prevailing party as provided by law.

All arbitration hearings under this Agreement shall be conducted in Los Angeles County, California. Except as specifically provided herein, any arbitration proceedings shall be conducted in accordance with the then-applicable National Rules for the Resolution of Employment Disputes of the American Arbitration Association.

The Arbitrator may grant any remedy or relief to which the parties would have otherwise been entitled to had the matter been heard in a court of law and shall not grant any remedy or relief that could not have been granted had the matter been heard in a court of law.

The arbitrator shall prepare a written decision containing the essential findings and conclusions on which the award is based so as to ensure meaningful judicial review of the decision.

Either The Aptus Group or Client may bring an action in court to compel arbitration under this agreement and to enforce an arbitration award. Except as otherwise provided in this agreement, neither party shall initiate or prosecute any lawsuit or administrative action (other than an administrative charge of discrimination) in any way related to any claim covered by this Agreement, including without limitation any claim as to the making, existence, validity, or enforceability of this Agreement. Notwithstanding the foregoing, either party may, at its option, seek injunctive relief pursuant to section 1281.8 of the California Code of Civil Procedure.

This arbitrator and the parties shall maintain the confidentiality of any proceedings under this Agreement, including but not limited to, any and all information gathered, prepared, and presented for purposes of the arbitration or related to the claims therein. The arbitrator shall have the authority to make appropriate rulings to safeguard that confidentiality, unless the law provides to the contrary.

This agreement shall be governed by and construed in accordance with the laws of the State of California, including the California Arbitration Act without reference to conflicts of law principles.

If any provision of this agreement shall be held by a court or the arbitrator to be invalid, unenforceable, or void, such provision shall be enforced to the fullest extent permitted by law, and the remainder of this Agreement shall remain in full force and effect.

The obligations of Client and The Aptus Group under this Agreement shall survive the expiration of this agreement.

The Aptus Group and Client understand and agree that this Agreement contains a full and complete statement of any agreements and understandings regarding resolution of disputes between the parties, and the parties agree that this Agreement supersedes all previous agreements, whether written or oral, express or implied, relating to the subjects covered in this Agreement. The parties also agree that the terms of this Agreement cannot be revoked or modified except in a written document signed by both Client and The Aptus Group President.

This Agreement is not, and shall not be construed to create any contract of employment, express or implied. Furthermore this Agreement does not alter the at-will employment status of The Aptus Group personnel assigned to work for Client. Either Client or The Aptus Group may terminate the employment of staff assigned to the Client at any time, for any reason, with or without prior notice. The parties further acknowledge that they have been given the opportunity to discuss this agreement with their legal counsel and have availed themselves of that opportunity to the extent they wish to do so.

The parties acknowledge that they have carefully read this agreement. That they understand its terms, that all understandings and agreements between The Aptus Group and Client relating to the subjects covered in the agreement are contained in it, and that the parties have entered into the agreement voluntarily and not in reliance on any other promises or representations by the other party other than those contained in the agreement itself.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Tech Charter High

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

If to APTUS: The Aptus Group, Inc.
1933 S. Broadway, Suite #1120
Los Angeles, CA 90007
Attention: Cinthya Vodanovich, Director
E-mail: vodanovich_cinthya@theaptusgroup.com
Phone: (562) 869-0900

If to Client: TEACH Tech Charter High
10606 S. Western Ave
Los Angeles, CA 90047
Attention: Raul Carranza, CEO/Superintendent
E-mail: rcarranza@teachps.org
Phone: (323) 872-0808

AGREEMENT FOR STAFFING SERVICES

THIS AGREEMENT, effective 06/10/2022_____ is between Scoot Education, Inc., 5670 Wilshire Blvd, #1970, Los Angeles CA 90036 ("Scoot" "Us" "We"), and,

TEACH Prep. Elementary 8505 S. Western Ave, LA, CA, 90047
TEACH Academy of Technologies 10000 S. Western Ave, LA, CA, 90047
TEACH Tech Charter High10616 S. Western Ave, LA, CA, 90047

("Customer" "You" "Yourself").

PART A – GENERAL CLAUSES

The following clauses are common to both the provision of substitute teachers and placement services.

1. DEFINITIONS

Annualized Gross Salary (AGS)	Means the annualized sum of all remuneration payable to a candidate placed (or sought for placement) in accordance with these terms (and if part time, calculated on a pro-rata basis).
Assignment	Means the hire or acceptance, in accordance with parts B and C of this Agreement, of one or more of our employees to perform work at your premises or anywhere else specified by you and approved by us.
Candidate	Means anyone: (a) who is seeking a permanent placement position through us; or (b) whom we have identified as a person: (i) who might consider seeking a permanent placement position through us; and (ii) about whom we are able to provide relevant information regarding that person's suitability for a permanent placement position.
Confidential Information	Means any information which you access or which is communicated to you in the course of our engagement by you and which is identified as confidential; or which you should reasonably expect to be confidential. It includes, but is not limited to: any trade secrets or information relating to our customers, or clients; customer requirements; employees and officers, employees of clients or customers; suppliers; workers; terms of trade; pricing lists or pricing structures; marketing information and plans; intellectual property; inventions; business plans or dealings; technical data; financial information and plans; designs; product lines; research activities; software and the source code of any such software, of ours.

	Confidential Information also means any information which Scoot or Scoot employees' access or which is communicated to Scoot or Scoot employees in the course of Scoot's engagement by Customer which is identified as confidential or which Scoot or Scoot employees should reasonably expect to be confidential. It includes, but is not limited to: confidential and/or proprietary information concerning Customer's operations and/or activities, including but not limited to information about Customer's students, families, employees, donors, business affairs, and financial plans. It does not include information that is generally available in the public domain unless by unauthorized use or disclosure or which you are required to disclose by law.
Substitute Bubble	Substitute Bubbles are a group of day-to-day substitute teachers who are assigned to Customer school(s) for a specific period. Substitutes within a bubble are always assigned to Customer and must be used for short-term assignments, not long-term positions.
Substitute Teacher	Means one of Scoot's employees (including where the context requires their employee's agents and sub-contractors) assigned to work for Customer in accordance with Part B of this Agreement.
TeachStart Fellow	Means one of Scoot's employees (including where the context requires their employee's agents and sub-contractors) who is enrolled in the TeachStart program and is assigned to work for Customer in accordance with Part B of this Agreement. TeachStart Fellows hold at least a state substitute teacher permit.
Placement	Means the Placement of Scoot's Candidate with Customer. Unless otherwise agreed in writing, the Placement Date will be the date that a Candidate accepts any offer of employment with, or engagement to provide services to, Customer.

2. ACCEPTANCE

You will be regarded as having entered in to this Agreement when any of the following occur:

(a) by signing and returning a copy of this Agreement;

(b) by confirming acceptance of this Agreement in writing;

(c) by requesting us to supply substitute teachers after receiving this document;

(d) by requesting us to supply candidates for potential placement after receiving this document;

(e) by authorizing a time sheet for one or more of our substitutes; or

(f) by paying one of our invoices for the provision of substitute or placement services.

3. CONFIDENTIALITY

The pricing in Exhibit A is confidential between Scoot and Customer. Customer will be permitted to use the Exhibit in connection with its business operations, responses to California Public Records Act requests, and other uses as required by law.

Scoot will provide to the Customer within the time requirements required by law, any public records subject to a properly framed public records request.

3. NOTIFICATION OF CLAIMS

(a) Customer and Scoot agree (i) to immediately notify each other in writing of any asserted claim but in no event later than five (5) business days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (ii) to permit Scoot or Customer, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused.

(b) Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld.

4. TERM; TERMINATION

The term of this Agreement begins as of the date hereof and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. Scoot reserves the right to terminate this Agreement immediately in the event of delinquent payments. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination. Scoot reserves the right to issue an amended fee schedule (Exhibit A) at the commencement of each academic term.

5. NON-SOLICITATION

Unless otherwise agreed to in writing, neither party shall hire or solicit the employment of the other party's regular, full-time employees (i.e., not including substitute teachers) during the term of this Agreement and for a period of twelve (12) months thereafter.

6. MISCELLANEOUS

6.1 Notices

i) Any notices or other communications under this Agreement must be in writing or sent by e-mail with a request for confirmation and must be clearly marked as a communication related to the terms of this Agreement. Addresses shall be:

For Customer: TEACH Prep. Elementary 8505 S. Western Ave, LA, CA, 90047
TEACH Academy of Technologies 10000 S. Western Ave, LA, CA, 90047
TEACH Tech Charter High10616 S. Western Ave, LA, CA, 90047
For Scoot: 5670 Wilshire Blvd, #1970, Los Angeles CA 90036

ii) Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received (a) on the date delivered, if delivered personally or by e-mail; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

6.2 Severability; Waiver

The unenforceability of any part of this Agreement shall not render the remainder unenforceable. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any future breaches or remedies.

6.3 Assignment

This Agreement may not be assigned without the prior written consent of the other party. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns.

6.4 Amendments

This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties except that special addenda for purposes of specific assignments may be adopted, as to that assignment, through the exchange of e-mails containing the agreed upon terms and a return e-mail clearly accepting such terms.

6.5 Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

6.6 Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule.

6.7 Entire Agreement

This Agreement, its Exhibits (and any job descriptions signed by the Customer) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

PART B – SUBSTITUTE TEACHER SERVICES

The provisions within this Part apply to the provision of temporary substitute teachers and should be read in conjunction with the relevant provisions of Part A.

1. SERVICES

Scoot will assign to Customer temporary employees to perform services, typically as short or long-term substitute teachers (hereafter generally referred to as "Substitutes".) The Substitutes shall report to the sites requested by Customer and shall be under Customer's supervision while assigned. Any additional assignments to a Substitute must be agreed to between Scoot and Customer in a written addendum to this Agreement.

2. PAYMENT FOR SERVICES

Scoot shall invoice Customer on a weekly basis which invoice is to be paid within seven (7) days of receipt. The rate of pay is set forth in Exhibit A. If you have any issue with an invoice, you agree to raise it specifically before the due date and to timely pay that portion of the invoice which is not questioned. Late charges will be imposed on any unpaid fees at the rate of eight (8%) per annum or the maximum amount allowable by applicable law, whichever is less.

3. SCOOT'S COMMITMENTS

3.1. Scoot will use its best efforts to recruit, employ and assign qualified Substitutes for assignments as requested by Customer.

3.2. Scoot will screen Substitutes before employing them to verify that all substitute teachers have submitted to a live-scan criminal history check via the DoJ and FBI with ongoing arrest notifications. Scoot will ensure all Substitutes comply with the requirements of Education Code Section 45125.1 et seq. before they are

permitted to perform services for the Customer. If Scoot is notified of any arrest or other similar infraction regarding an active Substitute, Scoot will immediately remove that Substitute from service and notify the Customer.

3.3. All Substitute Teachers must have a physician-signed chest x-ray or physician signed risk assessment form proving that no risk factors are present or proving a negative tuberculosis test result within 60 days of employment with Scoot Education or more recent.

3.4. Scoot will verify that all Substitutes are eligible to work in the United States.

3.5. Scoot will provide all Substitutes with a means to report their working time and shall pay all Substitutes their wages and provide them all benefits for which they are eligible as Scoot employees.

3.6. Scoot shall handle all payroll-related tax and other withholding, as appropriate and shall provide Workers' Compensation insurance for all Substitutes.

3.7. Scoot shall protect Customer's Confidential Information and the Confidential Information of Customer's pupils including by requiring all Substitutes to execute a Confidentiality Agreement.

3.8. Scoot shall require all Substitutes comply with Customer's policies and procedures when the Substitute is on Assignment to the Customer and shall further comply with any reasonable requests by Customer for Substitutes to execute other documents such as documents Customer may require regarding any Intellectual Property a Substitute may develop while assigned to Customer.

3.9. Scoot shall comply with all applicable laws, regulations and ordinances applicable to it as a temporary staffing agency and as the employer of the Substitutes.

4. CUSTOMER COMMITMENTS

4.1. Customer shall provide Substitutes with a safe and suitable workplace including appropriate training regarding any special hazards, evacuation procedures, etc.

4.2. Customer shall provide Substitutes with an orientation regarding all other applicable workplace expectations including school rules, student discipline, grading and homework policies, etc.

4.3. Customer shall supply Substitute with appropriate lesson plans and educational materials and will provide usual and customary supervision of Substitute while Substitute is on assignment to Customer.

4.4. Customer shall provide Scoot with a prompt notice of any injury or altercation involving a Substitute as well as any performance issue or complaint. Customer will permit Scoot to participate in any investigation should it so desire.

4.5. Customer shall be specifically responsible for the conduct of Substitute with respect to any keys, cash, and confidential information and records of students and the Customer's regular employees to which Substitute has access during the assignment. Customer also assumes responsibility (except to the extent covered by Workers' Compensation) in connection with any use of Customer vehicles or equipment in connection with the assignment.

4.6. Customer agrees that unless separately set forth in an addendum to this Agreement, Customer shall not assign a Substitute sole custody of a single student, sole responsibility for supervising more than one classroom of students at a time, or administering or maintaining custody of any student medications.

4.7. Customer shall comply with all applicable laws, regulations and ordinances. No actions undertaken by Customer under this Agreement violate the terms of any other contract including any collective bargaining agreement.

4.8. Any qualifications or characteristics Customer requests for any assignment are based on essential bona fide occupational qualifications the determination of which is Customer's sole responsibility. Scoot is not responsible for screening Substitutes based on any qualifications or criteria which are not specifically disclosed by Customer.

4.9. Customer will inform Scoot if Customer currently subscribes to CalSTRS or becomes a member of CalSTRS.

5. BILLING & PAYMENT TERMS

5.1. Invoices

Scoot will invoice Customer each week for the services of the Substitutes at the rates set forth in Exhibit A or such other rates as the parties may agree upon at the time of Assignment. Any modification to rate must be set forth in writing and accepted by both parties. An e-mail exchange agreeing to a rate change will be deemed sufficient evidence of such an agreement but it will only apply to the specific position under assignment.

5.2. Taxes

Any sales or use taxes that apply to sales to Customer will be added to Customer's invoices as a separate item. Scoot will pay for any taxes that apply to the services of or compensation paid to the Substitutes.

5.3. Expenses

Expenses incurred by Substitutes within the scope of their assignment (for example, mileage to attend meetings) will be charged to the Customer, passed through without mark up.

6. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

6.1 Workers' Compensation

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

6.2 Commercial General Liability

Commercial general liability insurance with a $2,000,000 combined single limit per occurrence / $4,000,000 aggregate and includes contractual liability and personal injury coverage;

6.3 Automobile Liability

Hired and non-owned auto liability insurance with a $1,000,000 combined single limit per occurrence;

6.4 Abusive Acts Coverage

Abusive Acts occurrence based liability insurance with a $3,000,000 combined single limit per occurrence / $3,000,000 aggregate;

Scoot will provide Customer with a certificate of this insurance coverage upon request.

7. INDEMNIFICATION BY SCOOT

7.1. Scoot will indemnify, defend and hold harmless Customer and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 6, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Customer to the extent arising out of any of the following:

i) Scoot's failure to comply with its obligations under applicable employment-related laws, regulations or orders in Scoot's capacity as the general employer of the Assigned Employees; and

ii) Breach of any obligation of Scoot contained in this Agreement.

7.2 Scoot's obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Customer's failure to fulfill its duties, (iii) the extent that any Damages are the result of any negligent act or omission or intentional misconduct of Customer, its officers, employees or agents, or (iv) the extent that Customer is required to indemnify Scoot against such Damages under Section 9.

8. INDEMNIFICATION BY CUSTOMER

8.1 To the extent permitted by law, Customer will indemnify, defend and hold harmless Scoot and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by Scoot other than for job-related bodily injury or death of a Substitute covered by Workers' Compensation, arising out of any of the following:

i) Customer's failure to comply with its obligations under applicable laws, regulations, ordinances or other contracts;

ii) Any claims asserted against Scoot or its Substitute by students, their parents or representatives, Customer personnel or business invitees, or other third parties arising from conduct of the Substitute while on assignment with Customer (except to the extent that such claim is determined to have been caused by the negligence of Scoot or the failure of Scoot full time staff personnel to reasonably fulfill their obligations regarding the recruitment, screening, and hiring of the Substitute); or

iii) Breach of any obligation of Customer contained in this Agreement;

8.2 Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of Scoot, its officers, employees or agents.

9. SUBSTITUTE NON-SOLICITATION

Customer is prohibited from hiring Substitutes to serve as substitutes directly employed by Customer during the term of this Agreement and for twelve (12) months hereafter unless engaging in Scoot's temp-to-perm program as outlined in Exhibit A.

SIGNATORIES

Signed: James Sanders	Signed: _____
Name: James Sanders	Name: _____
Title: CEO	Title: _____
Date: 06/10/2022	Date:

EXHIBIT A
FEES FOR SUBSTITUTES

This Exhibit A is incorporated and made part of the Agreement between Scoot and Customer. The pricing in Exhibit A is confidential and proprietary, to the extent allowable by applicable law. Customer agrees not to disclose the contents of Exhibit A to persons or entities not party to this Agreement without Scoot's written permission, to the extent allowable by applicable law.

Substitutes will be assigned to the following positions and at the following rates:

School bill rate*	Half-day rate (4 hours or less)	Short-term day rate	Long-term day rate#
Teaching Assistant (non-credentialed)	$223	$334	$367
Teacher (Emergency 30-day substitute permit or California credential)	$243	$363	$399
TeachStart Fellow	$267	$399	$399
Special Education Credential in SpEd role	$281	$420	$450

* Because Scoot Substitutes are non-exempt hourly employees, additional charges over and above the standard Daily Bill Rate will apply in the event that the Substitute is called upon to work overtime meaning working more than eight (8) hours in a work day or more than 40 hours in a work week for the same Customer. Overtime is paid at 1.5x the Substitute's hourly pay rate and will be marked up at the same rate as the standard daily pay. Substitutes are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate a Substitute staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Scoot Substitutes are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

A Substitute will be considered in long-term status if the same substitute has been scheduled at a Customer school for an assignment that is for more than 15 consecutive work days or an assignment has extended beyond 15 consecutive work days (half-days and full-days are counted the same) in the same academic year.

FEES FOR TEMP-TO-PERM

Scoot pricing for temp-to-perm placements is based upon the category of the Substitute, timing of hire, or number of days the Scoot employee has worked at the hiring school during a single school year.:

TEMP TO PERM FEES FOR TEACHING ASSISTANTS AND TEACHERS (NON TEACHSTART FELLOWS)	
Days worked in school year	**Fee^**
1 - 90 days worked	10% of AGS to a minimum of $5,000
91 - 180 days worked	5% of AGS to a minimum of $2,500
180+ days worked	$1,000

^Fee is based upon the total, annualized gross salary (AGS), including any additional allowances or benefits that can be monetized listed on contract between Customer and Scoot employee.

TEMP TO PERM FEES FOR TEACHSTART FELLOWS	
Hire date	**Fee**
September 1 to March 1	$10,000
March 2 to May 31	$5,250
June 1 to August 31	Delayed fee of $5,250[+]

[+] When hiring a TeachStart Fellow for a full-time teacher of record position, the temp-to-perm fee will be due after six months of direct employment with Customer.

DISCOUNTS FOR SUBSTITUTE BUBBLES

A discount will be applied to any substitute assigned to a Substitute Bubble with Customer. Discounts are calculated based on size of bubble committed to by Customer and length of commitment according to the below table:

		Number of substitutes in bubble						
		5	**10**	**15**	**20**	**30**	**40**	**50**
Bubble length (days)	**30**	1%	2%	3%	4%	5%	6%	7%
	90	3%	4%	5%	6%	7%	8%	9%
	180	6%	7%	8%	9%	10%	11%	12%

The following terms apply to a Substitute Bubble:

1. Bubble discounts are applied retroactively at the start of each month for the previous month's bubble via an invoice discount or refund in the event the invoice amount is less than the discount amount
2. If a Substitute Bubble is larger in size than originally committed to by Customer, the larger discount will be applied according to the above table
3. If a Substitute Bubble is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of substitutes, the originally agreed discount will be applied
4. Customer will have the option to renew a Substitute Bubble at the end of each commitment period
    a. Customer shall not have the option to decrease Substitute Bubble size or length other than at the time of a renewal
    b. Customer can choose to increase the size or extend the length of a Substitute Bubble at the start of each month and the larger discount will be applied to future invoices
    c. Substitute Bubbles may be canceled ahead of the notice period should an uncontrollable event force Customer to close its school(s) for a prolonged period (e.g., closure due to a pandemic or government order)
5. The Bubble Length is the length of commitment determined in calendar days. The Bubble Length also serves as the notice period for bubble cancellation
    a. All Substitute Bubbles must end on the last Friday of the month in which the renewal date falls
    b. Substitute Bubbles are active on any instructional school day, non-student days are not included
6. Substitute Bubbles are considered long term assignments as they are at least 15 days in length
7. Should a substitute teacher who was part of a Substitute Bubble move to a long-term position with Customer (defined as a single assignment scheduled for 15 days or more), the Customer will be given the choice of backfilling that substitute teacher to maintain Bubble size or decreasing the size of the Bubble however that may also decrease the Substitute Bubble discount applied to future invoices

EXHIBIT B
SUBSTITUTE CANCELLATION POLICY

Customer must cancel a substitute assignment no later than midnight before the assignment. If a cancellation is made before this time, no fee will be charged to the school. Cancellations made on the same day of the shift will result in a half-day charge according to the pricing in Exhibit A.

SCOOT GUARANTEE

Scoot stands behind the quality and appropriateness of any candidate we recommend or assign to Customer school. However, Scoot understands that at times unforeseen circumstances can deliver undesirable results.

SUBSTITUTE TEACHERS

Should a Scoot substitute not satisfy requirements of the assigned position within the first 90 minutes of a half-day shift or the first four hours of a full-day shift, there will be no fee charged to the school or Scoot will diligently work to replace the substitute as quickly as possible by another suitably skilled and qualified substitute teacher.

To avoid a charge, the school must:

(a) Inform Scoot of the termination of the shift before the substitute leaves the school grounds
(b) Allow Scoot a reasonable opportunity to resolve matters directly with the substitute teacher
(c) The school must provide feedback on the reason(s) for the termination/cancellation

The Aptus Group, Inc.

Agreement for Educational Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), dated 8/01/2022, is between The Aptus Group Inc., a California Corporation located at: 1933 S. Broadway, Suite #1120, Los Angeles, CA 90007 (hereinafter, "APTUS") and TEACH Academy of Technologies located at: 10045 S. Western Ave, Los Angeles, CA 90047 (hereinafter, "Client").

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

The Aptus Group Inc. will assign its employees to Client to provide education-related services at the location(s) and for the pricing described in Exhibit A. The pricing structure in Exhibit A is intended to be between The Aptus Group Inc. and Client. Client will be permitted to use Exhibit A in connection with its business operations, response to California Public Records Act requests, and other uses as required by law.

2. THE APTUS GROUP INC.'S RESPONSIBILITIES

a) Generally

The Aptus Group Inc. will recruit, interview, select, hire and assign employees to Client to provide education related services requested by Client. The Aptus Group Inc. will further conduct any additional screening requested by Client and mutually agreed upon by The Aptus Group Inc. and Client.

The Aptus Group Inc. and Client hereby expressly agree that The Aptus Group Inc. will provide Client with staff which have appropriate licenses, certifications, qualifications, and other requirements necessary to perform the services, including but not limited to, criminal background checks and tuberculosis test consistent with applicable law and Client's Vendor Certification form, which shall be submitted to Client before any The Aptus Group Inc. employee is allowed on Client premises. The Aptus Group Inc. will request and receive subsequent arrest notifications for its employees from the California Department of Justice ("DOJ") to ensure no employee assigned to Client has committed a serious or violent felony and to ensure ongoing safety of students.

As the employer, The Aptus Group Inc, will: (i) maintain all necessary personnel and payroll records for its employees; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, (i.e., sick pay and holiday pay, or any other(s) specified in exhibit A) directly to its employees; (v) provide for liability and fidelity insurance as specified in Section 12 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client remains sole discretion to remove The Aptus Group Inc. employees. At Client's request, The Aptus Group Inc. will promptly replace any of its employees assigned to Client deemed

unsatisfactory by Client; and if Aptus unable to do so, Client will deduct from Aptus costs provided, that this Agreement will in no way affect the right of The Aptus Group Inc., in its sole discretion as employer, to hire, assign, reassign, discipline and/or terminate its own employees.

b) Compliance

In connection with the performance of this Agreement, The Aptus Group Inc. will comply with all applicable laws, regulations and orders, including, but not limited to, Equal Employment Opportunity Commission and Fair Employment and Housing Act laws and regulations, the Fair Labor Standards Act, the Immigration Reform and Control Act, California Labor Code, and criminal history record check laws.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of The Aptus Group Inc. The Aptus Group Inc.'s employees shall not be eligible for tenure with Client or be entitled to participate in any of Client's employee benefit plans, including pension, 401(k), profit sharing, retirement, deferred compensation, welfare, insurance, disability, bonus, vacation pay, severance pay or other similar plans, programs and agreements, whether reduced to writing or not.

d) The Aptus Group Inc. Guaranty

The Aptus Group Inc. guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, The Aptus Group Inc. will, upon reasonable written notice from Client, furnish a replacement as soon as possible, which shall be Client's sole and exclusive remedy, except for The Aptus Group Inc.'s indemnity obligations under Section 15 below.

3. CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by The Aptus Group Inc. will be performed under the direction, supervision and control of Client. Client will provide The Aptus Group Inc.'s employees with: (i) a suitable workplace which complies with all applicable safety and health standards, statutes and ordinances, (ii) all necessary information, training and safety equipment with respect to hazardous substances, and (iii) adequate instructions, assistance, supervision and time to perform the services requested of them. Client shall ensure that The Aptus Group Inc. employees shall not have sole supervision of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications. Client shall also provide The Aptus Group Inc. employees with all necessary site- specified information and training, including but not limited to emergency procedures, school rules and protocols, policies and procedures regarding student disciplinary action, and confidentiality of student records and information. Client shall be responsible for The Aptus Group Inc. employees: (i) working in situations lacking inappropriate internal controls and safeguards, or (ii) handling cash, negotiables, valuables, merchandise, credit cards, check-writing materials, keys or similar property, merchandise, credit cards, check-writing materials, keys or similar property.

Client remains sole custodian of its educational facilities and premises to which The Aptus Group Inc. employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against The Aptus Group Inc. or its employees by students, their parents or representatives, Client personnel or business invitees, or other third parties, except to the extent that such claims are based on the negligence or intentional acts of The Aptus Group Inc. or the failure of The Aptus Group Inc. full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of The Aptus Group Inc. employees assigned to Client.

Where an Aptus employee is assigned to perform work involving any Client's computer systems, Client will be responsible for maintaining a current backup copy of any data associated with those systems. All records concerning Client's students to which The Aptus Group Inc. employees have access while assigned to Client shall be owned by Client to extent permitted by law. Client shall have appropriate written internal control procedures for ensuring the confidentiality of all Client's student records and appropriately limiting The Aptus Group Inc. employees' access to such records.

Client agrees to provide The Aptus Group Inc. with detailed information about the assignment duties that The Aptus Group Inc. employees will have and also agrees to use The Aptus Group Inc. employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any The Aptus Group Inc. employee's assignment duties without giving The Aptus Group Inc.'s prior written notice and receiving their consent. Client agrees that The Aptus Group Inc. employees shall not be given any duties to be performed outside of Client's premises without The Aptus Group Inc.'s prior notice and consent. Further, Client agrees to comply with any restrictions The Aptus Group Inc. advises Client of regarding any restrictions on the responsibilities Client assigns to The Aptus Group Inc. employees.

Client agrees to give The Aptus Group Inc. prompt written notice of any concern or complaint about the conduct of an The Aptus Group Inc. employee assigned to Client. Client will give such notice no later than the end of the same day that it learns of the concern or complaint. Client also agrees to permit The Aptus Group Inc. to actively participate in Client's investigation of such a concern or complaint.

b) Compliance

In connection with the performance of this Agreement, Client will comply with its obligations under all applicable laws, regulations and orders, including, but not limited to, laws relating to employment discrimination. Further, Client represents that its actions under this Agreement so not violate its obligations under any agreement that Client has with any labor union.

Client represents that The Aptus Group Inc. responsibilities set forth in this Agreement regarding substitute teacher screening, compensation, and the like are consistent with or do not violate any state or municipal requirement, or school board, or school district policy or practices that the Client is subject to when the Client directly employs substitute teachers. Client also represents that it has

disclosed to The Aptus Group Inc. all screening requirements that Client would use for the position covered by this Agreement if the Client were directly employing individuals in such positions.

4. PAYMENT FOR SERVICES

In consideration of The Aptus Group Inc.'s performance, Client will pay The Aptus Group Inc. in accordance with the pricing set forth in Exhibit A. The Aptus Group Inc. will invoice Client weekly at the address set forth above or at any other address that Client designates. Payment will be due upon Client's receipt of The Aptus Group Inc. invoice. In the event of termination of this Agreement, Client will pay The Aptus Group Inc. promptly for services performed up to the time of termination. The Aptus Group Inc. time cards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each The Aptus Group Inc. employees assigned to Client.

5. TERM; TERMINATION

The term of this Agreement begins as of the date first shown above and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. The Aptus Group Inc. reserves the right, however, to terminate this Agreement immediately in the event of nonpayment for services rendered. In the event of termination, this Agreement will continue to govern the parties and obligations with respect to services performed prior to termination.

6. THE APTUS GROUP INC. TEMP-TO-PERM OPTION

At Client's request, The Aptus Group Inc. will provide The Aptus Group Inc. Temp-To-Perm Option in which The Aptus Group Inc. will provide candidates for employment on a full or part-time basis by Client for consideration by Client for up to a 90 work day (6 hours per day) trial period. During the trial period, candidates will be placed on The Aptus Group Inc.'s payroll and provided pursuant to the terms of this Agreement. At or after the end of the 90 work day trial period, Client may hire the candidate. Pricing for this service is provided in Exhibit A.

7. THE APTUS GROUP INC. EXPRESS SERVICE

The Aptus Group Inc. will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an The Aptus Group Inc. furnished candidate, Client agrees to pay a direct fee as provided in Exhibit A.

8. HIRING OF TEMPORARY EMPLOYEES

If Client directly or indirectly hires an The Aptus Group Inc. temporary employee outside of The Aptus Group Inc. Temp-to-Perm service, Client will pay a fee to The Aptus Group Inc. as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by The Aptus Group Inc.'s employees with invoice billing for corresponding hours. Client will have thirty (30) business days to notify The Aptus Group Inc. in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within thirty (30) business days of receipt of invoice.

10. ADJUSTMENT TO PRICING

At least annually during the term of this Agreement the parties will review the pricing provided in Exhibit A and agree upon such adjustments as may be necessary to meet market conditions and the level of services requested by Client. If The Aptus Group Inc. increases the pricing provided in Exhibit A, Client reserves the right to terminate the Agreement before the increased prices become effective. The pricing in Exhibit A will be adjusted by The Aptus Group Inc. to reflect increases in wage and/or related tax, benefit and other costs incurred by The Aptus Group Inc. during the term of this Agreement as the direct result of any determination, order or action by or under any applicable governmental authority, collective bargaining agreement or insurance or benefit program. If recalculation is required because Client failed to disclose to The Aptus Group Inc. information about Client's business which impacts The Aptus Group Inc.'s obligation to pay wages, taxes, or benefits with respect to its employees, Client will be responsible for The Aptus Group Inc.'s reasonable administrative costs in connection with the recalculation. Unless otherwise provided by law, any sales or use tax on the services provided under this Agreement or prices set forth in Exhibit A will be added to the invoiced amount and paid by Client to The Aptus Group Inc.

11. OVERTIME PAY

The Aptus Group Inc. temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt"- - they are paid overtime if The Aptus Group Inc. determines overtime pay is legally required (or when Client has requested payment of overtime). Under California law, eight hours of labor constitutes a day's work. The Aptus Group Inc. will pay its temporary employees overtime as follows:

a) One and one-half times the temporary employee's regular hourly pay rate for all hours worked in excess of eight hours up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and

b) Double the temporary employee's regular pay rate for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.

Client agrees to submit any and all overtime hour requests to The Aptus Group Inc. for approval prior to the temporary employee working any overtime hours. The Aptus Group Inc. will bill the Client for a temporary employee's overtime by applying to The Aptus Group Inc.'s bill rate the same

overtime multiple as The Aptus Group Inc. is required to apply to The Aptus Group Inc. temporary employee's hourly pay rate.

12. REPORTING TIME PAY

a) In addition to the hours an The Aptus Group Inc. employee actually works, California law requires that The Aptus Group Inc. to pay "reporting time pay" when an The Aptus Group Inc. employee reports for his or her regularly scheduled assignment with the Client, but Client does not put The Aptus Group Inc. employee to work. The Aptus Group Inc. will bill the Client in the event it must pay a "reporting time pay." The Aptus Group Inc. Reporting time pay is not considered wages, and is not counted as hours worked for purposes of determining overtime.

b) The specific requirements for reporting time pay are:

1) Each workday an The Aptus Group Inc. employee is required to report to work, but is not put to work or is furnished with less than half of his or her usual or scheduled day's work, The Aptus Group Inc.'s employee must be paid for half the usual or scheduled day's work, but in no event no less than two hours nor more than four hours, at his or her regular rate of pay.

2) If an Aptus employee is required to report to work a second time in any workday (split shift) and is furnished less than two hours of work on the second reporting, he or she must be paid for two hours at his or her regular rate of pay.

c) No reporting time pay is due:

1) When the Client's operations cannot begin or continue due to threats to employees or property, or when civil authorities recommend that work not begin or continue.

2) When public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system.

3) When the interruption of work is caused by an Act of God or other cause not within the employer's control, for example, an earthquake.

4) If The Aptus Group Inc. employee is not fit to work.

5) If The Aptus Group Inc. employee has not reported to work on time and is fired or sent home as a disciplinary action.

6) If an unexpected or unusual occurrence during off hours makes it impossible for the Client to open for business and the Client has made every reasonable effort to notify employees not to report to work.

13) REST AND MEAL PERIODS

a) The Aptus Group Inc. temporary employees in California are covered by the rest period provisions of the Industrial Welfare Commission Wage Orders and must be authorized and permitted to take a net 10-minute paid rest period for every four hours worked or major fraction thereof. Insofar as is practicable, the rest period should be in the middle of the work period. The Client shall not prevent an The Aptus Group Inc. employee from taking the rest periods required by law. If the Client does not authorize or permit a rest period, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the rest period is not provided.

b) Under California law (IWC Orders and Labor Code Section 512), employees must be provided with no less than a thirty-minute meal period when the work period is more than five hours. Unless the employee is relieved of all duty during the entire thirty-minute meal period and is free to leave the workplace, the meal period shall be considered "on duty," counted as hours worked, and paid for at the temporary employee's contracted rate of pay. If the Client does not authorize or permit a meal period, in addition to all other penalties imposed by law, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the meal period is not provided.

14. WORKERS' COMPENSATION AND LIABILITY INSURANCE

The Aptus Group Inc. will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

a) Workers' Compensation. Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed;

b) General Liability. Commercial general liability insurance, including personal injury, blanket contractual liability and broad form property damage, with a $2,000,000.00 combined single limit per occurrence;

c) Umbrella Liability Insurance. $5,000,000.00 combined single limit per occurrence. The Aptus Group Inc. will furnish Client with certificates evidencing such insurance coverage, upon request.

15. INDEMNIFICATION BY THE APTUS GROUP INC.

The Aptus Group Inc. will indemnify, defend and hold harmless Client and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 12, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Client to the extent arising out of any of the following:

a) The Aptus Group Inc.'s failure to comply with its obligations under any applicable laws, regulations or orders;

b) Breach of any obligations of The Aptus Group Inc. contained in this Agreement; or

c) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Client by any The Aptus Group Inc. employees or, in the event of death, by their personal representatives.

The Aptus Group Inc.'s obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Client's failure to fulfill its duties under Section 3, (iii) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Client, its officers, employees or agents, or (iv) the extent that Client is required to indemnify The Aptus Group Inc. against such Damages under Section 14.

16. INDEMNIFICATION BY CLIENT

To the extent permitted by law, Client will indemnify, defend and hold harmless The Aptus Group Inc. and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by The Aptus Group Inc., other than for job-related bodily injury or death of The Aptus Group Inc.'s employees on assignment to Client, arising out of any of the following:

a) Client's failure to comply with its obligations under applicable laws, regulations or orders; or

b) Breach of any obligation of Client contained in this Agreement;

Client's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of The Aptus Group Inc., its officers, employees or agents.
Implementation of the interactive voice response (IVR)/internet program would require that Client provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.

Any information that Client provides The Aptus Group Inc. for purposes of implementing the IVR/web program will be used in connection with the educational staffing services that The Aptus Group Inc. provides. The Aptus Group Inc. will not use such information for any other purpose without Client's prior written consent.

Information in reports that The Aptus Group Inc. furnishes to Client which are generated based on the IVR/web program will contain information that Client's personnel provides upon accessing and using the IVR/web program. Accordingly, the accuracy of such information depends on the accuracy of the information provided by Client's personnel. Client will be solely responsible for

verifying the accuracy of such information. The Aptus Group Inc. shall not be responsible for the accuracy of such information.

17. NOTIFICATION OF CLAIMS

Client and The Aptus Group Inc. agree (a) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (b) to permit The Aptus Group Inc. or Client, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused. Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of The Aptus Group Inc. must be obtained from Chief Executive Officer of The Aptus Group Inc.

18. PERMITS AND LICENSES

Each party will maintain in effect during the term of this Agreement any and all Federal, state and/or local licenses and permits which may be required with respect to the respective business in which each party is engaged.

19. FORCE MAJEURE

The Aptus Group Inc. will not be responsible for failure or delay in assigning its employees to Client if the failure or delay is due to labor disputes and strikes, fire, riot, war, earthquake, acts of god, or any other causes beyond the control of The Aptus Group Inc.

20. NOTICES

Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by telecopy, email, or other wire transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.

Unless otherwise stated in this Agreement, notices, consents, or other communications will be deemed received (a) on the date delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

21. SECTION HEADINGS

The section heading of this Agreement is for the convenience of the parties only and in no way alter, modify, amend, limit, or restrict the contractual obligations of the parties.

22. SEVERABILITY; WAIVER

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

23. ASSIGNMENT

Neither The Aptus Group Inc. nor Client may assign this Agreement without prior written consent of the other party; provided that The Aptus Group Inc. may use secondary vendors to fulfill any or all of its obligations hereunder without securing Client's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

24. INDEPENDENT CONTRACTOR

In its performance of this Agreement, The Aptus Group Inc. will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make The Aptus Group Inc. an agent, partner or joint venture of/with Client.

25. AUTHORITY TO CONTRACT

The Client represents and warrants that it has the right, power, and all requisite authorization to enter into this Agreement. The Client represents that it has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement. The Client representative who is signing this Agreement represents that he/she has been delegated authority by the subject school board to execute this Agreement for the school board/district.

26. LEGAL REVIEW

The Aptus Group Inc. and Client represent that they have each read this Agreement in its entirety, had the opportunity to consult with legal counsel and exercised their own discretion in having their respective legal counsel review this Agreement. Both parties represent that they agree to the terms of this Agreement without relying on representations of the other party or the other party's officers, directors, employees, or legal counsel which are not expressly stated in this Agreement. Both parties further represent that the Agreement's terms are clear and unambiguous. To the extent that in the future any term of the Agreement is deemed ambiguous, the parties expressly agree that neither party shall be deemed the drafter of the Agreement such that the ambiguity would be interpreted in favor of the other party.

27. ARBITRATION OF DISPUTES
In the event a dispute shall arise between The Aptus Group Inc. and the Client to this contract, it is hereby agreed that the dispute shall be referred to arbitration in accordance with Exhibit B.

28. ENTIRETY
This Agreement and its Exhibit(s) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded. This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Academy of Technologies

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

THE APTUS GROUP, INC.
EXHIBIT A: BILLING TERMS

1. BILLING/INVOICES/TERMS & CONDITIONS OF PAYMENT
The Aptus Group ("APTUS") will invoice Client on a weekly basis for hours worked by temporary employees at agreed-upon hourly bill rates and other expenses. Client will pay for all hours worked by the Aptus Temporary Employees ("ATEs") as follows:

1) Substitute teachers $47/hr.

An itemized invoice for ATEs, based on hours shown on ATEs time cards or associate detail reports from time and attendance systems, will be sent to Client. Such an invoice is due within 30 business days. A 1% late charge will be added if payments are not received within 30 days of the date of invoice.

Any sales or use taxes that apply to sales to Client will be added to Client's invoices as a separate item. APTUS will adjust pricing annually and, additionally, to reflect periodic increases in wage and/or related tax, benefit, and other costs as the result of an action by a governmental authority, collective bargaining unit or insurance or benefit program (e.g., annual SUTA adjustment) per Section 10 of the Agreement. ATEs are presumed to be "nonexempt" employees - they are paid overtime if APTUS determines overtime pay is legally required (or when Client has requested payment of overtime).

APTUS will charge Client overtime rate only when Client has requested an ATE work overtime. Overtime rates will be calculated by applying to The Aptus Group bill rate the same overtime multiplier as APTUS is required to apply to the ATE's pay rate. Client will have 10 business days to notify APTUS in writing of any apparent discrepancies of recorded time worked by ATEs.

2. PAYMENT TERMS
Payment for services is due within thirty (30) business days Client's receipt of APTUS's invoice.

3. PAST DUE ACCOUNTS
If any account becomes past due, the entire unpaid balance of the invoice becomes immediately due and payable. APTUS shall have the right to demand an immediate arbitration on all debt-collection matters. In the event collection action is initiated by APTUS to collect such debt, or any portion thereof, Client agrees to pay any additional sums, including but not limited to, collection costs, arbitration costs, interest at the rate of 12% per annum, and attorney's fees.

4. CONVERSION AND TRANSITION OF TEMPORARY STAFF
Client acknowledges that APTUS incurs substantial expenses for recruiting, screening, qualifying, training, and retraining its employees. Client agrees not to, directly or indirectly, hire, engage as an independent contractor, or permit or cause any ATEs assigned to Client to be placed on the payroll of another entity without written consent from APTUS. Client agrees to obtain the services of each

APTUS employee only through an order with APTUS. Unless otherwise agreed in a writing and signed by both parties, Client will pay APTUS an amount equal to $10,000 if:

a. APTUS introduces an ATE to Client and Client hires or retains the ATE in any capacity either during the assignment or within three months after the last day of the assignment (a "conversion"); or

b. Client receives the services of the ATE by assignment, arrangement, or contact through another staffing provider (a "transition"). Payment is due upon receipt of the Invoice.

Conversion/transition charges are due and payable at the time of conversion/transition. No ATE may be converted/transitioned if Client's account balance is past due.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Academy of Technologies

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

THE APTUS GROUP, INC.
EXHIBIT B: ARBITRATION AGREEMENT

The Aptus Group, and the Client (collectively, the "Parties") hereby agree that, to the fullest extent permitted by law, any and all claims or controversies between the parties (or between Client and any present or former officer, director, agent, or Client of The Aptus Group relating in any manner to the employment or the termination of the employment of Client) shall be resolved by final and binding arbitration in accordance with the procedures set forth in this agreement. Claims subject to arbitration include, but are not limited to, claims based on any federal, state, or local law, statue or regulation (including but not limited to any claims of discrimination, harassment, retaliation or other conduct in violation of or arising under Title VII of the 1964 Civil Rights Act (as amended by the Civil Rights Act of 1991), The Age Discrimination in Employment Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the California Fair Employment and Housing Act, and the California Family Rights Act, any claims for unpaid wages, commissions, bonuses, stock options or other employment compensation, any claims for breach of contract or covenant (express or implied), any claims of wrongful termination in violation of contract or public policy, any claims arising under common law, and any tort claims. Notwithstanding the foregoing, claims for unemployment benefits, claims for worker's compensation benefits, and claims under the National Labor Relations Act shall not be subject to arbitration under this agreement. Moreover, this agreement should not be construed as preventing Client from filing an administrative charge of discrimination with any federal, state, or local agency, or cooperating with any federal, state, or local agency in its investigation of any such charge.

A neutral and impartial arbitrator shall be chosen by mutual agreement of the parties; however, if the parties are unable to agree upon an arbitrator within a reasonable period of time, then a neutral and impartial arbitrator shall be appointed in accordance with the arbitrator nomination and selection procedure set forth in the National Rules for the Resolution of Employment Disputes of the American Arbitration Association or rules of other major private dispute resolution service. The costs and fees of the arbitrator shall be paid in equal parts by The Aptus Group and the Client, including the costs of the arbitration forum that the Client would not otherwise have to pay in court.

Client and The Aptus Group shall have the right to be represented by an Attorney during any proceeding under this agreement. Each Party shall pay its own costs and Attorney fees, unless a party prevails on a statutory claim, and the statute provides that the prevailing party is entitled to payment of its Attorney's fees and or costs. In that case, the arbitrator may award reasonable Attorney's fees and costs to the prevailing party as provided by law.

All arbitration hearings under this Agreement shall be conducted in Los Angeles County, California. Except as specifically provided herein, any arbitration proceedings shall be conducted in accordance with the then-applicable National Rules for the Resolution of Employment Disputes of the American Arbitration Association.

The Arbitrator may grant any remedy or relief to which the parties would have otherwise been entitled to had the matter been heard in a court of law and shall not grant any remedy or relief that could not have been granted had the matter been heard in a court of law.

The arbitrator shall prepare a written decision containing the essential findings and conclusions on which the award is based so as to ensure meaningful judicial review of the decision.

Either The Aptus Group or Client may bring an action in court to compel arbitration under this agreement and to enforce an arbitration award. Except as otherwise provided in this agreement, neither party shall initiate or prosecute any lawsuit or administrative action (other than an administrative charge of discrimination) in any way related to any claim covered by this Agreement, including without limitation any claim as to the making, existence, validity, or enforceability of this Agreement. Notwithstanding the foregoing, either party may, at its option, seek injunctive relief pursuant to section 1281.8 of the California Code of Civil Procedure.

This arbitrator and the parties shall maintain the confidentiality of any proceedings under this Agreement, including but not limited to, any and all information gathered, prepared, and presented for purposes of the arbitration or related to the claims therein. The arbitrator shall have the authority to make appropriate rulings to safeguard that confidentiality, unless the law provides to the contrary.

This agreement shall be governed by and construed in accordance with the laws of the State of California, including the California Arbitration Act without reference to conflicts of law principles.

If any provision of this agreement shall be held by a court or the arbitrator to be invalid, unenforceable, or void, such provision shall be enforced to the fullest extent permitted by law, and the remainder of this Agreement shall remain in full force and effect.

The obligations of Client and The Aptus Group under this Agreement shall survive the expiration of this agreement.

The Aptus Group and Client understand and agree that this Agreement contains a full and complete statement of any agreements and understandings regarding resolution of disputes between the parties, and the parties agree that this Agreement supersedes all previous agreements, whether written or oral, express or implied, relating to the subjects covered in this Agreement. The parties also agree that the terms of this Agreement cannot be revoked or modified except in a written document signed by both Client and The Aptus Group President.

This Agreement is not, and shall not be construed to create any contract of employment, express or implied. Furthermore this Agreement does not alter the at-will employment status of The Aptus Group personnel assigned to work for Client. Either Client or The Aptus Group may terminate the employment of staff assigned to the Client at any time, for any reason, with or without prior notice. The parties further acknowledge that they have been given the opportunity to discuss this agreement with their legal counsel and have availed themselves of that opportunity to the extent they wish to do so.

the aptus group

The parties acknowledge that they have carefully read this agreement. That they understand its terms, that all understandings and agreements between The Aptus Group and Client relating to the subjects covered in the agreement are contained in it, and that the parties have entered into the agreement voluntarily and not in reliance on any other promises or representations by the other party other than those contained in the agreement itself.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Academy of Technologies

Signature: _____ Date: _____
Raul Carranza, CEO/Superintendent

If to APTUS: The Aptus Group, Inc.
1933 S. Broadway, Suite #1120
Los Angeles, CA 90007
Attention: Cinthya Vodanovich, Director
E-mail: vodanovich_cinthya@theaptusgroup.com
Phone: (562) 869-0900

If to Client: TEACH Academy of Technologies
10045 S. Western Ave
Los Angeles, CA 90047
Attention: Raul Carranza, CEO/Superintendent
E-mail: rcarranza@teachps.org
Phone: (323) 872-0808

Coversheet

Approval of the Contract for Special Education Services

Section:	III. Items Scheduled for Information and Potential Action
Item:	D. Approval of the Contract for Special Education Services
Purpose:	Vote
Submitted by:	
Related Material:	CompTherapy_TEACH Public Schools_2022-2023 (1).pdf

Comp Therapy

ASSESSMENT, CONSULTATION, SERVICES, STAFFING AGREEMENT

This Services and Consulting Agreement (this "Agreement") is entered into effect as of July 1st, 2022 by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") 1017 N. Lake St. Burbank, Ca 91502 and TEACH Public Schools ("Client"): TEACH Academy of Technologies located at 10045 S. Western Ave., Los Angeles, CA 90047 and TEACH TECH Charter High School located at 10616 S Western Ave, Los Angeles, CA, and TEACH Prep Elementary located at 8505 S. Western Ave., Los Angeles, CA 90047.

RECITALS

Comp Therapy (Comprehensive Therapy Associates, Inc.) is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education which engages in providing education and consulting services to education and social services agencies. Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its charter schools ("Service Location"). Client wishes to engage Comp Therapy to provide certain services with respect to education and/or other social services and Comp Therapy wishes to provide such services, pursuant to the terms and conditions set forth below:

AGREEMENT

In consideration of the promises and covenants contained herein, the parties agree as follows:

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2022 (the "Commencement Date"), and shall continue until 11:59 p.m. on June 30th, 2023 (the "Term").

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances and regulations relating to its business in general and the provision of special education services.

b. Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services; such as holding an applicable California credential, certification or license and TB test clearance appropriate for providing the requested service. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students enrolled in the Program. Such list will

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identify the credentials and/or licenses held by each Comp Therapy Personnel. Comp Therapy shall notify Client within a commercially reasonable timeframe of any change concerning Comp Therapy personnel who provide Services directly to students under this Agreement. An officer of Comp Therapy shall certify to Client that Comp Therapy Personnel providing instruction or therapy services hereunder are trained to and accept full responsibility to act as mandated child abuse reporters pursuant to California State Law.

c. Comp Therapy shall conduct all required background and qualification checks, including but not limited to Live Scan fingerprinting of personnel through the Department of Justice ("DOJ") database as required by the applicable law and, upon receipt of DOJ clearance, certify to Client that no Comp Therapy Personnel working with students of Client have been convicted of a violent or serious felony (as defined by applicable law) or are the subject of a criminal action pending upon charges of commission of a violent or serious felony (as defined by applicable law).

d. Comp Therapy shall pay, withhold, and transmit payroll taxes; provide unemployment, workers' compensation, and all other required insurances; and handle unemployment and workers' compensation claims involving Comp Therapy Personnel.

B. INSURANCE

a. Insurance Obligations of Comp Therapy. Comp Therapy shall procure and maintain the following insurance while this Agreement is in effect:

i. General and Professional Liability. General and professional liability insurance covering all activities of Comp Therapy Personnel at Client's facilities in performance of Comp Therapy obligations under this Agreement with coverage of not less than- One Million Dollars ($1,000,000) for any incident ,Two Million Dollars ($2,000,000) annual aggregate per incident, and Three Million Dollars ($3,000,000) excess liability policy for a maximum of Five Million Dollars ($5,000,000) per aggregate limit Comp Therapy agrees to provide Client with a Certificate of Insurance naming Client as an additional insured on such general and professional liability insurance policies. Policies will be furnished to Client for review upon request.

ii. Worker's Compensation. Worker's disability compensation insurance covering each Comp Therapy employee providing Services to Client hereunder; insurance shall comply with all applicable legal requirements.

3. RESPONSIBILITIES OF CLIENT

A. COMPLIANCE WITH LAWS

a. Comply with all applicable federal, state, and local laws, ordinances and regulations relating to this Agreement and to Comp Therapy Personnel, as well as all rules relating to Special Education related requirements.

B. INSURANCE

b. Insurance Obligations of Client. Client shall procure and maintain the following insurance while this Agreement is in effect:

i. General and Professional Liability. General and professional liability insurance covering all activities of Client and Client Personnel at Client's facilities in performance of Client's obligations under this Agreement with coverage of not less than One Million Dollars ($1,000,000) for any incident, and Two Million Dollars ($2,000,000) annual aggregate per incident and Three Million ($3,000,000) excess liability policy for a maximum of Five Million Dollars ($5,000,000) per aggregate limit. Client agrees to provide Comp Therapy with a Certificate of Insurance naming Comp Therapy as an additional insured on such general liability and professional insurance policies.

ii. Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing services to students in the Program; insurance shall comply with all applicable legal requirements.

C. ADDITIONAL RESPONSIBILITIES OF CLIENT

a. Client shall provide Comp Therapy Personnel with a safe and secure work site, any and all appropriate information, equipment, furnishings and space for Comp Therapy Personnel to conduct their work as requested at no additional cost to Comp Therapy.

a. Provide Comp Therapy personnel with all necessary student information, including documents in Client's possession, so that Comp Therapy is able to properly carry out services and duties listed under this Agreement. Such information and documents may include but are not limited to individual needs of students in the Program, evaluations, reports, observations, and details regarding the student's health history.

b. Notify Comp Therapy at least 10 business days in advance of any new Services requested by the Client that were not originally listed on Exhibit A. Unless

otherwise agreed to in advance, Comp Therapy shall have up to 5 business days after such notice to notify the Client whether it has the ability to carry out the new requests, whether the new requested services are outside of its agreed Services to be provided as detailed on Exhibit A, or if the requested service(s) would change any existing fee structure.

4. COMPENSATION AND METHOD OF PAYMENT

Payment Terms, Bill Rates, and Fees

A. Client will pay Comp Therapy for Comp Therapy's services at the rate(s) stated on Exhibit A, and will also pay any additional costs or fees set forth in this Agreement.

a. Comp Therapy will provide invoices by the 15th of each month for services provided the preceding month. Comp Therapy will provide Client with copies of service logs from Comp Therapy personnel who provided services at designated Service Location.

b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of the date of the invoice. In the event an invoice is not timely paid, Client agrees to pay a service charge on any outstanding amount at the rate of maximum allowed by law or 1% per month whichever is higher. Late payment may also result in immediate suspension of Comp Therapy's services under this agreement at Comp Therapy's sole discretion. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion. Client shall be responsible for any and all related expenses including but not limited to any reasonable attorney and court fees, in relation to collection activates by Comp Therapy for any related unpaid undisputed balances.

c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion. Comp Therapy and Client shall use their best reasonable good faith efforts to resolve such dispute within the thirty (30) calendars day period following such notice, and Client will provide to Comp Therapy all student and other record materials relevant to the disputed charges. If such dispute cannot be resolved within such thirty (30) day period, either Comp Therapy or Client may terminate this Agreement, with at least a thirty (30) business day written notice and either party, regardless of whether the Agreement is then terminated, shall have the right to submit the dispute to arbitration in accordance with Paragraph 10 below. The failure of Client to notify Comp Therapy as to any disputed invoice or portion thereof in writing within thirty days pursuant to this subsection shall be a stipulation by Client that the charges therein are accurate and shall be a waiver of any objection to those charges in any future disputes or proceedings.

5. NO HIRING AGREEMENT

A. Client recognizes that Comp Therapy's employees are a unique and valuable resource of Comp Therapy, who have been trained by Comp Therapy, and that but for this Agreement and Comp Therapy's services rendered to the Client, the Client would not have access to Comp Therapy's employees and knowledge of their true performance and capabilities. In addition, Client recognizes that Comp Therapy employees may have certain legal obligations arising from contract or otherwise to Comp Therapy that may restrict Comp Therapy employees from working for competitors or unfairly working in direct competition with Comp Therapy. As such Client agrees to a 365 day "No Hire" period for any of Comp Therapy's employees. As such, if the Client uses the services of a Comp Therapy Personnel as its direct employee, independent contractor or sub-contractor during or within 365 days after any assignment of Comp Therapy Personnel to Client through Comp Therapy, Client must immediately notify Comp Therapy and pay Comp Therapy a placement fee in the amount of $5,000. Comp Therapy has sole discretion to modify, waive or reduce the placement fee.

6. CONFIDENTIAL INFORMATION

A. Comp Therapy and Client agree to keep confidential and to not disclose to third parties any information provided by Comp Therapy pursuant to or learned by Client during the course of this Agreement unless Client has received the prior written consent of Comp Therapy to make such disclosure. This provision shall survive expiration and termination of this Agreement. Comp Therapy and Client warrant that all of its operations are compliant with all federal and state laws, rules and regulations pertaining to privacy and/or security of personal date. Client agrees that it will not share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all data fields and all records to be provided, and receiving written authorization from CTA giving permission for the Client to provide the data to a third party.

7. INDEMNIFICATION AND LIMITATION OF LIABILITY

A. Comp Therapy shall indemnify, defend, and hold harmless Client and Client's parents, subsidiaries, affiliated entities, directors, owners, representatives, attorneys, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Client as a result of Comp Therapy's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.

B. Client shall indemnify, defend, and hold harmless Comp Therapy and Comp Therapy's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorney, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be

asserted or claimed against Comp Therapy as a result of Client's negligence or willful and unlawful conduct , including without limitation any violation or breach of this Agreement.

8. TERM OF AGREEMENT

A. This Agreement shall begin on the date first written above and shall expire on the date stated in this Agreement or until terminated by either party. Either party may terminate this Agreement, without cause, upon at least sixty (60) business days prior written notice.

B. Comp Therapy reserves the right to immediately terminate this Agreement in the event:

   a. Client breaches any duty under this Agreement, including but not limited to the failure to timely pay any amounts due to Comp Therapy, provided that Comp Therapy gives written notice of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;

   b. If required by law or regulation; or

   c. If Client becomes insolvent or commits any act of bankruptcy, or a petitioner for involuntary bankruptcy is filed against Client, or Client makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws

C. Upon termination, Comp Therapy shall have no further obligation to provide Client with Comp Therapy Personnel. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

9. INDEPENDENT CONTRACTORS

A. The parties hereto acknowledge and agree that the relationship created between Comp Therapy and Client as a result of this Agreement is strictly that of independent contractors. Nothing contained herein shall be deemed to be any partnership, joint venture, principal-agent, fiduciary-beneficiary, or other relationship. Comp Therapy shall be responsible for all compensation, salaries, taxes, withholdings, contributions, benefits (if any), and worker's disability compensation insurance with respect to all Comp Therapy Personnel employed or contracted by such party and shall indemnify, defend, and hold harmless the other party and its officer, directors, agents, contractors, representatives and employees, from and against any and all liability, loss, damages, claims, causes of action, and expenses associated therewith (including without limitation attorney's fees) caused or asserted to have been caused, directly or indirectly, by or as a result of same. The provisions of this Section shall survive the expiration or termination for any reason of this Agreement. Comp Therapy shall complete and submit a Form W-9 to Client prior to rendering services.

10. MISCELLANEOUS

A. The parties intend that the benefits of this Agreement shall inure only to Comp Therapy and Client and not to any third person or party.

B. No waiver, amendment, or modification of this Agreement shall be effective unless the waiver, amendment, or modification is in writing and signed and dated by the party against whom the waiver, amendment, or modification is to be enforced.

C. If any term, provision, covenant or condition of this Agreement shall be held by a court of competent jurisdiction to be invalid, void or unenforceable, in whole or in part, such decision shall not affect the validity of any remaining portion, and the remaining portion shall stand in full force and effect, and shall in no way be affected, impaired or invalidated. Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.

C. This Agreement, including attached exhibit(s), constitutes the entire Agreement between the parties regarding its subject matter, and supersedes all prior agreements and understandings between the parties, whether oral or written, relating to its subject matter.

D. The provisions of this Agreement shall benefit and bind the parties and their respective heirs, representatives, successors, and assigns.

E. A party's delay or failure to enforce any of the stated provisions of this Agreement on one or more occasions will not be a waiver of that or any other occasion(s) or of the party's right thereafter to enforce each and every provision of this Agreement.

F. A party shall have no right or power to and shall not purport to transfer or assign this Agreement without prior written consent from the other party.

G. Governing Law: This Agreement shall be governed by the laws of the State of California. It may be executed in several counterparts and constitutes the entire agreement for the service described. If any provision in this contract is held by any court to be invalid, void, or unenforceable, the remaining provisions shall continue in full force. Any legal action arising from, involving or relating to this Agreement shall be brought in a court of competent jurisdiction located in Los Angeles, California. Both parties agree and hereby release their rights to a trial by jury.

H. Attorney's Fees: If any legal action or any arbitration or other proceedings are brought for the interpretation or enforcement of this Agreement, or any rights of the parties with regard to this Agreement, and/or any related agreement, or because of an alleged dispute, breach, or default, the successful or prevailing party shall be entitled to recover its reasonable attorney's fees and expenses, and any costs associated with any enforcement proceeding.

I. Notices: Any notice, request, demand, consent, approval or other communication required or permitted under this Agreement must be in writing and will be deemed to have gone into

effect (a) on actual delivery, if delivery is by hand, or (b) on receipt if delivery is by facsimile, or (c) five (5) days after deposit in the U.S. mail, postage prepaid, certified or registered mail, return requested. Each such notice shall be sent to respective parties at the address indicated below.

11. CONFLICTS OF INTEREST

A. Comp Therapy warrants that no part of the total amounts paid by Client shall be paid directly or indirectly to an employee or official of Client as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Comp Therapy in connection with any work contemplated or performed relative to this Agreement. Comp Therapy acknowledges, understands, and agrees that this Agreement shall be null and void as determined by Client if Comp Therapy is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Client.

12. NONDISCRIMINATION

A. Comp Therapy hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Comp Therapy on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

13. RECORDS

A. Comp Therapy shall maintain documentation for all charges under this Agreement. The books, records, and documents of Comp Therapy, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of five (5) full years or longer as required by law from the date of the final payment and shall be subject to audit at any reasonable time and upon reasonable notice by Client or their duly appointed representatives. The financial statements shall be prepared in accordance with generally accepted accounting principles.

14. PRESS RELEASES

A. Comp Therapy shall not refer to the existence of this Agreement, nor use the name of or make reference to Client for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client's Chief Development & Communications Officer. Comp Therapy acknowledges that remedies at

law may be inadequate to provide Client with full compensation in the event of Comp Therapy's breach of this provision, and that Client shall be entitled to seek injunctive relief in the event of any such breach.

15. FERPA/IDEA

A. This Agreement is entered into by Comp Therapy and Client in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Comp Therapy hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Comp Therapy agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Comp Therapy agrees that nothing in this Agreement may be construed to allow either Comp Therapy or Client to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation.

B. Comp Therapy agrees to comply with all applicable laws that require notification of individuals in the event of an unauthorized release of personally identifiable information or other event requiring notification, In the event of a breach of any of Comp Therapy's security obligations, or any other event requiring notification under applicable law, Comp Therapy agrees to:

   a. Immediately notify Client of such event with 24 hours of discovery; and
   b. Cooperate with Client to inform all such individuals in accordance with applicable laws; and
   c. Indemnify, hold harmless, and defend Client and its Board Members, administrators, employees, agents, attorneys, volunteers, subcontractors, and related entities and persons from and against any claims, damages, fees, or other harm related to such a data breach.

C. Within thirty (30) days after termination of this Agreement, Comp Therapy will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to Client as well as purge any copies of the personally identifiable information. Comp Therapy agrees to require all employees, contractors, or agents of any kind working on the project to comply with this provision.

Any party may change its address for purposes of this Section by giving the other party written notice as provide in this Section.

The parties, intending to be legally bound, duly execute this Agreement as of the date stated above.

TEACH Public Schools

Printed Name: _____ Title: _____

Signature: _____ Date: _____

Comp Therapy

Printed Name: Daniela Garcia, MS, Special Education Title: Regional Director

Signature: Daniela Garcia Date: 6/7/2022

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Comp Therapy
TEACH Public Schools
2022-2023 School Year

Exhibit A

ASSESSMENT, SERVICE AND CONSULTATION FEE

Assessment / Service / Consultation Type	In-Person Hourly Rate
Program Initiation/Set-Up Fee	$ 450 annual one-time
Program Administrator/Consultation	$ 175
Adapted Physical Education (APE)	$ 140
Assistive Technology (AT)	$ 140
Augmentative Alternative Communication (AAC)	$ 140
Behavior Intervention Implementation (BII) [CPI and ABA Trained]	$ 48.50
Behavior Intervention Development (BID)	$ 110
Functional Behavior Assessment (FBA) **Completed by Board Certified Behavioral Analyst (BCBA)**	$ 110
Case Manager / Academic Assessment	$ 98
Counseling / Mental Health Services **ERICS Counselor** **Marriage and Family Therapist (MFT)** **Pupil Personnel Counselor (PPS)**	 $ 108 $ 108 $ 95
Deaf and Hard of Hearing (DHH)	$ 135
Health Services **Certified Nursing Assistant (CNA)** **Licensed Vocational Nurse (LVN)** **School Nurse/Registered Nurse (RN)** **Health Assessment/RUSH** **Vision, Hearing, and Scoliosis Screening**	 $ 38 $ 48 $ 100 $ 330/$375 flat rate $ 7 per student
Occupational Therapist (OT) **Certified Occupational Therapist Assistant (COTA)**	$ 108 $ 85
Psycho-Educational Assessment **Psycho-Educational Assessment – Bilingual** **Psycho-Educational Independent Education Evaluation - IEE**	$ 108 $ 130 $ 165
Specialized Academic Instructor (SAI) **Specialized Academic Instructor Aide (SAIA)**	$ 72 $ 48.50
Speech-Language Pathologist (SLP) **Speech-Language Pathologist Assistant (SLPA)**	$ 108 $ 75
Interpreter Services **Translation Services – Written Reports/IEPs**	$ 92

In compliance with California law and code, Comp Therapy and Client must ensure that all its non-exempt employees are provided with the required number of breaks as prescribed by law when services are provided at Client work site.

ASSESSMENTS

Student Unavailable: For all scheduled assessments, Client must provide at least one business day notice of student absence OR change in the school/student schedule which may hinder the assessor's ability to assess the student. Failure to notify the assessor or Comp Therapy of student absence or a change in schedule will result in a 2-hour service charge.

Off Site Hours: Off-site hours will be billed in 15-minute increments. Assessment Reports, IEP Development, Compliance Review, and/or Consultations may be provided/completed off-site.

Rush Rate: Client must submit request for assessment allowing at least 45 days for completion of assessment. If Client requests an assessment to be completed within 30 days or less of deadline Client will be charged RUSH RATE of $135 per hour. RUSH Health assessments $375.

RELATED SERVICES

Minimum Service Charge: There is a 3-hour on-site minimum for all services providers, except BII/Sped Aide services have a 6-hour on-site minimum.

Schedule Change: For all scheduled assignments, Client must provide at least one business day notice of student absence OR change in the school/student schedule which the employee will not be able to provide services. Failure to notify the provider or Comp Therapy of student absence or a change in schedule will result in a 3-hour service charge.

BII/Sped Aide Student Service: Client will be charged 6-hour service charge if student is absent or schedule change that was not notified to BII provider and BII was in route or at school site. Failure to notify the provider or Comp Therapy of student absence or change in schedule will result in 6-hour service charge. Comp Therapy employees may also work on other duties related within their scope of practice during the time a student is absent from their schedule assignment.

Cancellation of Meetings: If the event that a meeting is cancelled or postponed, Client must inform provider at least one day in advance. Failure to notify the provider change or cancelled meeting will result in a 1-hour service charge. If meeting is cancelled while provider is on site, Client will be billed a 1-hour service charge.

Off Site Hours: Off-site hours will be billed in 15-minute increments which may include: IEP Development, Compliance Review, Documentation/Prep, and Consultations.

Request for Providers: Clients can reserve service providers or assessors in advance; however, Comp Therapy does not guarantee a specific service provider or assessor may be available. When placing providers, Comp Therapy always evaluates the needs of each Client.

IMPORTANT: All provider inquiries and change in providers must first be communicated with Comp Therapy Director and not directly with the provider.

Comp Therapy
TEACH Public Schools
2022-2023 School Year

Billing Descriptions for Related Service Providers

Description	Action Item	Average Billing	Maximum Billing
Direct Services	Provide direct services to students	Start to End Time	Start to End Time
Documentation	Session Notes	5 mins per student	10 mins per student
Prep Time/ Treatment Planning	Prep Time (per school)	30 mins per day	1 hour per day
IEP Development	Preparation for IEP meeting per student - Record/data review - Reporting on previous goals - Parent/teacher consult - Updating present levels of performance - Creating new goals - Updating services - Updating IEP information before/after IEP meeting to reflect IEP team decisions	1 hour	2 hours
IEP Meeting	IEP Meeting	Start to End Time	Start to End Time
Compliance	Review PLP/goals, add one new student to current caseload, update schedule	15	30
	Set-up new caseload of more than one student. Review PLP/goals, create schedule/ groups	Start to End Time	Start to End Time
	Service Delivery Report (weekly, monthly)	15	30
	Progress reports (due during Report Card period; 3-4 times per year)	5 mins per student	10 mins per student
Collaboration	Teacher/Parent Consultation	Start to End Time	Start to End Time
	Collaboration with school site lead / sped team (email, phone, text, in-person, teleconference)	Start to End Time	Start to End Time

Coversheet

LAUSD Oversight Reports

Section: III. Items Scheduled for Information and Potential Action
Item: F. LAUSD Oversight Reports
Purpose: Discuss
Submitted by:
Related Material:
TEACH Tech Charter High 7608 Attachment F - Annual Performance-Based Oversight Visit Report 2021-2022-w Fiscal.pdf
TEACH MSC & EHM Prep ES - 2452 Attachment F - Annual Performance-Based Oversight Visit Report 2021-2022-w Fiscal (1).pdf
TEACH Academy of Techonolgoies 5982 Attachment F - Annual Performance-Based Oversight Visit Report 2021-2022-w Fiscal (1).pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2021-2022 SCHOOL YEAR
FOR

TEACH TECH CHARTER HIGH SCHOOL - 7608
Name and Location Code of Charter School

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

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

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.

FORM REV. 9/23/2021

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/18/2022**

Charter School Name:	**TEACH Tech Charter High School**			**Location Code:**	**7608**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
10616 S. Western Avenue		**Los Angeles**	**90047**	**(323)872-0707**	**(323)287-0051**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2019 to June 30, 2024			**1**	**West**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**	**Below capacity by 7**	
433	**440**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**	**Below capacity by 1.59%**	
9-12	**9-12**				
Norm Enrollment Number:		**474**			
Total Number of Staff Members:	**33**	**Certificated:**	**18**	**Classified:**	**15**
Charter School's Leadership Team Members:		**Dr. Monique Woodley, Principal; Michael Ellis, Assistant Principal; Dr. Raul Carranza, Superintendent, TEACH Public**			
Charter School's Contact for Special Education:		**Daniela Garcia, SPED Coordinator**		**SELPA & Option:**	**LAUSD – Option 2**
CSD Assigned Administrator:	**Dr. Gina T. Hughes**		**CSD Fiscal Services Manager:**	**Joseph Daee**	
Other School/CSD Team Members:	**Not Applicable**				
Oversight Visit Date(s):	**May 18, 2022**		**Fiscal Review Date (if different):**		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
			Date of Co-Location meeting with Operations Team:	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**COO**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**Maximum Occupancy - 550**	

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/18/2022**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**No Rating**	**3**	**3**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/18/2022**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

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

GOVERNANCE	RATING*
Summary of School Performance	**4**

Areas of Demonstrated Strength and/or Progress

- **G1: Governance Structure and Evaluation of School Leader(s):** The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership. The school provided the following documents to evidence compliance in this indicator: TEACH Public Schools organization chart and the CMO organization chart; bylaws dated 11/13/17; roster of eight board members; board meeting and agendas for the 21-22 SY each of which include information regarding reasonable accommodations; board meeting calendar; SSC and ELAC agendas were provided as well as list of participating members; Administrator's Evaluation Instrument that is aligned with the California Professional Standards for Educational Leaders; "We have started the CEO evaluation using Board on Track"; TEACH Public Schools Administrator's Professional Goals Plan;

- **G2: Brown Act:** The Governing Board complies with all material provisions of the Brown Act. The organization uses Board-on-Track to help monitor board communications and board documents are in compliance with Brown Act. The school provided some evidence of Brown Act training such as a chart which lists five board members and the date training was completed; 21/22 governing board meeting calendar; list of five board members that completed CCSA governance training in 2022 which did not include a sign in or the materials used in the training; standard operating procedures for positing governing board minutes and agendas; agenda contains reasonable accommodations information.

- **G3: Due Process:** 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 school provided the following as evidence of compliance in this indicator: Parent/Student Handbook and the TEACH Employee Handbook for the 2021/2022 SY which included the Uniform Complaint Policy and Procedures; the Superintendent was identified as the organization's compliance officers which should reflect an impartial arbitrator. School leaders affirmed that should the complaint include the Superintendent then the compliance officer for the case will be the President of the Governing Board of Directors.

- **G4: Responsive and Accountable Governance:** The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) The school provided the following

as evidence of compliance in this indicator: resolution to hold virtual governing board meetings; approval of the schools accountably report cards for each of the three TEACH schools; principal and CEO reports presented to the governing board; Governing Board Member Handbook which provides overview board reporting cycle for the Chief Academic Officer that includes a full written report with graphs and data trends and comparison to state when available. TEACH Inc., added 3 positions to its organizational management team, Chief Academic Officer (CAO), Director of Governance; and Director of Instructional Technology.

Areas Noted for Further Growth and/or Improvement

- None

Corrective Action Required

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

Notes:

- The Superintendent of Schools, states that the three positions were added to support students, staff, and stakeholders in light of COVID-19 pandemic to address (a) academic learning loss, (b) dependence upon technology to support effective teaching and learning, (c) and maintaining compliance with its authorizing agency as the organization grows. The CAO, in particular will provide instructional leadership and implementation of structures and systems that promote curriculum alignment, targeted interventions and data used to address learning loss.

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

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

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

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes, and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

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G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the 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 are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

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

G3: DUE PROCESS - QUALITY INDICATOR #3

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter 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 procedure (complaints outside regulatory scope of UCP)
- 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, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10a)** ☐ Employee Handbook(s) **(B1.10b)** ☒ Uniform Complaint Procedures policy and form(s) **(B1.11)** ☒ Stakeholder complaint procedures and form(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Other: (Specify)

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

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Performance	☒ The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☐ The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: **(B1.4)** ☐ CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) ☐ CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) ☐ CA School Dashboard Conditions and Climate Indicator (Suspension Rate) ☐ Attendance rate ☐ Internal assessment data ☐ Enrollment data ☐ Staffing data (retention, turnover, certification, etc.) ☒ Board meeting calendar **(B1.5)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14a)** ☐ Board member training documentation (roles, responsibilities, etc.) **(B1.14b)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION - QUALITY INDICATOR #5

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

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

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

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

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

Not applicable.

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SCHOOL NAME: **TEACH Tech Charter High**

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	**No Rating**
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☐YES ☒NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

- None

Areas Noted for Further Growth and/or Improvement

- **A11: English Learner Reclassification:** The school did not reclassify any of its English Learners. The school leader reports that remote learning with COVID for the past two years did not allow students to earn score required to pass ELPAC. To increase rates of reclassification the school has (a) implemented an additional ELD class for 9th grade students which has the largest population of LTELs; (b) adoption of iLit, a computer based program to support English Learners in their language acquisition.

Corrective Action Required

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

Notes:

- Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.

- The school's percentage of "At-Risk" English Learners is at 3.2% compared to the state at 10.1%. The school's percentage of "Long-Term English Learners" (LTEL) is at 31.9% compared to the state at 17.1%.

- The school adheres to the LAUSD's Master Plan for Reclassification of its English Learners. Reclassification Criteria is as follows:

ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1.Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development

2.Teacher evaluation, including but not limited to, a review of the student's curriculum mastery

3.Parent/guardian opinion and consultation

4.Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

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

LAUSD CHARTER SCHOOLS DIVISION

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator color is Blue ☐ The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard ELA Indicator color is Red ☒ Not Available - No color assigned for the ELA Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator color is Blue ☐ The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard Math Indicator color is Red ☒ Not Available - No color assigned for the Math Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard ELPI color is Blue ☐ The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard ELPI color is Red ☒ Not Available - No color assigned for the ELPI on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	☐ The schoolwide Dashboard CCI color is Blue ☐ The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard CCI color is Red ☒ Not Available - No color assigned for the CCI on the Dashboard ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

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

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

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red ☐ Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☒ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

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

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

Rubric		Sources of Evidence
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is Blue ☐ The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage ☐ The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange ☐ The schoolwide Dashboard Suspension Rate Indicator color is Red ☒ Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

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

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is Blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Graduation Rate Indicator color is Red ☒ Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard ☐ Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☒ Not Available - No assessment of performance for this indicator ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

Rubric	Sources of Evidence

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Performance	☐ The school reclassifies English Learners at a rate higher than the state average ☐ The school reclassifies English Learners at a rate similar to the state average ☐ The school reclassifies English Learners at a rate lower than the state average ☒ The school did not reclassify any of its English Learners ☐ Not Available - The school did not have any English Learners ☐ Not Applicable - No assessment of performance for this indicator	☐ Reclassification report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☐ Reclassification Criteria for all applicable grade levels **(Additional info within "Notes" section above) (B2.4)** ☒ Rate of "**At Risk**" ELs in comparison to the state average ☐ Higher ☐ Same ☒ Lower TTCH's 3.2% < state's 10.1% **(Additional info within "Notes" section above)** ☒ Rate of "**LTELs**" in comparison to the state average ☒ Higher TTCH's 31.9% > state's 17.1% ☐ Same ☐ Lower **(Additional info within "Notes" section above)**

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A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (https://www.cde.ca.gov/sp/ch/verifdata.asp). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- ☐ Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn
- ☐ California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school)
- ☐ Diagnostic Online Reading Assessment (DORA) by Let's Go Learn
- ☐ easyCBM by Riverside Insights
- ☐ ELPAC by Educational Testing Service
- ☐ FastBridge by Illuminate
- ☐ iReady by Curriculum Associates
- ☐ Math Inventory by Houghton Mifflin Harcourt
- ☐ mCLASS by Amplify
- ☒ Measures of Academic Progress by NWEA
- ☐ RAPID by Lexia Learning
- ☐ Reading Inventory by Houghton Mifflin Harcourt
- ☐ SAT Suite by College Board
- ☐ Star Assessments by Renaissance
- ☐ The school is not using a state approved verified data (see Verified Data Notes below):

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Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA - Reading	9-12	☒ Met ☐ Not Met	3 times a year
2. NWEA - Language	9-12	☒ Met ☐ Not Met	3 times a year
3. NWEA - Math	9-12	☒ Met ☐ Not Met	3 times a year

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

- **The school achieved 95% participation rate in each assessment administered.**

The charter school disaggregated student performance data for the subgroups: ☐ Yes ☐ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

☐ American Indian or Alaska Native
☐ Asian
☒ Black or African American
☒ English Learner
☐ Filipino
☐ Foster Youth
☐ Homeless
☒ Latino
☐ Native Hawaiian or Pacific Islander
☐ Socioeconomically Disadvantaged
☒ Students with Disabilities
☐ Two or More Races
☐ White

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

The school leader reported the following: “The tests were administered as intended and were consistent with the publishers’ administration and test security procedures. The following were the protocols to ensure that the assessments were administered as intended.

- We planned for the time and space requirements and conducted in person testing.
- We accommodated students with a separate setting, as identified for students with accommodations.
- Secure test browser was used in class setting
- No virtual administrations were performed

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:
☐ Yes ☐ No

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The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion… equal to similar peers." The school is using the following data source(s):

☐ California Department of Education DataQuest College-Going Rate

☐ National Student Clearinghouse Student Tracker

☐ University of California Undergraduate Graduation Rates

☐ California State University Enrollment Dashboard Student Origin

☐ University of California Admissions by School Source

☐ The school is not using a state identified data sources (see Verified Data Notes below):

☒ Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: ☐ Yes ☒ No

The postsecondary data includes the number of missing or non-participating students: ☐ Yes ☒ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☐ Yes ☒ No

Verified Data Notes:

The school's leader reports the following: "We have collected data annually as our graduating classes depart from TTCHS. This data includes post-TTCHS school selections and financial supports to guide them to opportunities. However, TTCHS has recently obtained access to Cal-PASS Plus, a statewide clearinghouse of longitudinal data following students from K-12 into the workforce, to support us with this data. In addition, TTCHS is in the process of partnering with the National Student Clearinghouse to add to our data collection for our postsecondary data collection. A second counselor will be hired to support the implementation of monitoring post-secondary data."

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LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.		
All requested template information and descriptions were provided:		**Sources of Evidence**
	☒ LCFF Budget Overview for Parents ☒ Annual Update for the 2019-202 LCAP Year ☒ Annual Update for the 2020-2021 Learning Continuity and Attendance Plan ☒ 2021-2024 Plan Summary ☒ Stakeholder Engagement ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Expenditures Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**

Notes:

None

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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 Plan and Procedures:** The school has a well-developed system in place to ensure protection of student and staff health andf safety in compliance with applicable legal and charter requirements related to health and safety. school provided the following documents to evidence compliance in this indicator: visitor's policy, comprehensive school safety plan with assigned roles for the school leader and other staff, emergency drills and training; child abuse mandated reporter training, blood borne pathogens; suicide prevention policy; Annual Letter Notification how students and families can access mental health services on campus or in the community; Stop Human Trafficking notices with hotline numbers for assistance; emergency drill calendar that includes earthquake, fire, lock down and active shooter drills/training; TEACH Tech Charter High School Youth Suicide Prevention Policy.

- **O2: Health and Safety Training and Preparation:** The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety. The school provided the following documents to evidence compliance in this indicator: Certificate of Occupancy for 10616 S. Western Avenue with a maximum occupancy of 550 students; audiometric screening provided by PRN Charter Nursing Services; two epi pen boxes both expire March 2023; TEACH Public Schools media release that affirms compliance with providing adequate free or reduced priced meal each day per Ed. Code, 47613.5.; wall mounted emergency defibrillator on campus; student's school identification card has National Suicide Prevention Lifeline contact number on the back.

- **O3: Implementation of the Educational Program:** The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. The school provided the following documents to evidence compliance in this indicator: department meeting agenda; Proficiency Scale templates for Biology, chemistry, ELA, Electives, History, Math, PE, Social Studies, and World languages. The proficiency scales include identification of high priority standards and a description of student work that would exemplify advanced, proficient, basic, and below basic performance; folders that include instructional strategies that support academic discourse, connections, engagement, PEEL writing, and self-assessments.

- **O5: Special Education:** 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. Welligent documents were in good condition; SER300 all services in tiers 1 or 2; IEP 200 – no overdue annuals or triennials; Active IEPs include only two red.

- **O6: School Climate and Student Discipline:** 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 provided the

following documents to evidence compliance in this indicator: the school's bullying policy included in parent/student handbook; Student Support and Progress Team (SSPT) Process PowerPoint; SSPT request form that includes student's strengths, teacher concerns, prior actions taken to address concerns, student academic performance profile; TEACH Tech Social-Emotional Plan during COVID-19; student attendance contract; PBIS flow chart; PBIS Action Plan; and School Culture goals.

- **O7: Professional Development:** 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 provided the following documents to evidence compliance in this indicator: 2021-2022 TTCHS opening PD that reflects two weeks of training that includes topics such as data/instruction, special populations, school culture, standards-based grading; project based learning and peer support; April 1st All Day PD that includes topics such as revisiting rigor, focus on writing, grades and attendance, independence work time; and department meetings; PD agendas for the 2021-2022 SY.

- **O8: Stakeholder Engagement and Involvement:** The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns. The school provided the following documents to evidence compliance in this indicator: TTCHS Coffee with the Principal agendas for the 2021-2022 SY (in Spanish and English); TTCHS ELAC agendas for the 2021-2022 SY (in Spanish and English); Parent Engagement notices sent to families; TTCHS SSC agendas for the 2021-2022 SY (in Spanish and English).

- **O9: Transparency for Stakeholders:** The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website. Review of the school's website included evidence of required components such as list of board members and contact information, student and parent handbook, suicide prevention policy, general complaint policy, UCP complaint procedures, board meeting calendar, fiscal reports and the approved charter. Staff was unable to locate evidence of compliance the website posting of AB 1104 (human trafficking prevention) and AB 229 (preventing bullying and cyber bullying).

- **O10: Evaluation of School Staff:** The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. The school provided the following documents to evidence compliance in this indicator: Assistant Principal Evaluation, Principal evaluation, staff evaluation and the TEACH rubric for teacher evaluation; the teacher evaluation was a two page list of each of the California Standards for the Teaching Profession were each were assessed with Met/ Not Met/ Not Observed.

- **O11: Clearance and Credentialing Compliance:** 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.

Areas Noted for Further Growth and/or Improvement

- **O4: Meeting the Needs of all Students; Subgroup Data Analysis:** The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. The school provided the following documents to evidence compliance in this indicator: LACOE Homeless and Foster Children and Youth: Differences and Similarities within the law; LACOE Homeless Liaison Info Folder; r-30 Census Presentation. As noted in the oversight preparation guide, there was other evidence that could have support this indicator such as evidence of a Response to Intervention (RtI) system or equivalent intervention that includes some data analysis and progress monitoring.

Corrective Action Required

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

Notes:

- None

***NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

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

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
  (**Note**: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations

- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Student immunization **(B3.2b)** ☒ Health screening **(B3.2b)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☒ AED (schools with an interscholastic athletic program) **(B3.2e)** ☒ Student ID card printed with the National Suicide Prevention Lifeline phone number **(B3.2f)** ☐ Board adopted policy on pupil suicide prevention (grades K-6) **(B3.1g)** ☒ Board adopted policy on pupil suicide prevention (grades 7-12) **(B3.1f)** ☒ Site/classroom observation ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☒ The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	☒ Documentation of emergency drills and training **(B3.1c)** ☒ Provision and location of onsite emergency supplies **(B3.1b)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.5)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.5)** ☒ Pupil Suicide Prevention and Awareness Training **(B3.1f, g and B3A.5)** ☒ Epi-pen and training **(B3.2c)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022* ("ESSA Grid") **(B3A.1)** ☐ Discussion with school leadership ☐ Other: (Specify)

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

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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	**Sources of Evidence**
Performance	☒ The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Implementation of an educational program serving all grade levels approved to be served per charter **(B3.3i, j, k)** ☒ California State Content Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Technology readiness to administer CAASPP assessments **(B3.3c)** ***new schools only** ☒ WASC accreditation **(B3.3d)** ☒ UC Doorways course approval documentation **(B3.3e)** ☒ Professional development documentation **(B3.4c)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure:

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

	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	☒ Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☐ Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students **(B3.3i)** ☐ Implementation of the school's English Learner Master Plan **(B3.3i)** ☐ Implementation of a data analysis system **(B2.1 and B2.6)** ☐ Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) **(B2.6)** ☐ Foster youth/students experiencing homelessness designee ☒ Classroom observation ☐ Discussion with school leadership ☐ Other: (Specify)

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O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ District Validation Review (DVR) **(B3.4a)** ☐ Self-Review Checklist **(B3.4a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ Professional development documentation **(B3.4c)** ☐ Intervention and support for students with disabilities **(B3.3i)** ☐ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.4a)** ☒ Classroom observation ☐ Discussion with school leadership ☐ MOU Non-LAUSD SELPA ☐ Other: (Specify)

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

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

- Align with 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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☒ The school has a 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) **(B1.10a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4b)** ☒ Implementation of tiered behavior intervention, such as SST/COST **(B3.4b)** ☒ Implementation of alternatives to suspension **(B3.4b)** ☒ Implementation of schoolwide positive behavior support system **(B3.4b)** ☐ Data monitoring **(B3.4b)** ☒ LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☐ Chronic absenteeism rates ☒ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.4b)** ☐ Stakeholder focus group ☐ Discussion with school leadership ☐ Other: (Specify)

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O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

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

	Rubric	Sources of Evidence
Performance	☒ The school has 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 year-long plan agendas, and sign-ins) **(B3.4c)** ☒ Professional development training materials **(B3.4c)** ☐ System to assess professional development needs **(B3.4c)** ☐ Interview of teachers and/or other staff ☐ Discussion with school leadership ☐ Other: (Specify)

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O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10a)** ☒ LCAP **(B3.3b)** x Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) **(B3.4d)** ☐ Stakeholder consultation **(B3.4d)** ☒ Parent/stakeholder involvement and engagement **(B3.4d)** ☒ Communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☐ School website **(B3.4e)** ☐ Stakeholder focus group ☐ Discussion with school leadership ☐ Other: (Specify)

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O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

"**" Indicates that the policy must be posted on website.

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: ☐ LCAP ☐ UCP Procedure and Forms ☐ Complaint Procedure and Forms ☐ Title IX Information ☐ Suicide Prevention and Awareness ☐ Financial Audit ☐ Student Demographics ☐ Student Achievement Information ☒ Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4e)** ☒ Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4e)** ☒ Provision of stakeholder access to school's approved charter **(B3.4e)** ☐ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4e)** ☒ Notification of access to available mental health services **(B3.4e)** ☒ Specified information on bullying and harassment prevention **(B3.4e)** X School website **(B3.4e)** ☐ Other: (Specify)

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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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

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

	Rubric	Sources of Evidence
Performance	☐ The school has a 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	☒ Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☒ Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☐ Discussion with school leadership ☐ Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- 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

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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with 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 2021-2022* form ("ESSA Grid") **(B3A.1a)** ☒ Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements ☐ CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process ☒ Staff rosters and school master schedule (**B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a, B3A.3, and B3A.4)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.6)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.7)** ☐ Discussion with school leadership ☐ Other: (Specify)

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

Not Applicable.

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7608	2018-2019					2019-2020					2020-2021				
TEACH Tech Charter High	**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		0	309,243	44,260	44,260		596,922	396,105	1,063,645	1,063,645		708,022	1,205,770	1,969,433	1,969,433
Current Assets		0	1,083,592	896,784	962,264		1,511,078	1,339,968	1,721,454	1,719,151		3,203,297	3,643,801	4,316,310	4,259,803
Fixed and Other Assets		0	78,276	143,385	143,384		106,418	141,521	122,788	122,788		78,711	86,916	152,293	208,799
Total Assets		0	1,161,868	1,040,169	1,105,648		1,617,496	1,481,489	1,844,242	1,841,939		3,282,008	3,730,717	4,468,603	4,468,602
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	107,606	99,676	176,990		75,646	69,995	129,024	128,940		170,460	103,866	450,313	441,511
Other Long Term Liabilities		0	654,291	662,913	662,914		899,492	18,969	0	0		0	(16,057)	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	761,897	762,589	839,904		975,138	88,964	129,024	128,940		170,460	87,809	450,313	441,511
Net Assets		470,541	**399,971**	**277,580**	**265,744**		**642,358**	**1,392,525**	**1,715,218**	**1,712,999**		**3,111,548**	**3,642,908**	**4,018,290**	**4,027,091**
Total Revenues	5,385,627	5,640,942	5,349,454	5,244,253	5,265,767	6,502,682	6,401,191	6,059,791	5,928,050	5,917,600	6,184,978	7,137,576	7,301,822	7,271,332	6,848,407
Total Expenditures	4,385,685	5,156,654	4,935,736	4,952,926	4,986,277	6,034,940	6,036,413	4,933,010	4,478,576	4,470,345	5,541,477	5,741,246	5,371,913	4,966,041	4,957,240
Net Income / (Loss)	999,942	484,288	413,718	291,327	279,490	467,742	364,778	1,126,781	1,449,474	1,447,255	643,501	1,396,330	1,929,909	2,305,291	1,891,167
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	422,925
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	999,942	484,288	413,718	291,327	279,490	467,742	364,778	1,126,781	1,449,474	1,447,255	643,501	1,396,330	1,929,909	2,305,291	2,314,092
Net Assets, Beginning	120,428	(13,747)	(13,747)	(13,747)	(13,746)	399,971	277,580	277,580	277,580	265,744	1,392,525	1,715,218	1,715,218	1,715,218	1,712,999
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(11,836)	(11,836)	0	355,275	0	(2,219)	(2,219)	0
Net Assets, Beginning, Adjusted	120,428	(13,747)	(13,747)	(13,747)	(13,746)	399,971	277,580	265,744	265,744	265,744	1,747,800	1,715,218	1,712,999	1,712,999	1,712,999
Net Assets, End	**1,120,370**	**470,541**	**399,971**	**277,580**	**265,744**	**867,713**	**642,358**	**1,392,525**	**1,715,218**	**1,712,999**	**2,391,301**	**3,111,548**	**3,642,908**	**4,018,290**	**4,027,091**

7608	Audited Financials					2021-2022				
TEACH Tech Charter High	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	(27,268)	44,260	1,063,645	1,969,433	0		3,550,172	3,808,541	0	0
Current Assets	544,638	962,264	1,719,151	4,259,803	0		5,870,958	5,505,889	0	0
Fixed and Other Assets	59,720	143,384	122,788	208,799	0		132,317	124,626	0	0
Total Assets	**604,358**	**1,105,648**	**1,841,939**	**4,468,602**	**0**		6,003,275	5,630,515	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	230,455	176,990	128,940	441,511	0		427,784	163,225	0	0
Other Long Term Liabilities	387,649	662,914	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	618,104	839,904	128,940	441,511	0		427,784	163,225	0	0
Net Assets	**(13,746)**	**265,744**	**1,712,999**	**4,027,091**	**0**		**5,575,491**	**5,467,290**	**0**	**0**
Total Revenues	3,915,600	5,265,767	5,917,600	6,848,407	0	8,963,499	9,281,780	8,865,566	0	0
Total Expenditures	4,117,240	4,986,277	4,470,345	4,957,240	0	8,143,256	7,733,381	7,425,368	0	0
Net Income / (Loss)	(201,640)	279,490	1,447,255	1,891,167	0	820,243	1,548,399	1,440,198	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	422,925	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	**(201,640)**	**279,490**	**1,447,255**	**2,314,092**	**0**	**820,243**	**1,548,399**	**1,440,198**	**0**	**0**
Net Assets, Beginning	187,894	(13,746)	265,744	1,712,999	0	3,642,908	4,018,290	4,018,290	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	165,872	8,802	8,802	0	0
Net Assets, Beginning, Adjusted	187,894	(13,746)	265,744	1,712,999	0	3,808,780	4,027,092	4,027,092	0	0
Net Assets, End	**(13,746)**	**265,744**	**1,712,999**	**4,027,091**	**0**	**4,629,023**	**5,575,491**	**5,467,290**	**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 *3, Proficient*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	3

TEACH Tech Charter High's fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of $4,027,091 and net income of $1,891,167. The 2021-2022 Second Interim projected positive net assets of $5,467,289 and net income of $1,440,198.

According to TEACH Public Schools, Inc.'s (TEACH) independent audit report dated June 30, 2021, TEACH Tech Charter High is one of three schools operated by TEACH Public Schools, Inc., all of which are currently authorized by the Los Angeles Unified School District (LAUSD). TEACH Public Schools, Inc., its related entities, and its charter schools reported positive net assets of $9,008,016 and net income of $4,699,861. TEACH Public Schools, Inc., without its related entities and its charter schools, reported positive net assets of $617,038 and net income of $574,776 (including $73,096 in intercompany transfer). According to TEACH Public Schools, Inc., TEACH Tech Charter High pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and billing, marketing, public relations, and information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Second Interim)
Net Assets	($13,746)	$265,744	$1,712,999	$4,027,091	$5,467,289
Net Income/Loss	($201,640)*	$279,490	$1,447,255	$1,891,167	$1,440,198
Transfers In/Out	$0	$0	$0	$422,925**	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

* The net loss and negative net assets reported in Fiscal Year 2017-2018 was primarily due to significant additional facilities costs incurred by the school as the result of the school's mid-year relocation.
** The transfer is primarily due to the realignment of the PPP loan forgiveness for TEACH Tech Charter High. Initially, the entire PPP loan forgiveness amount of $1,030,000 was allocated to TEACH Academy of Technology and then it was reallocated to each of the three TEACH schools and the TEACH home office accordingly.

Areas Noted for Further Growth and/or Improvement:

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

1. **Checks Outstanding for Over 180 Days (Recurring Issue):**
Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted six checks, drawn on TEACH charter schools' operating accounts ending in X7843 and X7876; and imprest account ending in X7876, that, as of February 28, 2022, had been outstanding for over 180 days. Details regarding these checks are summarized below. This issue was also referenced in the TEACH charter schools' 2018-2019, 2019-2020, and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 2/28/2022)	Transaction Description	TEACH Public Schools' Response on 5/5/2022
1	X7843	62563	2/5/2021	Jxxxxx Mxxxxx	$44.19	388	Employee Reimbursement	Employee did not cash check- will void and reissue
2	X7843	62592	3/1/2021	Jxxxxx Mxxxxx	$101.21	364	Employee Reimbursement	Employee did not cash check- will void and reissue

3	X7843	62768	7/14/2021	Mike Green Fire Protection	$495.00	229	Fire Sprinkler Repair Service	Vendor did not cash check will void and reissue
4	X7868	71695	11/30/2020	Rxxxxx Bxxxxx	$175.00	455	Employee Reimbursement	Employee did not cash check- will void and reissue
5	X7876	1078*	6/13/2019	Commission on Teacher Credentialing	$100.00	991	Application fee for credentialing program	Manual Checks / Stop Payment
6	X7876	1079*	6/13/2019	Commission on Teacher Credentialing	$100.00	991	Application fee for credentialing program	Manual Checks / Stop Payment

Page 11 of TEACH's Fiscal Policies & Procedures states:
"1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

*Check #1078 and #1079 were included as outstanding more than 180 days in the prior year oversight report. The school stated that this was primarily due to miscommunication between the school and Charter Impact Inc., the back office service provider. These two checks have since been voided and new checks have been issued.

Per TEACH Public Schools, Inc., employees that have not cashed their paychecks within 180 days will be contacted according to State Guidelines. Reimbursement checks for employees or ex-employees that are non-responsive will be escheated to the state. All other vendor checks that have not been cashed will be voided and reissued if there are no issues with services and/or products.

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

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at TEACH Public Schools, Inc's next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

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No significant items noted.	
Corrective Action Required: None noted that require immediate action to remedy concerns in this report.	

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Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of TEACH Tech Charter High offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is $4,027,091 and total expenditures equal $4,957,240. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 81.24%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 404.22 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is $1,969,433 and total expenditures equal $4,957,240. Therefore, the school's cash reserve level is 39.73%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 23 checks and 5 electronic credit/debit transactions. No discrepancies were noted.
    a. Check numbers (Pacific Western Bank Ending in X1471): 10529, 10539, 10581, 10601, 10604, 10631; (Pacific Western Bank Ending in X7843): 62753, 62815, 62821, 62836, 62904, 62977, 62974, 62989, 63023, 63033; (Pacific Western Bank Ending in X7868): 71839, 71866, 71879, 71878, 71940, 71948, and 71977.
    b. Reviewed 5 credit/(debit) transactions for the months of November 2021 through February 2022 for sample testing. The transaction descriptions are: (Pacific Western Bank Ending in X1471) (1) 12/1/2021 – ($17,845.45) (ACH Debit); (2) 12/16/2021 – $51,076.00 (Deposit); (Pacific Western

Bank Ending in X7843) The transaction descriptions are: (3) 2/4/2022 – ($8,189.91) (ACH Debit); (4) 2/22/2022 – $4,040.83 (Deposit); (Pacific Western Bank Ending in X7868) The transaction description is: (5) 11/29/2021 – ($58,135.21) (Debit).

17. The school indicated that it currently has no credit cards.
18. Reviewed bank statements and bank reconciliations from September 2021 through February 2022. Selected the months of September 2021 through February 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
    a. Pacific Western Bank Checking Account Ending in X1471 (Operating Account, TEACH Prep Elementary)
    b. Pacific Western Bank Checking Account Ending in X1489 (Imprest Account, TEACH Prep Elementary)
    c. Pacific Western Bank Checking Account Ending in X7843 (Operating Account, TEACH Academy)
    d. Pacific Western Bank Checking Account Ending in X7835 (Imprest Account, TEACH Academy)
    e. Pacific Western Bank Checking Account Ending in X7868 (Operating Account, TEACH Tech High)
    f. Pacific Western Bank Checking Account Ending in X7876 (Imprest Account, TEACH Tech High)
19. A Segregation of Duties (SOD) review was conducted remotely at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary via videoconference. No discrepancies were noted.
20. Equipment inventory was provided.
21. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
24. The most current Local Control and Accountability Plan is posted on the charter school's website.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided. TEACH Public Schools, Inc. was granted a $1,030,000 loan under the Paycheck Protection Program and in December 2020 received a notice from the SBA that the entire loan amount and accrued interest was forgiven.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that TEACH Tech Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. TEACH Tech Charter High did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. The school's reported Norm Enrollment was 286, 368, 417, 430, and 474 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated growth in enrollment of 188 students since Fiscal Year 2017-20218. The CSD will continue to monitor the school's student enrollment through oversight.

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

N/A

Fiscal Operations Rubrics

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

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***
Existing Schools (based on the most current annual audit): 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 cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;	***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 cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.***
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).	14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.	<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.
<u>SUPPLEMENTAL CRITERIA</u> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.	***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/18/2022**

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
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. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]); 7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450	***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 ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/18/2022**

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.	

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
New Schools: ***REQUIRED CRITERIA*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues	***New Schools:*** ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/18/2022**

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 8. The most current governing board-approved LCAP is posted on the charter school's website; and 9. The LCAP is submitted to the appropriate agencies. <u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2021-2022 SCHOOL YEAR
FOR

TEACH MSC & EHM PREP ELEMENTARY SCHOOL - 2452
Name and Location Code of Charter School

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

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

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.

FORM REV. 9/23/2021

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/4/2022**

Charter School Name:	**TEACH Prep MSC & EHM Elementary School**			**Location Code:**	**2452**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
8505 S. Western Avenue		**Los Angeles**	**90047**	**3238720708**	**3233512330**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2018 to June 30, 2023			**1**	**West**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**	**Below by 72**	
253	**325**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**	**Below by 22.15%**	
TK-4	**TK-5**				
Norm Enrollment Number:	**259**				
Total Number of Staff Members:	**23**	**Certificated:**	**11**	**Classified:**	**12**
Charter School's Leadership Team Members:	**Sharon Rhee, Principal; Dr. Raul Carranza, Superintendent, TEACH Public Schools**				
Charter School's Contact for Special Education:	**Marie Pimienta, Asst. Superintendent**		**SELPA & Option:**	**LAUSD SELPA – Option 2**	
CSD Assigned Administrator:	**Dr. Gina T. Hughes**		**CSD Fiscal Services Manager:**	**Joseph Daee**	
Other School/CSD Team Members:	**N/A**				
Oversight Visit Date(s):	**May 4, 2022**		**Fiscal Review Date (if different):**		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
			Date of Co-Location meeting with Operations Team:	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**Certificate of Occupancy**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**Maximum Occupancy - 359**	

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/4/2022**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**No Rating**	**3**	**3**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/4/2022**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

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

GOVERNANCE	RATING*
Summary of School Performance	**4**

Areas of Demonstrated Strength and/or Progress

- **G1: Governance Structure and Evaluation of School Leader(s):** The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership. The school provided the following documents to evidence of compliance in this indicator: CMO and school site level organizational charts; Standard Operating Procedures for ESSA qualification, credentialing and clearance requirements; Performance Improvement Plan for staff other than senior leadership; CEO evaluation using Board on Track; Administrator's Professional Goals Plan; Evaluation Signature Page; Administrator's Evaluation Instrument Support with timelines of completion, purpose, and key processes used; five ELAC meetings and three SSC meeting agendas and sign-in in both English and Spanish.

- **G2: Brown Act:** The Governing Board complies with all material provisions of the Brown Act. The school provided the following as evidence of compliance in this indicator: approved governing board meeting minutes; 21/22 governing board meeting calendar; list of five board members that completed CCSA governance training in 2022 which did not include a sign in or the materials used in the training; Standard Operating Procedures for governing board meeting and agenda posting in California;

- **G3: Due Process:** 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 school provided the following as evidence of compliance in this indicator: Parent/Student Handbook and the TEACH Employee Handbook for the 2021/2022 SY which included the Uniform Complaint Policy and Procedures; the Superintendent was identified as the organization's compliance officers which should reflect an impartial arbitrator. School leaders affirmed that should the complaint include the Superintendent then the compliance officer for the case will be the President of the Governing Board of Directors.

- **G4: Responsive and Accountable Governance:** The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) The school provided the following as evidence of compliance in this indicator: resolution to hold virtual governing board meetings; approval of the schools accountably report cards for each of the three TEACH schools; principal and CEO reports presented to the governing board; Governing Board

Member Handbook which provides overview board reporting cycle for the Chief Academic Officer that includes a full written report with graphs and data trends and comparison to state when available. TEACH Inc., added 3 positions to its organizational management team, Chief Academic Officer (CAO), Director of Governance; and Director of Instructional Technology.

Areas Noted for Further Growth and/or Improvement

- None

Corrective Action Required

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

Notes:

- The Superintendent of Schools, states that the three positions were added to support students, staff, and stakeholders in light of COVID-19 pandemic to address (a) academic learning loss, (b) dependence upon technology to support effective teaching and learning, (c) and maintaining compliance with its authorizing agency as the organization grows. The CAO, in particular will provide instructional leadership and implementation of structures and systems that promote curriculum alignment, targeted interventions and data used to address learning loss.

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/4/2022**

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

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

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes, and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the 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 are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

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

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G3: DUE PROCESS - QUALITY INDICATOR #3

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter 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 procedure (complaints outside regulatory scope of UCP)
- 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, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10a)** ☐ Employee Handbook(s) **(B1.10b)** ☒ Uniform Complaint Procedures policy and form(s) **(B1.11)** ☒ Stakeholder complaint procedures and form(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	☒ The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☐ The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: **(B1.4)** ☒ CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) ☐ CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) ☐ CA School Dashboard Conditions and Climate Indicator (Suspension Rate) ☐ Attendance rate ☐ Internal assessment data ☐ Enrollment data ☐ Staffing data (retention, turnover, certification, etc.) ☒ Board meeting calendar **(B1.5)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14a)** ☒ Board member training documentation (roles, responsibilities, etc.) **(B1.14b)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION - QUALITY INDICATOR #5

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

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

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

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

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

None

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	**RATING***
Summary of School Performance	**No Rating**
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☐YES ☒NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☐NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

- None

Areas Noted for Further Growth and/or Improvement

- **A11: English Learner Reclassification:** The school did not reclassify any of its English Learners. TEACH Prep's 0.0% is lower than the state's rate of 6.9%. The school's leader reported that the lack of reclassification was due to their need to offer targeted support to students in the classroom and limited preparation of teachers to support EL students, irregular attendance during remote learning. To increase rates of reclassification, they've hired a full time EL Coordinator, focused on increase communication with parents and ways in which they can support their child and ensure students attend school regularly.

Corrective Action Required

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

Notes:

- Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.

- The school's percentage of "At-Risk" English Learners is at 13.0% compared to the state at 10.1%. The school's percentage of "Long-Term English Learners" (LTEL) is at 0.0% compared to the state at 17.1%.

- The school adheres to the LAUSD's Master Plan for Reclassification of its English Learners. Reclassification Criteria is as follows:
- ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:
  1.Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
  2.Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
  3.Parent/guardian opinion and consultation
  4.Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

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

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator color is Blue ☐ The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard ELA Indicator color is Red ☒ Not Available - No color assigned for the ELA Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator color is Blue ☐ The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard Math Indicator color is Red ☒ Not Available - No color assigned for the Math Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard ELPI color is Blue ☐ The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard ELPI color is Red ☒ Not Available - No color assigned for the ELPI on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	☐ The schoolwide Dashboard CCI color is Blue ☐ The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard CCI color is Red ☐ Not Available - No color assigned for the CCI on the Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

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

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

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red ☐ Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☒ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

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

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

	Rubric	**Sources of Evidence**
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is Blue ☐ The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage ☐ The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange ☐ The schoolwide Dashboard Suspension Rate Indicator color is Red ☒ Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

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

Rubric	**Sources of Evidence**

Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is Blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Graduation Rate Indicator color is Red ☐ Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

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Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☒ Not Available - No assessment of performance for this indicator ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

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Performance	☐ The school reclassifies English Learners at a rate higher than the state average ☐ The school reclassifies English Learners at a rate similar to the state average ☐ The school reclassifies English Learners at a rate lower than the state average ☒ The school did not reclassify any of its English Learners ☐ Not Available - The school did not have any English Learners ☐ Not Applicable - No assessment of performance for this indicator	☐ Reclassification report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☐ Reclassification Criteria for all applicable grade levels **(Additional info within "Notes" section above) (B2.4)** ☒ Rate of "**At Risk**" ELs in comparison to the state average ☐ Higher ☐ Same ☒ Lower TEACH Prep's 13.0% > State's 10.1% **(Additional info within "Notes" section above)** ☒ Rate of "**LTELs**" in comparison to the state average ☐ Higher ☐ Same ☒ Lower TEACH Prep's 0.0% < State's 17.1% **(Additional info within "Notes" section above)**

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A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (https://www.cde.ca.gov/sp/ch/verifdata.asp). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

☐ Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn

☐ California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school)

☐ Diagnostic Online Reading Assessment (DORA) by Let's Go Learn

☐ easyCBM by Riverside Insights

☐ ELPAC by Educational Testing Service

☐ FastBridge by Illuminate

☐ iReady by Curriculum Associates

☐ Math Inventory by Houghton Mifflin Harcourt

☐ mCLASS by Amplify

☒ Measures of Academic Progress by NWEA

☐ RAPID by Lexia Learning

☐ Reading Inventory by Houghton Mifflin Harcourt

☐ SAT Suite by College Board

☐ Star Assessments by Renaissance

☐ The school is not using a state approved verified data (see Verified Data Notes below):

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA - Reading	K-4	☒ Met ☐ Not Met	Three times a year
2. NWEA – Language	2-4	☒ Met ☐ Not Met	Three times a year
3. NWEA - Math	K-4	☒ Met ☐ Not Met	Three times a year

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: **N/A**

The charter school disaggregated student performance data for the subgroups: ☐ Yes ☒ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ English Learner
☐ Filipino
☐ Foster Youth
☐ Homeless
☐ Latino
☐ Native Hawaiian or Pacific Islander
☐ Socioeconomically Disadvantaged
☐ Students with Disabilities
☐ Two or More Races
☐ White

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

- Based upon review of the school's submission a "NWEA Cheat Sheet" created by the school's Director of Operations and Data Strategy, the school does the following to ensure assessments are administered as intended:
  1. A day is set aside to train teachers on how to use the platform for NWEA testing.
  2. Teacher creates ELA and Math testing assignments for the class.
  3. On the day of the test, the teacher helps students get set up and logged onto the assessment platform.
  4. The teacher puts the testing name and class code on the board for students to log in.
  5. Since all computers have secure browsers for NWEA testing, once students log in they find their names and request to be admitted to the testing site.
  6. Teacher circulates to ensure that student who is testing is signing in with the correct name and correct test.
  7. All students have headsets to listen to the direction to avoid distractions from others taking the test.
  8. The teacher monitors the progress of each student to assess their pacing, and if too fast the test will automatically halt and redirect students. Likewise, if the student is lagging behind, the teacher can see this and check-in to see if they are okay.
  9. Once student is done with their assessment, the student raises hand and the teacher comes to check to verify they pressed the submit button.
  10. The following day, teacher identifies students that missed the test and makes arrangements appropriately.

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The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
☒ Yes ☐ No

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HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion… equal to similar peers." The school is using the following data source(s):

☐ California Department of Education DataQuest College-Going Rate

☐ National Student Clearinghouse Student Tracker

☐ University of California Undergraduate Graduation Rates

☐ California State University Enrollment Dashboard Student Origin

☐ University of California Admissions by School Source

☐ The school is not using a state identified data sources (see Verified Data Notes below):

☐ Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: ☐ Yes ☐ No

The postsecondary data includes the number of missing or non-participating students: ☐ Yes ☐ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☐ Yes ☐ No

Verified Data Notes:

N/A

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LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.		
All requested template information and descriptions were provided:		**Sources of Evidence**
	☒ LCFF Budget Overview for Parents ☒ Annual Update for the 2019-202 LCAP Year ☒ Annual Update for the 2020-2021 Learning Continuity and Attendance Plan ☒ 2021-2024 Plan Summary ☒ Stakeholder Engagement ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Expenditures Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**

Notes:

- **None**

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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 Plan and Procedures:** The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. The school provided the following documents to evidence compliance in this indicator: roster of staff that completed Blood Borne Pathogen exposure prevention, Pupil Suicide Prevention and Awareness Training, and Child Abuse Mandated Reporting training; conditions for classroom and school visitation and removal policy; Comprehensive School Safety Plan for the 21/22 SY.

- **O2: Health and Safety Training and Preparation:** The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety. The school provided the following items to evidence compliance in this indicator: COO for maximum occupancy for 359 persons; confirmation from PRN Nursing Service that vision and audio screening was competed for 91 students for the 21/22 SY; TEACH Public Schools media release that affirms compliance with providing adequate free or reduced priced meal each day per Ed. Code, 47613.5.; and Staff made visual confirmation that the school has two Epi Pens that expires 10/22 and 3/23, respectively.

- **O3: Implementation of the Educational Program:** The school has substantially implemented the education program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. The school provided the following items as evidence compliance in this indicator: 1st grade lesson plans that includes content, learning objective; standard; teacher actions; assessments ELD standards and differentiation required; school's Master Plan for English Learner certification form for the 21/22 SY; TEACH educational summary which affirms that all lessons are Common Core aligned through the use of: Wonders, Eureka Math, Foss Science, and TCI Social Studies, iReady, Next Gen Math, DreamBox, Writeable, and Read Works.

- **O5: Special Education:** 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. Staff review of Welligent reports included SER 300 with all services provided in Tier 1 or 2; IEP 200 had no overdue annuals or triennials; Active IEPs had two that were red due to lack of parent signatures which were recently secured.

- **O6: School Climate and Student Discipline:** 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. One of the innovative features in the approved charter includes the use of character pillars. The school's leader states that through the monthly teaching of the Character

Pillars, along with the incorporation of PBIS strategies, they guide their students to communicate effectively about they are feeling, problem solving with peers, and to build positive relationships with staff and peers.

- **O8: Stakeholder Engagement and Involvement:** The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns. The school provided the following documents to evidence compliance in this indicator: five TPES Parent Notifications; one Coffee with the Principal flyer; five ELAC meetings and three SSC meeting agendas and sign-in in both English and Spanish.

- **O9: Transparency for Stakeholders:** The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website. Review of the school's website included evidence of required components such as list of board members and contact information, student and parent handbook, suicide prevention policy, general complaint policy, UCP complaint procedures, board meeting calendar, fiscal reports and the approved charter. Staff was unable to locate evidence of compliance the website posting of AB 1104 (human trafficking prevention) and AB 229 (preventing bullying and cyber bullying).

- **O11: Clearance and Credentialing Compliance:** 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.

Areas Noted for Further Growth and/or Improvement

- **O4: Meeting the Needs of all Students;** Subgroup Data Analysis: The school provided one document to evidence compliance in this indicator: a referral form for California Behavioral Health Clinic with California Hospital Medical Center. Staff review of the Dropbox files submitted did not include evidence the school implemented a cycle that uses verified data assessments and/or internal student assessments to inform instruction provided by teachers. Perhaps if the organization of the DropBox folders were aligned with the suggested evidence outlined in Oversight Preparation Guide, this could have provided clearer evidence in this indicator.

- **O7: Professional Development:** The school provided one document to evidence compliance in this indicator: TEACH PowerSchool Workshop for Parents. The one document did not provide evidence of the school's annual calendar of professional development, it did not include agendas, training materials, sign-ins, or a system to assess the overall professional development needs of its teachers. Perhaps if the organization of the DropBox folders were aligned with the suggested evidence outlined in Oversight Preparation Guide, this could have provided clearer evidence in this indicator.

- **O10: Evaluation of School Staff:** The school provided minimal or no evidence of the teacher evaluation system.

Corrective Action Required

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

Notes:

- While WASC accreditation for elementary school is not required or needed the school provided evidence that the school's WASC accreditation is conditioned upon the school's continued adherence with the ASC WASC policies, procedures, and criteria for accreditation. Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges.

***NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

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

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
  (**Note**: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5

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- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Student immunization **(B3.2b)** ☒ Health screening **(B3.2b)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☐ AED (schools with an interscholastic athletic program) **(B3.2e)** ☐ Student ID card printed with the National Suicide Prevention Lifeline phone number **(B3.2f)** ☒ Board adopted policy on pupil suicide prevention (grades K-6) **(B3.1g)** ☐ Board adopted policy on pupil suicide prevention (grades 7-12) **(B3.1f)** ☒ Site/classroom observation ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☒ The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	☒ Documentation of emergency drills and training **(B3.1c)** ☒ Provision and location of onsite emergency supplies **(B3.1b)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.5)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.5)** ☒ Pupil Suicide Prevention and Awareness Training **(B3.1f, g and B3A.5)** ☒ Epi-pen and training **(B3.2c)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022* ("ESSA Grid") **(B3A.1)** ☐ Discussion with school leadership ☐ Other: (Specify)

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

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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☒ The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Implementation of an educational program serving all grade levels approved to be served per charter **(B3.3i, j, k)** ☒ California State Content Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Technology readiness to administer CAASPP assessments **(B3.3c)** ***new schools only** ☒ WASC accreditation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☐ Professional development documentation **(B3.4c)** ☒ Classroom observation ☐ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure:

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

	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	☒ Standards-based instructional program **(B3.3a)** ☐ LCAP **(B3.3b)** ☐ Professional development documentation **(B3.4c)** ☐ Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students **(B3.3i)** ☒ Implementation of the school's English Learner Master Plan **(B3.3i)** ☒ Implementation of a data analysis system **(B2.1 and B2.6)** ☒ Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) **(B2.6)** ☐ Foster youth/students experiencing homelessness designee ☒ Classroom observation ☐ Discussion with school leadership ☐ Other: (Specify)

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O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ District Validation Review (DVR) **(B3.4a)** ☒ Self-Review Checklist **(B3.4a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ Professional development documentation **(B3.4c)** ☒ Intervention and support for students with disabilities **(B3.3i)** ☐ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.4a)** ☒ Classroom observation ☒ Discussion with school leadership ☐ MOU Non-LAUSD SELPA ☐ Other: (Specify)

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

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

- Align with 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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☒ The school has a 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) **(B1.10a)** ☒ LCAP **(B3.3b)** ☐ Professional development documentation **(B3.4c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4b)** ☒ Implementation of tiered behavior intervention, such as SST/COST **(B3.4b)** ☒ Implementation of alternatives to suspension **(B3.4b)** ☒ Implementation of schoolwide positive behavior support system **(B3.4b)** ☒ Data monitoring **(B3.4b)** ☒ LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☐ Chronic absenteeism rates ☐ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.4b)** ☐ Stakeholder focus group ☐ Discussion with school leadership ☐ Other: (Specify)

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O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has 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 year-long plan agendas, and sign-ins) **(B3.4c)** ☐ Professional development training materials **(B3.4c)** ☐ System to assess professional development needs **(B3.4c)** ☐ Interview of teachers and/or other staff ☐ Discussion with school leadership ☐ Other: (Specify)

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O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10a)** ☒ LCAP **(B3.3b)** ☐ Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) **(B3.4d)** ☐ Stakeholder consultation **(B3.4d)** ☐ Parent/stakeholder involvement and engagement **(B3.4d)** ☒ Communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☐ School website **(B3.4e)** ☐ Stakeholder focus group ☐ Discussion with school leadership ☐ Other: (Specify)

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O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

"**" Indicates that the policy must be posted on website.

Rubric	Sources of Evidence

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Performance	☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: ☒ LCAP ☒ UCP Procedure and Forms ☒ Complaint Procedure and Forms ☒ Title IX Information ☒ Suicide Prevention and Awareness ☒ Financial Audit ☐ Student Demographics ☐ Student Achievement Information ☐ Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4e)** ☐ Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4e)** ☒ Provision of stakeholder access to school's approved charter **(B3.4e)** ☐ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4e)** ☒ Notification of access to available mental health services **(B3.4e)** ☐ Specified information on bullying and harassment prevention **(B3.4e)** ☐ School website **(B3.4e)** ☐ Other: (Specify)

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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

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

	Rubric	Sources of Evidence
Performance	☐ The school has a 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	☐ Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☐ Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☐ Discussion with school leadership ☐ Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- 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

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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with 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 2021-2022* form ("ESSA Grid") **(B3A.1a)** ☒ Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements ☐ CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process ☒ Staff rosters and school master schedule (**B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a, B3A.3, and B3A.4)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.6)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.7)** ☐ Discussion with school leadership ☐ Other: (Specify)

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

Not applicable

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2452	2018-2019					2019-2020					2020-2021				
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	**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		0	222,576	116,168	116,168		211,987	94,981	82,441	82,441		29,140	196,506	175,033	175,032
Current Assets		0	327,366	312,406	345,880		574,558	503,371	636,270	636,269		1,249,309	1,434,058	1,387,124	1,387,123
Fixed and Other Assets		0	10,608	56,908	56,908		77,080	103,470	103,471	103,469		111,816	127,076	164,501	164,503
Total Assets		0	337,974	369,314	402,788		651,638	606,841	739,741	739,738		1,361,125	1,561,134	1,551,625	1,551,626
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	14,940	13,452	48,752		222,365	44,570	131,246	131,246		223,841	347,832	329,311	325,252
Other Long Term Liabilities		0	15,934	14,176	14,176		143,233	45,755	40,002	40,002		40,000	40,002	20,004	20,004
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	30,874	27,628	62,928		365,598	90,325	171,248	171,248		263,841	387,834	349,315	345,256
Net Assets		14,225	**307,100**	**341,686**	**339,860**		**286,040**	**516,516**	**568,493**	**568,490**		**1,097,284**	**1,173,300**	**1,202,310**	**1,206,370**
Total Revenues	0	1,107,816	1,463,280	1,481,910	1,503,118	2,416,887	2,208,336	2,263,513	2,345,034	2,345,034	2,775,393	2,847,335	2,872,241	2,996,314	2,819,662
Total Expenditures	0	1,093,591	1,156,180	1,140,224	1,163,258	2,215,035	2,263,982	2,086,857	2,116,401	2,116,404	2,723,830	2,318,544	2,267,431	2,362,495	2,358,434
Net Income / (Loss)	0	14,225	307,100	341,686	339,860	201,852	(55,646)	176,656	228,633	228,630	51,563	528,791	604,810	633,819	461,228
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	176,652
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	0	14,225	307,100	341,686	339,860	201,852	(55,646)	176,656	228,633	228,630	51,563	528,791	604,810	633,819	637,880
Net Assets, Beginning	0	0	0	0	0	307,100	341,686	341,686	341,686	339,860	516,516	568,493	568,493	568,493	568,490
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(1,826)	(1,826)	0	91,653	0	(3)	(2)	0
Net Assets, Beginning, Adjusted	0	0	0	0	0	307,100	341,686	339,860	339,860	339,860	608,169	568,493	568,490	568,491	568,490
Net Assets, End	**0**	**14,225**	**307,100**	**341,686**	**339,860**	**508,952**	**286,040**	**516,516**	**568,493**	**568,490**	**659,732**	**1,097,284**	**1,173,300**	**1,202,310**	**1,206,370**

2452	Audited Financials					2021-2022				
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	0	116,168	82,441	175,032	0		550,385	742,657	0	0
Current Assets	0	345,880	636,269	1,387,123	0		1,617,561	1,576,520	0	0
Fixed and Other Assets	0	56,908	103,469	164,503	0		160,317	156,409	0	0
Total Assets	**0**	**402,788**	**739,738**	**1,551,626**	**0**		1,777,878	1,732,929	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	0	48,752	131,246	325,252	0		182,191	327,029	0	0
Other Long Term Liabilities	0	14,176	40,002	20,004	0		20,004	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	0	62,928	171,248	345,256	0		202,195	327,029	0	0
Net Assets	**0**	**339,860**	**568,490**	**1,206,370**	**0**		**1,575,683**	**1,405,900**	**0**	**0**
Total Revenues	0	1,503,118	2,345,034	2,819,662	0	4,396,996	4,597,808	4,355,550	0	0
Total Expenditures	0	1,163,258	2,116,404	2,358,434	0	4,153,713	4,228,493	4,156,018	0	0
Net Income / (Loss)	0	339,860	228,630	461,228	0	243,283	369,315	199,532	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	176,652	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	**0**	**339,860**	**228,630**	**637,880**	**0**	**243,283**	**369,315**	**199,532**	**0**	**0**
Net Assets, Beginning	0	0	339,860	568,490	0	1,173,300	1,202,309	1,202,309	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	50,501	4,059	4,059	0	0
Net Assets, Beginning, Adjusted	0	0	339,860	568,490	0	1,223,801	1,206,368	1,206,368	0	0
Net Assets, End	**0**	**339,860**	**568,490**	**1,206,370**	**0**	**1,467,084**	**1,575,683**	**1,405,900**	**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 *3, Proficient*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	3

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of $1,206,370 and net income of $461,228. The 2021-2022 Second Interim projected positive net assets of $1,405,902 and net income of $199,532.

According to TEACH Public Schools, Inc.'s (TEACH) independent audit report dated June 30, 2021, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary is one of three schools operated by TEACH Public Schools, Inc., all of which are currently authorized by the Los Angeles Unified School District (LAUSD). TEACH Public Schools, Inc., its related entities, and its charter schools reported positive net assets of $9,008,016 and net income of $4,699,861. TEACH Public Schools, Inc., without its related entities and its charter schools, reported positive net assets of $617,038 and net income of $574,776 (including $73,096 in intercompany transfer). According to TEACH Public Schools, Inc., TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and billing, marketing, public relations, and information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Second Interim)
Net Assets	N/A	$339,860	$568,490	$1,206,370	$1,405,902
Net Income/Loss	N/A	$339,860	$228,630	$461,228	$199,532
Transfers In/Out	N/A	$0	$0	$176,652*	$0

Prior Year Adjustment(s)	N/A	$0	$0	$0	$0

*The transfer is primarily due to the realignment of the PPP loan forgiveness for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary. Initially, the entire PPP loan forgiveness amount of $1,030,000 was allocated to TEACH Academy of Technology and then it was reallocated to each of the three TEACH schools and the TEACH home office accordingly.

Areas Noted for Further Growth and/or Improvement:

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

1. **Checks Outstanding for Over 180 Days (Recurring Issue):**
Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted six checks, drawn on TEACH charter schools' operating accounts ending in X7843 and X7876; and imprest account ending in X7876, that, as of February 28, 2022, had been outstanding for over 180 days. Details regarding these checks are summarized below. This issue was also referenced in the TEACH charter schools' 2018-2019, 2019-2020, and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 2/28/2022)	Transaction Description	TEACH Public Schools' Response on 5/5/2022
1	X7843	62563	2/5/2021	Jxxxxx Mxxxxx	$44.19	388	Employee Reimbursement	Employee did not cash check- will void and reissue
2	X7843	62592	3/1/2021	Jxxxxx Mxxxxx	$101.21	364	Employee Reimbursement	Employee did not cash check- will void and reissue

3	X7843	62768	7/14/2021	Mike Green Fire Protection	$495.00	229	Fire Sprinkler Repair Service	Vendor did not cash check will void and reissue
4	X7868	71695	11/30/2020	Rxxxxx Bxxxxx	$175.00	455	Employee Reimbursement	Employee did not cash check- will void and reissue
5	X7876	1078*	6/13/2019	Commission on Teacher Credentialing	$100.00	991	Application fee for credentialing program	Manual Checks / Stop Payment
6	X7876	1079*	6/13/2019	Commission on Teacher Credentialing	$100.00	991	Application fee for credentialing program	Manual Checks / Stop Payment

Page 11 of TEACH's Fiscal Policies & Procedures states:
"1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

*Check #1078 and #1079 were included as outstanding more than 180 days in the prior year oversight report. The school stated that this was primarily due to miscommunication between the school and Charter Impact Inc., the back office service provider. These two checks have since been voided and new checks have been issued.

Per TEACH Public Schools, Inc., employees that have not cashed their paychecks within 180 days will be contacted according to State Guidelines. Reimbursement checks for employees or ex-employees that are non-responsive will be escheated to the state. All other vendor checks that have not been cashed will be voided and reissued if there are no issues with services and/or products.

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

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at TEACH Public Schools, Inc's next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

No significant items noted.	
Corrective Action Required: None noted that require immediate action to remedy concerns in this report.	

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is $1,206,370 and total expenditures equal $2,358,434. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 51.15%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 220.96 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is $175,032 and total expenditures equal $2,358,434. Therefore, the school's cash reserve level is 7.42%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 23 checks and 5 electronic credit/debit transactions. No discrepancies were noted.
    a. Check numbers (Pacific Western Bank Ending in X1471): 10529, 10539, 10581, 10601, 10604, 10631; (Pacific Western Bank Ending in X7843): 62753, 62815, 62821, 62836, 62904, 62977, 62974, 62989, 63023, 63033; (Pacific Western Bank Ending in X7868): 71839, 71866, 71879, 71878, 71940, 71948, and 71977.
    b. Reviewed 5 credit/(debit) transactions for the months of November 2021 through February 2022 for sample testing. The transaction descriptions are: (Pacific Western Bank Ending in X1471) (1) 12/1/2021 – ($17,845.45) (ACH Debit); (2) 12/16/2021 – $51,076.00 (Deposit); (Pacific Western

Bank Ending in X7843) The transaction descriptions are: (3) 2/4/2022 – ($8,189.91) (ACH Debit); (4) 2/22/2022 – $4,040.83 (Deposit); (Pacific Western Bank Ending in X7868) The transaction description is: (5) 11/29/2021 – ($58,135.21) (Debit).

17. The school indicated that it currently has no credit cards.
18. Reviewed bank statements and bank reconciliations from September 2021 through February 2022. Selected the months of September 2021 through February 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
    a. Pacific Western Bank Checking Account Ending in X1471 (Operating Account, TEACH Prep Elementary)
    b. Pacific Western Bank Checking Account Ending in X1489 (Imprest Account, TEACH Prep Elementary)
    c. Pacific Western Bank Checking Account Ending in X7843 (Operating Account, TEACH Academy)
    d. Pacific Western Bank Checking Account Ending in X7835 (Imprest Account, TEACH Academy)
    e. Pacific Western Bank Checking Account Ending in X7868 (Operating Account, TEACH Tech High)
    f. Pacific Western Bank Checking Account Ending in X7876 (Imprest Account, TEACH Tech High)
19. A Segregation of Duties (SOD) review was conducted remotely at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary via videoconference. No discrepancies were noted.
20. Equipment inventory was provided.
21. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
24. The most current Local Control and Accountability Plan is posted on the charter school's website.
25. A list of all current financing activities, and the signed and executed agreement (and governing board meeting minutes) related to the school's line of credit with any third party lender(s), intercompany transfer(s) and/or intercompany loan(s) were provided. Documentation shows that TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary obtained a loan of $150,000 from California School Finance Authority's Charter School Revolving Loan Fund Program for the purpose of obtaining funds to support operations. Per TEACH Public Schools' Fiscal Year 2020-2021 independent audit, the loan bears an interest rate of 2.21% with a loan maturity date of October 2022. As of June 30, 2021, the outstanding balance was $40,002.
26. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided. TEACH Public Schools, Inc. was granted a $1,030,000 loan under the Paycheck Protection Program and in December 2020 received a notice from the SBA that the entire loan amount and accrued interest was forgiven.
27. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
28. Pursuant to AB 1871, a signed and dated written statement that indicates that TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
29. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
30. The 2020-2021 audited and unaudited actuals nearly mirror each other.

31. The school's reported Norm Enrollment was 81, 148, 194, and 259 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated growth in enrollment of 178 students since Fiscal Year 2018-20219 (the inception). The CSD will continue to monitor the school's student enrollment through oversight.
Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):
N/A

Fiscal Operations Rubrics

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

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***
Existing Schools (based on the most current annual audit): 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 cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;	***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 cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.***
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).	14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.	<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.
<u>SUPPLEMENTAL CRITERIA</u> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.	***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/4/2022**

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
<u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***<u>REQUIRED CRITERIA</u>*** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]); 7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. <u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. ***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450	***<u>Existing Schools (based on the most current audit):</u>*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. <u>Note</u>: 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 two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.	

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
<u>New Schools:</u> ***<u>REQUIRED CRITERIA</u>*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues	***<u>New Schools:</u>*** ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/4/2022**

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 8. The most current governing board-approved LCAP is posted on the charter school's website; and 9. The LCAP is submitted to the appropriate agencies. <u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2021-2022 SCHOOL YEAR
FOR

TEACH ACADEMY OF TECHNOLOGIES - 5982

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.

FORM REV. 9/23/2021

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

Charter School Name:	**TEACH Academy of Technologies**			**Location Code:**	**5982**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
10000 S. Western Avenue 10045 S. Western Avenue		**Los Angeles**	**90047**	**(323)872-0809**	**(323)351-2322**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2020 to June 30, 2025			**1**	**West**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**	**Above by 18**	
418	**400**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**	**Above by 4.5%**	
5-8	**5-8**				
Norm Enrollment Number:		**412**			
Total Number of Staff Members:	**32**	**Certificated:**	**15**	**Classified:**	**17**
Charter School's Leadership Team Members:		**Suzette Torres, Principal; Dr. Raul Carranza, Superintendent of TEACH Public Schools**			
Charter School's Contact for Special Education:		**Maria Pimienta, Asst. Superintendent**		**SELPA & Option:**	**LAUSD – Option 2**
CSD Assigned Administrator:	**Dr. Gina T. Hughes**		**CSD Fiscal Services Manager:**	**Joseph Daee**	
Other School/CSD Team Members:	**N/A**				
Oversight Visit Date(s):	**May 26, 2022**		**Fiscal Review Date (if different):**		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
			Date of Co-Location meeting with Operations Team:	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**Certificate of Occupancy**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**10000 Western– max occupancy 294 persons 10045 Western – 7 bungalows each with max occupancy 72 persons**	

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

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	**No Rating**	**3**	**3**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

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

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

Areas of Demonstrated Strength and/or Progress

- **G1: Governance Structure and Evaluation of School Leader(s):** The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership. The school provided the following documents to evidence compliance in this indicator: organizational chart, bylaws, list of board members, board meeting agendas and minutes; board meeting calendar; Board on Track evaluation survey(?) which includes feedback from board and staff as to the level of proficiency in the areas of core competencies; the process for the CEO's evaluation starts with an evaluation committee, evaluation goals include (a) increase academic achievement and ensure equitable access; (b) provide strong instructional leadership; (c) Provide a safe, welcoming, and respectful learning environment for students and staff; (d) increase family and community engagement and participation

- **G2: Brown Act:** The Governing Board complies with all material provisions of the Brown Act. The school provided the following documents to evidence compliance in this indicator: list of five board members that completed Brown Act training in the 2021-2022 SY and an affidavit the verifies that each board member expects to have completed training either through the law firm; copy of materials presented at the Brown Act Training; agenda posting procedures; Family/Student Handbook; board agendas includes information pertaining to special accommodations upon request.

- **G3: Due Process:** 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 school provided the following as evidence of compliance in this indicator: Parent/Student Handbook and the TEACH Employee Handbook for the 2021/2022 SY which included the Uniform Complaint Policy and Procedures; the Superintendent was identified as the organization's compliance officers which should reflect an impartial arbitrator. School leaders affirmed that should the complaint include the Superintendent then the compliance officer for the case will be the President of the Governing Board of Directors.

- **G4: Responsive and Accountable Governance:** The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) The school provided the following as evidence of compliance in this indicator: resolution to hold virtual governing board meetings; approval of the schools accountably report

cards for each of the three TEACH schools; principal and CEO reports presented to the governing board; Governing Board Member Handbook which provides overview board reporting cycle for the Chief Academic Officer that includes a full written report with graphs and data trends and comparison to state when available. TEACH Inc., added 3 positions to its organizational management team, Chief Academic Officer (CAO), Director of Governance; and Director of Instructional Technology.

Areas Noted for Further Growth and/or Improvement

As discussed during the in-person oversight visit, the maximum enrollment capacity for TEACH Academy of Technologies is 400, and any other maximum enrollment capacity number (even if included in the charter) would be inaccurate and inconsistent with the Board's decision and action(s) taken at renewal time. As such, **TEACH is expected to comply with and operate within the approved enrollment capacity of 400.** As a matter of record, CSD notes the following:

1. The Board of Education Report (Rep-073-19/20) states that "Staff recommends approval of the renewal petition for TEACH Academy of Technologies ("Charter School"), with benchmarks in the areas of academics, located in Board District 1 and Local District West, for five (5) years, beginning July 1, 2020 until June 30, 2025, to serve 400 students in grades 5-8 in each year of the charter term."
2. The stamped order of business from the Board's regular board meeting on September 24, 2019, states that TEACH Academy of Technologies was approved to "serve up to 400 students" as adopted by the Board.
3. After the Board approved TEACH's charter, the CSD sent TEACH a congratulatory letter via email on March 3, 2020, affirming the charter school's approved maximum enrollment capacity, among other things. The congratulatory letter states, in part: "Congratulations! On September 24, 2019, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew, with benchmarks, the TEACH Academy of Technologies charter for five (5) years, beginning July 1, 2020, until June 30, 2025, to serve up to 400 students in grades 5-8 in each year of the charter term."
4. Video recording of the September 24, 2019, Los Angeles Unified School District Board of Education meeting shows that the TEACH Academy of Technologies executive officer was present at the meeting and addressed the Board of Education. At the meeting and while addressing the Board, no objection was raised to the recommended enrollment capacity called out in the order of business which states under item 18, "(Renewal Charter Petition for TEACH Academy of Technologies) Recommends approval of the renewal petition for TEACH Academy of Technologies, for 5 years, to serve up to 400 students in grades 5-8 at two private sites located at 10045 South Western Avenue and 10000 South Western Avenue, in South Los Angeles."

CSD will continue to monitor the school's student enrollment numbers and follow all applicable tiered intervention protocols should it be required.

Corrective Action Required

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

Notes:

- The Superintendent of TEACH Inc. Public Schools states that the three new positions were added to support students, staff, and stakeholders in light of COVID-19 pandemic to address (a) academic learning loss, (b) dependence upon technology to support effective teaching and learning, (c) and maintaining compliance with its authorizing agency as the organization grows. The CAO, in particular will provide instructional leadership and implementation of structures and systems that promote curriculum alignment, targeted interventions and data used to address learning loss.

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

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

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

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes, and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the 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 are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

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

G3: DUE PROCESS - QUALITY INDICATOR #3

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter 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 procedure (complaints outside regulatory scope of UCP)
- 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, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10a)** x Employee Handbook(s) **(B1.10b)** ☒ Uniform Complaint Procedures policy and form(s) **(B1.11)** ☒ Stakeholder complaint procedures and form(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)

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

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Performance	☐ The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☐ The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☒ The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: **(B1.4)** ☒ CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) ☒ CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) ☒ CA School Dashboard Conditions and Climate Indicator (Suspension Rate) ☐ Attendance rate ☒ Internal assessment data ☐ Enrollment data ☒ Staffing data (retention, turnover, certification, etc.) ☒ Board meeting calendar **(B1.5)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14a)** ☒ Board member training documentation (roles, responsibilities, etc.) **(B1.14b)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

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G5: FISCAL CONDITION - QUALITY INDICATOR #5

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

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

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

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

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

Not applicable.

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	**RATING***
Summary of School Performance	**No Rating**
California Department of Education's (CDE) Charter School's Performance Category	Low Performing

Does the charter school qualify for technical assistance? ☐**YES** ☒**NO**
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐**YES** ☒**NO**
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

- N/A

Areas Noted for Further Growth and/or Improvement

- **A11: English Learner Reclassification:** The school reclassifies English Learners at a rate of 0.8%, which is lower than the state average of 6.0%. The school's leader reports that the root cause of low reclassification rates were "as a result of COVID school closures, and ELPAC testing was not completed for all students; and that state assessments data was not available for reclassification." Additionally, the school leader further states that to increase reclassification rates the school has (a) procured a reading inventory program to support their English Learners that were then reclassified using the following criteria: (1) ELPAC score of 4; (2) Reading Inventory passing score; (3) classroom grader of C or better. The school's leader reported that using the Reading Inventory criteria has allowed the school to reclassify six students in the first semester of the 21/22 SY and an additional 35 students are pending reclassification the week of June 6, 2022.

Corrective Action Required

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

Notes:

- Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.

- The school's percentage of "At-Risk" English Learners is at 5.5% compared to the state at 10.1%. The school's percentage of "Long-Term English Learners" (LTEL) is at 40.3% compared to the state at 17.1%.

The school adheres to the LAUSD's Master Plan for Reclassification of its English Learners. Reclassification Criteria is as follows:

- ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:
  1.Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
  2.Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
  3.Parent/guardian opinion and consultation
  4.Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

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

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator color is Blue ☐ The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard ELA Indicator color is Red ☒ Not Available - No color assigned for the ELA Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator color is Blue ☐ The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard Math Indicator color is Red ☒ Not Available - No color assigned for the Math Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard ELPI color is Blue ☐ The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard ELPI color is Red ☒ Not Available - No color assigned for the ELPI on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard CCI color is Blue ☐ The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard CCI color is Red ☐ Not Available - No color assigned for the CCI on the Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

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

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

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red ☒ Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

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

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

	Rubric	**Sources of Evidence**
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is Blue ☐ The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage ☐ The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange ☐ The schoolwide Dashboard Suspension Rate Indicator color is Red ☒ Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

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

Rubric	**Sources of Evidence**

Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is Blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Graduation Rate Indicator color is Red ☐ Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ Other: (Specify) "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard"

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

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Not Available - No assessment of performance for this indicator ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

Rubric	Sources of Evidence

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Performance	☐ The school reclassifies English Learners at a rate higher than the state average ☐ The school reclassifies English Learners at a rate similar to the state average ☒ The school reclassifies English Learners at a rate lower than the state average ☐ The school did not reclassify any of its English Learners ☐ Not Available - The school did not have any English Learners ☐ Not Applicable - No assessment of performance for this indicator	☐ Reclassification report (CDE) ☒ Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☐ Reclassification Criteria for all applicable grade levels **(Additional info within "Notes" section above) (B2.4)** ☒ Rate of "**At Risk**" ELs in comparison to the state average ☐ Higher ☐ Same ☒ Lower TAT's 5.5% < state's 10.1% **(Additional info within "Notes" section above)** ☒ Rate of "**LTELs**" in comparison to the state average ☒ Higher TAT's 40.3% > state's 17.1% ☐ Same ☐ Lower **(Additional info within "Notes" section above)**

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A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (https://www.cde.ca.gov/sp/ch/verifdata.asp). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

☐ Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn

☐ California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school)

☐ Diagnostic Online Reading Assessment (DORA) by Let's Go Learn

☐ easyCBM by Riverside Insights

☐ ELPAC by Educational Testing Service

☐ FastBridge by Illuminate

☐ iReady by Curriculum Associates

☐ Math Inventory by Houghton Mifflin Harcourt

☐ mCLASS by Amplify

☐ Measures of Academic Progress by NWEA

☐ RAPID by Lexia Learning

☐ Reading Inventory by Houghton Mifflin Harcourt

☐ SAT Suite by College Board

☐ Star Assessments by Renaissance

☐ The school is not using a state approved verified data (see Verified Data Notes below):

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA (ELA)	5 6 7 8	☒ Met ☐ Not Met ☒ Met ☒ Not Met ☒ Met ☒ Not Met ☒ Met ☒ Not Met	Fall, Winter, Spring Met in Spring Only Met in Spring Only Met in Spring Only
2. NWEA (Math)	5 6 7 8	☒ Met ☐ Not Met ☒ Met ☒ Not Met ☒ Met ☒ Not Met ☒ Met ☒ Not Met	Fall, Winter, Spring Met in Spring Only Met in Spring Only Met in Spring Only

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

- To ensure 100% participation for the Spring administration:
  - Daily auditing of reports
  - Requiring students to return to campus from Independent Study; and
  - Classroom pull-out was implemented

The charter school disaggregated student performance data for the subgroups: ☒ Yes ☐ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

☐ American Indian or Alaska Native
☐ Asian
☒ Black or African American
☒ English Learner
☐ Filipino
☐ Foster Youth
☐ Homeless
☐ Latino
☐ Native Hawaiian or Pacific Islander
☒ Socioeconomically Disadvantaged
☐ Students with Disabilities
☐ Two or More Races
☐ White

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

The school leader reported that: "The tests were administered as intended and were consistent with the publishers' administration and test security procedures. The following were the protocols to ensure that the assessments were administered as intended.

- We planned for the time and space requirements and conducted in person testing.

- We accommodated students with a separate setting, as identified for students with accommodations.
- Secure test browser was used in class setting
- No virtual administrations were performed
- Proctor Guide was used to ensure protocols for testing were followed"

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
☒ Yes ☐ No

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HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion… equal to similar peers." The school is using the following data source(s):

☐ California Department of Education DataQuest College-Going Rate

☐ National Student Clearinghouse Student Tracker

☐ University of California Undergraduate Graduation Rates

☐ California State University Enrollment Dashboard Student Origin

☐ University of California Admissions by School Source

☐ The school is not using a state identified data sources (see Verified Data Notes below):

☐ Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: ☐ Yes ☐ No

The postsecondary data includes the number of missing or non-participating students: ☐ Yes ☐ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☐ Yes ☐ No

Verified Data Notes:

Not applicable.

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LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Annual Update for the 2019-202 LCAP Year ☒ Annual Update for the 2020-2021 Learning Continuity and Attendance Plan ☒ 2021-2024 Plan Summary ☒ Stakeholder Engagement ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Expenditures Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**

Notes:

- **None**

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

- The school shall achieve academic growth of at least one performance level per academic year on the English Learner Progress performance indicator on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the “Green” performance level or higher on this indicator. - **Instructional Benchmarks 1 - no updates due to lack of CAASPP (SBAC) testing in the 2019-2020 and 2020-2021 school years.**

- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “All Students” and for all of the school’s numerically significant subgroups in Math, as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools medians, with the goal of achieving and maintaining the “Green” performance level or higher.- **Instructional Benchmarks 2 - no updates due to lack of CAASPP (SBAC) testing in the 2019-2020 and 2020-2021 school years.**

- Demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in English Language Arts, as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools median, with the goal of achieving and maintaining the "Green" performance level or higher. - **Instructional Benchmarks 3 - no updates due to lack of CAASPP (SBAC) testing in the 2019-2020 and 2020-2021 school years.**

- The Charter School shall provide a comprehensive plan by December 1, 2019 to the Charter Schools Division, which will address how the school will meet the instructional and language development needs of LTEL and At-Risk English Learners over the course of the five-year term of their renewal which will be monitored by CSD through oversight. – **Benchmark MET**; *TEACH Academy of Technologies provided a plan to meet the instructional and language development needs of LTEL and At-Risk English Learners. However, two additional data points should be considered:*
  - The 2021-2022 English Learner Progress Indicator (ELPI) reports indicates at 45.1% of ELs who progress at least one ELPI level, which is higher than the state's rate of 42.9%.
  - The school's percentage of "At-Risk" English Learners is at 5.5% compared to the state at 10.1%. The school's percentage of "Long-Term English Learners" (LTEL) is at 40.3% compared to the state at 17.1%.

Assigned Administrator will monitor targeted benchmark areas as part of oversight.

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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 Plan and Procedures:** The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. The school provided the following documents to evidence compliance in this indicator: 2021-2022 Comprehensive School Safety Plan that includes emergency contact numbers for local utilities, responders, and communication resources; assigned roles for all support staff; calendar of emergency, earthquake, fire, lock down and shelter in place drills; school's visitor policy; staff roster of those completing Child Abuse Report, Blood borne Pathogens, and Pupil Suicide Prevention and Training.

- **O2: Health and Safety Training and Preparation:** The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety. The school provided the following documents to evidence compliance in this indicator: Certificate of Occupancy for seven bungalows at 10045 and one COO for the 10000 facility; t-dap certification form; PRN Nursing verification that 574 student received vision, scoliosis, and audio screening; evidence of compliance with Ed. Cod, Section 47613.5; Epi Pens; Automated External Defibrillator (AED); evidence of paying to have student IDs reprinted to include National Suicide Prevention Hotline Crisis Text Hotline and National Domestic Violence Hotline Information.

- **O3: Implementation of the Educational Program;** The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. The school provided the following documents to evidence compliance in this indicator: Invoice for purchase of Spanish curriculum !Avancemos! online student edition; invoice for purchase of Math digital text books; invoice of Reading Digital books for Reading Writing Workshop; Houghton Mifflin Harcourt proposal for the purchase of Intro Math grades 5-8, Intro Reading grade 5 and Into Literature grades 6-8; Social Studies grades 5-8; letter from Western Association of Schools and Colleges dated October 15, 2021 requesting to post post their visit due to COVID-19, and therefore extended accreditation status through June 30, 2023.

- **O5: Special Education:** The school has exemplary Welligent reports which reflects improvement from previous years of oversight. The school provided the following documents to evidence compliance in this indicator: school self-review checklist; IEP 200Welligent report; SER 300 all services reported in tiers 1-3; SPED referral process from the Division of SPED; SPED Parent's Rights; LAUSD presentations on the following topics: policy determining eligibility; Accommodations Modifications Supports; "10 Steps" The basics of Special Education Process Under IDEA; Child Find-Child Serve; Parent Workshop

- **O8: Stakeholder Engagement and Involvement:** The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns. The school provided the following documents to evidence compliance in this indicator: Parent Square Dashboard which reflects that 414 students, 42 staff, and 713 parents are "contactable"; 395 (55%) parents with emails; 381 or 53% opted to receive texts; 36% of parents have downloaded the Parent Square app to remained informed and up to date on notifications; ELAC sign in sheet without signatures with agenda in both Spanish and English; reminder to families that masks are mandated; Flu shot Clinic and COVID Vaccination Sites.

- **O9: Transparency for Stakeholders:** The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website. Review of the school's website included evidence of required components such as list of board members and contact information, student and parent handbook, suicide prevention policy, general complaint policy, UCP complaint procedures, board meeting calendar, fiscal reports and the approved charter. Staff was unable to locate evidence of compliance the website posting of AB 1104 (human trafficking prevention) and AB 229 (preventing bullying and cyber bullying).

- **O10: Evaluation of School Staff:** The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. The school provided the following documents to evidence compliance in this indicator: Assistant Principal Evaluation, Principal evaluation, staff evaluation and the TEACH rubric for teacher evaluation; the teacher evaluation was a two-page list of each of the California Standards for the Teaching Profession were each were assessed with Met/ Not Met/ Not Observed.

- **O11: Clearance and Credentialing Compliance-** 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. At the time of the oversight visit, CSD staff shared with the school leader concerns regarding the use of multiple subject credentialed teachers must be cored with another multiple subject credentialed teacher such that each teacher teaches two or more subjects to the same group of students in the same day. Follow up documentation provided by the school leader to the CSD cleared the potential mis-assignments.

Areas Noted for Further Growth and/or Improvement

- **O6: School Climate and Student Discipline:** 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 provided some documents to evidence compliance in this indicator, such as: student and parent handbook; restorative action plan; The National Child Traumatic Stress Network with a host of trauma informed webinars. The documents demonstrated limited evidence and did not include PD related to school climate, or tiered intervention, alternates to suspension and or procedures for preventing bullying, including cyberbullying, as suggested.

- **O7: Professional Development:** The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. The school provided the following documents to evidence compliance in this indicator: SPED Training IDEA Process Overview, Search and Serve, Parents Rights; SPED eligibility training; 2021-2022 Onboarding Summer Professional Development; Theories. These documents provided limited evidence of professional development in the areas identified in the petitions.

Corrective Action Required

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

Notes:

None.

***NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

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

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
  (**Note**: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook

- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Student immunization **(B3.2b)** ☒ Health screening **(B3.2b)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☐ AED (schools with an interscholastic athletic program) **(B3.2e)** ☐ Student ID card printed with the National Suicide Prevention Lifeline phone number **(B3.2f)** ☒ Board adopted policy on pupil suicide prevention (grades K-6) **(B3.1g)** ☒ Board adopted policy on pupil suicide prevention (grades 7-12) **(B3.1f)** ☒ Site/classroom observation ☒ Visitor's Policy **(B3.1a)** ☐ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	☒ Documentation of emergency drills and training **(B3.1c)** ☒ Provision and location of onsite emergency supplies **(B3.1b)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.5)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.5)** ☒ Pupil Suicide Prevention and Awareness Training **(B3.1f, g and B3A.5)** ☒ Epi-pen and training **(B3.2c)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022* ("ESSA Grid") **(B3A.1)** ☐ Discussion with school leadership ☐ Other: (Specify)

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

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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☒ The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Implementation of an educational program serving all grade levels approved to be served per charter **(B3.3i, j, k)** ☒ California State Content Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☐ WASC accreditation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☒ Professional development documentation **(B3.4c)** ☒ Classroom observation ☐ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure:

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

	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	☒ Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☐ Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students **(B3.3i)** ☒ Implementation of the school's English Learner Master Plan **(B3.3i)** ☒ Implementation of a data analysis system **(B2.1 and B2.6)** ☐ Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) **(B2.6)** ☐ Foster youth/students experiencing homelessness designee ☒ Classroom observation ☐ Discussion with school leadership ☐ Other: (Specify)

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O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ District Validation Review (DVR) **(B3.4a)** ☐ Self-Review Checklist **(B3.4a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ Professional development documentation **(B3.4c)** ☒ Intervention and support for students with disabilities **(B3.3i)** ☐ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.4a)** ☒ Classroom observation ☐ Discussion with school leadership ☐ MOU Non-LAUSD SELPA ☐ Other: (Specify)

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

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

- Align with 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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☐ The school has a 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) **(B1.10a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4b)** ☒ Implementation of tiered behavior intervention, such as SST/COST **(B3.4b)** ☐ Implementation of alternatives to suspension **(B3.4b)** ☒ Implementation of schoolwide positive behavior support system **(B3.4b)** ☒ Data monitoring **(B3.4b)** ☒ LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☐ Chronic absenteeism rates ☐ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.4b)** ☐ Stakeholder focus group ☐ Discussion with school leadership ☐ Other: (Specify)

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O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has 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 year-long plan agendas, and sign-ins) **(B3.4c)** ☐ Professional development training materials **(B3.4c)** ☐ System to assess professional development needs **(B3.4c)** ☐ Interview of teachers and/or other staff ☐ Discussion with school leadership ☐ Other: (Specify)

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O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10a)** ☒ LCAP **(B3.3b)** x Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) **(B3.4d)** ☐ Stakeholder consultation **(B3.4d)** ☒ Parent/stakeholder involvement and engagement **(B3.4d)** ☒ Communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** x School website **(B3.4e)** ☐ Stakeholder focus group ☐ Discussion with school leadership ☐ Other: (Specify)

O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

"**" Indicates that the policy must be posted on website.

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: ☒ LCAP ☒ UCP Procedure and Forms ☒ Complaint Procedure and Forms ☒ Title IX Information ☒ Suicide Prevention and Awareness ☒ Financial Audit ☒ Student Demographics ☐ Student Achievement Information ☒ Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4e)** ☐ Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4e)** ☒ Provision of stakeholder access to school's approved charter **(B3.4e)** ☐ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4e)** ☐ Notification of access to available mental health services **(B3.4e)** ☐ Specified information on bullying and harassment prevention **(B3.4e)** x School website **(B3.4e)** ☐ Other: (Specify)

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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

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

	Rubric	Sources of Evidence
Performance	☐ The school has a 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	☒ Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☒ Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current

- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with 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 2021-2022* form ("ESSA Grid") **(B3A.1a)** ☒ Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements ☐ CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process ☒ Staff rosters and school master schedule (**B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a, B3A.3, and B3A.4)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.6)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.7)** ☐ Discussion with school leadership ☐ Other: (Specify)

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

- **Not applicable.**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

5982	2018-2019					2019-2020					2020-2021				
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		0	1,436,299	1,118,621	1,118,622		1,107,944	827,232	1,937,161	1,937,160		1,899,811	2,095,462	2,745,308	2,745,308
Current Assets		0	2,246,537	1,928,951	1,987,249		2,208,544	1,824,537	3,377,018	3,379,288		4,476,390	4,443,735	4,725,259	4,725,260
Fixed and Other Assets		0	1,098,326	1,204,950	1,204,950		1,277,251	1,330,624	1,228,483	1,228,483		1,119,794	1,155,580	1,226,050	1,226,049
Total Assets		0	3,344,863	3,133,901	3,192,199		3,485,795	3,155,161	4,605,501	4,607,771		5,596,184	5,599,315	5,951,309	5,951,309
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	172,287	160,360	226,645		226,271	126,314	799,273	379,886		386,992	649,208	819,901	899,472
Other Long Term Liabilities		0	588,797	586,573	541,613		514,993	514,996	1,066,456	1,488,115		404,780	372,273	372,274	367,841
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	761,084	746,933	768,258		741,264	641,310	1,865,729	1,868,001		791,772	1,021,481	1,192,175	1,267,313
Net Assets		2,501,384	**2,583,779**	**2,386,968**	**2,423,941**		**2,744,531**	**2,513,851**	**2,739,772**	**2,739,770**		**4,804,412**	**4,577,834**	**4,759,134**	**4,683,996**
Total Revenues	5,281,697	5,735,501	5,670,805	5,554,182	5,602,500	5,995,795	6,471,102	6,336,035	6,445,791	6,448,062	5,856,850	7,908,551	7,650,840	7,542,946	8,215,619
Total Expenditures	4,758,392	5,193,995	5,046,902	5,127,090	5,138,435	5,569,619	6,113,539	6,246,125	6,129,960	6,132,233	5,558,157	5,843,910	5,812,776	5,523,582	5,598,720
Net Income / (Loss)	523,305	541,506	623,903	427,092	464,065	426,176	357,563	89,910	315,831	315,829	298,693	2,064,641	1,838,064	2,019,364	2,616,899
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	(672,673)
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	523,305	541,506	623,903	427,092	464,065	426,176	357,563	89,910	315,831	315,829	298,693	2,064,641	1,838,064	2,019,364	1,944,226
Net Assets, Beginning	2,315,791	1,959,878	1,959,876	1,959,876	1,959,876	2,583,779	2,386,968	2,386,969	2,386,969	2,423,941	2,513,851	2,739,771	2,739,771	2,739,771	2,739,770
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	36,972	36,972	0	224,938	0	(1)	(1)	0
Net Assets, Beginning, Adjusted	2,315,791	1,959,878	1,959,876	1,959,876	1,959,876	2,583,779	2,386,968	2,423,941	2,423,941	2,423,941	2,738,789	2,739,771	2,739,770	2,739,770	2,739,770
Net Assets, End	**2,839,096**	**2,501,384**	**2,583,779**	**2,386,968**	**2,423,941**	**3,009,955**	**2,744,531**	**2,513,851**	**2,739,772**	**2,739,770**	**3,037,482**	**4,804,412**	**4,577,834**	**4,759,134**	**4,683,996**

5982	Audited Financials					2021-2022				
TEACH Academy of Technologies	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	697,651	1,118,622	1,937,160	2,745,308	0		3,299,647	2,962,468	0	0
Current Assets	1,369,182	1,987,249	3,379,288	4,725,260	0		5,148,033	4,839,397	0	0
Fixed and Other Assets	996,610	1,204,950	1,228,483	1,226,049	0		1,095,408	1,096,089	0	0
Total Assets	**2,365,792**	**3,192,199**	**4,607,771**	**5,951,309**	**0**		6,243,441	5,935,486	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	214,490	226,645	379,886	899,472	0		710,256	594,218	0	0
Other Long Term Liabilities	191,426	541,613	1,488,115	367,841	0		351,388	335,730	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	405,916	768,258	1,868,001	1,267,313	0		1,061,644	929,948	0	0
Net Assets	**1,959,876**	**2,423,941**	**2,739,770**	**4,683,996**	**0**		**5,181,797**	**5,005,538**	**0**	**0**
Total Revenues	4,709,402	5,602,500	6,448,062	8,215,619	0	7,835,228	8,153,460	7,440,118	0	0
Total Expenditures	4,501,166	5,138,435	6,132,233	5,598,720	0	7,627,941	7,655,658	7,118,575	0	0
Net Income / (Loss)	208,236	464,065	315,829	2,616,899	0	207,287	497,802	321,543	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	(672,673)	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	**208,236**	**464,065**	**315,829**	**1,944,226**	**0**	**207,287**	**497,802**	**321,543**	**0**	**0**
Net Assets, Beginning	1,751,640	1,959,876	2,423,941	2,739,770	0	4,577,834	4,759,134	4,759,134	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	329,528	(75,139)	(75,139)	0	0
Net Assets, Beginning, Adjusted	1,751,640	1,959,876	2,423,941	2,739,770	0	4,907,362	4,683,995	4,683,995	0	0
Net Assets, End	**1,959,876**	**2,423,941**	**2,739,770**	**4,683,996**	**0**	**5,114,649**	**5,181,797**	**5,005,538**	**0**	**0**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of *3, Proficient*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	**3**

TEACH Academy of Technologies' fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of $4,683,996 and net income of $2,616,899. The 2021-2022 Second Interim projected positive net assets of $5,005,539 and net income of $321,543.

According to TEACH Public Schools, Inc.'s (TEACH) independent audit report dated June 30, 2021, TEACH Academy of Technologies is one of three schools operated by TEACH Public Schools, Inc., all of which are currently authorized by the Los Angeles Unified School District (LAUSD). TEACH Public Schools, Inc., its related entities, and its charter schools reported positive net assets of $9,008,016 and net income of $4,699,861. TEACH Public Schools, Inc., without its related entities and its charter schools, reported positive net assets of $617,038 and net income of $574,776 (including $73,096 in intercompany transfer). According to TEACH Public Schools, Inc., TEACH Academy of Technologies pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and billing, marketing, public relations, and information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Second Interim)
Net Assets	$1,959,876	$2,423,941	$2,739,770	$4,683,996	$5,005,539
Net Income/Loss	$208,236	$464,065	$315,829	$2,616,899	$321,543
Transfers In/Out	$0	$0	$0	($672,673)*	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

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

Areas Noted for Further Growth and/or Improvement:

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

1. **Checks Outstanding for Over 180 Days (Recurring Issue):**
Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted six checks, drawn on TEACH charter schools' operating accounts ending in X7843 and X7876; and imprest account ending in X7876, that, as of February 28, 2022, had been outstanding for over 180 days. Details regarding these checks are summarized below. This issue was also referenced in the TEACH charter schools' 2018-2019, 2019-2020, and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 2/28/2022)	Transaction Description	TEACH Public Schools' Response on 5/5/2022
1	X7843	62563	2/5/2021	Jxxxxx Mxxxxx	$44.19	388	Employee Reimbursement	Employee did not cash check- will void and reissue
2	X7843	62592	3/1/2021	Jxxxxx Mxxxxx	$101.21	364	Employee Reimbursement	Employee did not cash check- will void and reissue
3	X7843	62768	7/14/2021	Mike Green Fire Protection	$495.00	229	Fire Sprinkler Repair Service	Vendor did not cash check will void and reissue

4	X7868	71695	11/30/2020	Rxxxxx Bxxxxx	$175.00	455	Employee Reimbursement	Employee did not cash check- will void and reissue
5	X7876	1078*	6/13/2019	Commission on Teacher Credentialing	$100.00	991	Application fee for credentialing program	Manual Checks / Stop Payment
6	X7876	1079*	6/13/2019	Commission on Teacher Credentialing	$100.00	991	Application fee for credentialing program	Manual Checks / Stop Payment

Page 11 of TEACH's Fiscal Policies & Procedures states:
"1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

*Check #1078 and #1079 were included as outstanding more than 180 days in the prior year oversight report. The school stated that this was primarily due to miscommunication between the school and Charter Impact Inc., the back office service provider. These two checks have since been voided and new checks have been issued.

Per TEACH Public Schools, Inc., employees that have not cashed their paychecks within 180 days will be contacted according to State Guidelines. Reimbursement checks for employees or ex-employees that are non-responsive will be escheated to the state. All other vendor checks that have not been cashed will be voided and reissued if there are no issues with services and/or products.

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

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at TEACH Public Schools, Inc's next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

No significant items noted.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of TEACH Academy of Technologies offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is $4,683,996 and total expenditures equal $5,598,720. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 83.66%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 372.97 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is $2,745,308 and total expenditures equal $5,598,720. Therefore, the school's cash reserve level is 49.03%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 23 checks and 5 electronic credit/debit transactions. No discrepancies were noted.
    a. Check numbers (Pacific Western Bank Ending in X1471): 10529, 10539, 10581, 10601, 10604, 10631; (Pacific Western Bank Ending in X7843): 62753, 62815, 62821, 62836, 62904, 62977, 62974, 62989, 63023, 63033; (Pacific Western Bank Ending in X7868): 71839, 71866, 71879, 71878, 71940, 71948, and 71977.
    b. Reviewed 5 credit/(debit) transactions for the months of November 2021 through February 2022 for sample testing. The transaction descriptions are: (Pacific Western Bank Ending in X1471) (1) 12/1/2021 – ($17,845.45) (ACH Debit); (2) 12/16/2021 – $51,076.00 (Deposit); (Pacific Western

Bank Ending in X7843) The transaction descriptions are: (3) 2/4/2022 – ($8,189.91) (ACH Debit); (4) 2/22/2022 – $4,040.83 (Deposit); (Pacific Western Bank Ending in X7868) The transaction description is: (5) 11/29/2021 – ($58,135.21) (Debit).

17. The school indicated that it currently has no credit cards.
18. Reviewed bank statements and bank reconciliations from September 2021 through February 2022. Selected the months of September 2021 through February 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
    a. Pacific Western Bank Checking Account Ending in X1471 (Operating Account, TEACH Prep Elementary)
    b. Pacific Western Bank Checking Account Ending in X1489 (Imprest Account, TEACH Prep Elementary)
    c. Pacific Western Bank Checking Account Ending in X7843 (Operating Account, TEACH Academy)
    d. Pacific Western Bank Checking Account Ending in X7835 (Imprest Account, TEACH Academy)
    e. Pacific Western Bank Checking Account Ending in X7868 (Operating Account, TEACH Tech High)
    f. Pacific Western Bank Checking Account Ending in X7876 (Imprest Account, TEACH Tech High)
19. A Segregation of Duties (SOD) review was conducted remotely at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary via videoconference. No discrepancies were noted.
20. Equipment inventory was provided.
21. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
24. The most current Local Control and Accountability Plan is posted on the charter school's website.
25. A list of all current financing activities, and the signed and executed agreement (and governing board meeting minutes) related to the school's line of credit with any third party lender(s), intercompany transfer(s) and/or intercompany loan(s) were provided. Documentation shows that TEACH Academy of Technologies applied to and received a loan of $372,360 in August 2018 from TEQLease, Inc. for the purpose of financing modular buildings purchased by the school. Per TEACH Public Schools' Fiscal Year 2020-2021 independent audit, the loan does not have a stated interest rate, but requires monthly payments of $5,721.22 and has an imputed interest rate of 7.55%. The loan maturity date is July 2025. As of June 30, 2021, the outstanding balance was $221,643.
26. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided. TEACH Public Schools, Inc. was granted a $1,030,000 loan under the Paycheck Protection Program and in December 2020 received a notice from the SBA that the entire loan amount and accrued interest was forgiven.
27. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
28. Pursuant to AB 1871, a signed and dated written statement that indicates that TEACH Academy of Technologies is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
29. TEACH Academy of Technologies did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
30. The 2020-2021 audited and unaudited actuals nearly mirror each other.

31. The school's reported Norm Enrollment was 358, 425, 473, 471, and 412 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated growth in enrollment of 54 students since Fiscal Year 2017-20218. The CSD will continue to monitor the school's student enrollment through oversight.
Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):
N/A

Fiscal Operations Rubrics

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

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***
Existing Schools (based on the most current annual audit): 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 cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;	***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 cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.***
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).	14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.	<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.
<u>SUPPLEMENTAL CRITERIA</u> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.	***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
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. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]); 7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450	***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 ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 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.	

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
New Schools: ***REQUIRED CRITERIA*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues	***New Schools:*** ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/26/2022**

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 8. The most current governing board-approved LCAP is posted on the charter school's website; and 9. The LCAP is submitted to the appropriate agencies. <u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

Resolve to Exercise the Local Assignment Option

Section: III. Items Scheduled for Information and Potential Action
Item: H. Resolve to Exercise the Local Assignment Option
Purpose: Vote
Submitted by:
Related Material: Board Resoultion.pdf

RESOLUTION OF THE BOARD OF DIRECTORS
TEACH PUBLIC SCHOOLS

Board Resolution

RESOLUTION: CONCERNING APPROVAL OF AN EMPLOYEE'S ASSIGNMENT PURSUANT TO EDUCATION CODE SECTION 44256

Current law provides various ways for local governing boards to assign credentialed teachers to serve in subject-matter areas in grades K-12. One option is Education Code §44258.7(c)(d) which provides that charter school credentialed (non-emergency) teachers who have special skills and preparation outside of their credential authorization may, with their consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a Committee on Assignments. The other is allow a substitute teacher with a substitute credential to stay in the classroom up to 90 days/until a teacher is hired.

Names:
Tremayne Allison
Ben Ziaei
Timothy Williams
Dominique Smith
Robert Washington
Myesha Washington
Martha Zurita

AYES: _____

NOS: _____

ABSTENTIONS: _____

By: _____

Coversheet

Approve the Food Services Contract

Section: III. Items Scheduled for Information and Potential Action
Item: I. Approve the Food Services Contract
Purpose: Vote
Submitted by:
Related Material: TEACH PS 22-23 FSMC Proposal.pdf

MASTER

TEACH Public Schools
FSMC Food Service Proposal
RFP: # 2233-001

c/o Mr. Enrique Robles
1846 Imperial Hwy
Los Angeles, CA 90047

June 16, 2022



Cover Letter

June 16, 2022

Dear Mr. Robles,

On behalf of Better 4 You Meals Inc., please allow me to express our gratitude for the opportunity to submit this Proposal for FSMC Food Services.

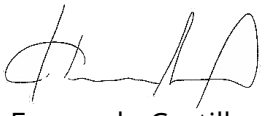
Through the successful and productive partnership that B4YM and TEACH Public Schools has enjoyed over the past 6-plus years, we are confident that Better 4 You Meals will prove to be the ideal meal provider to continue meeting TEACH Public Schools' needs. B4YM led the meal service needs of schools all throughout the COVID closures and despite this year's staffing and supply chain challenges, B4YM still has the strongest team, resources, menu, and customer service plan of any meal vendor in all of California. Overall school demand and historical 99% renewal rate prove our commitment and delivery to all schools we serve.

As a social venture launched by actual charter school leaders, for charter schools, B4YM's performance, growth, retention, and feedback prove we know school meals like no other. We are committed to providing your scholars with fresh, tasty, and 100% compliant meals every day.

Should you or your staff have any questions or require additional information, please do not hesitate to contact us. Proprietary documents are clearly marked "Proprietary" in the upper right corner.

Thank you again for this opportunity. We look forward to continuing our long-standing partnership with TEACH Public Schools' and believe we can further build on our relationship and create a model of service for many years to come.

Sincerely,



Fernando Castillo
Chief Executive Officer
Authorized Corporate Officer for Binding Contract
fcastillo@better4youmeals.com
(323) 838-5555

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.

Federal Tax ID:	90-0657788
SFA Liaison:	Steven A Holguin sholguin@better4youmeals.com
Mailing Address:	5743 Smithway Street, Los Angeles, CA 90040
Contact Numbers:	Office (323) 838-5555 Fax (323) 838-5419

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About Us

Founded In 2011 Better 4 You Meals (B4YM) is the direct product of local California school leaders listening to the voices of their very own students and parents who wanted “better” food at their schools. After years of unsuccessfully working with existing meal vendors to improve meals and student participation, our founders decided to become part of the solution and offer a new option for school meals.

Serving school districts, charter schools, private schools, summer camps, and after-school care providers, B4YM has helped drive major increases in school meal participation throughout California and Nevada. In nine short years, B4YM has grown from an idea of social change to the one of the most impactful members of the National school meal community.

We have no predefined values on food that we try and impose on schools. We do not jump on the latest food craze and shock students with food they cannot pronounce or have never seen or heard of. Simply put, we are a young organization with a cultural blend of confidence and craziness to believe that our small social venture will one day positively impact the school meal experience of every student in America.

We know a hungry child cannot learn. We know that behavior issues increase when children are hungry. We know there is still a perceptual stigma to receiving “free” meals at school. We know that for some of your kids, the meals they receive at school may be the only nutritious meals they receive all day. And at B4YM, we cannot and will not be part of a society that accepts this as norm. We believe that we can be a partner to schools across California in helping to alleviate these issues and that starts with working with you.

School meals must be fresh, healthy, visual appealing, tasty, compliant, and most importantly not something that is going to fill up trash cans. Together we can shake up the school meal world by bringing new comfort food style recipes to your students. Accomplishing that goal starts with working with food manufacturers that have never made food for schools before, and consistently employing innovation and honest ideas in our work.

Providing school meals isn’t a complicated business, but it is an extremely difficult one. Your schools have strict budgets for the meal program and you’ve expressed that you want and need your kids to eat. We absolutely agree and are committed to spending all our time working with the diverse communities in your school to create meals, menus, and service models that you and your stakeholders can be proud to offer.

With decades of combined school operation and food service experience, Better 4 You Meals is uniquely positioned to meet the needs of your school and your students. We look forward to the opportunity to continue working with your schools and we thank you for the opportunity to submit this proposal.

School Food Authority & RFP Profile

SFA Name: TEACH Public Schools
Mailing Address: 1846 W. Imperial Hwy. Los Angeles, CA 90047

Contact Person: Mr. Enrique Robles
TPS-Compliance@teachps.org

Submission Due Date: June 17th, 2022

Overall Criteria

CRITERIA	MAXIMUM POINTS	RELEVANT PAGES FOR REFERENCE
Cost:	25	49 – 50
Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	15	1, 6, 14, 15, 16, 18 - 38, 39 – 42, 43 – 47, 48, 49-50, 56 – 59, 60, 61 -70
Experience with National Lunch Program (NSLP), the School Breakfast Program (SBP)	15	7, 10 , 11, 19 - 25, 43 - 46
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	15	18 - 38
The financial stability of the Respondent.	15	7, 28 – 36, 43 - 46
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.	15	7, 19 - 25, 43 - 46

Vendor Contact Information

Better 4 You Meals
5743 Smithway St, Ste 103
Commerce, CA 90040
(323) 838-5555
www.better4youmeals.com

Primary Proposal Contact

Steven A. Holguin
Vice President of Sales & Marketing
(323) 838-5555 Office
(310) 678-5958 Cell
sholguin@better4youmeals.com

Additional Company Contacts

Fernando Castillo, MBA
Chief Executive Officer
(323) 838-5555
fcastillo@better4youmeals.com

Daphne Roberts
Chief Commercial Officer
(323) 838-5555 x108
droberts@better4youmeals.com

Better 4 You Meals Company Service Profile

350,000	–	Average number of lunches served by B4YM every week
150,000	–	Average number of breakfasts served by B4YM every week
235,000	–	Total number of students enrolled in schools served by B4YM
70,000	–	Square feet at the B4YM kitchen and distribution facility in the City of Commerce
40,000	–	Average number of suppers served by B4YM every week
550	–	Current number of school sites B4YM delivers
496	–	Employees currently on the B4YM team
78	-	Number of School Food Authorities B4YM supports

B4YM Experience & Capacity Overview

Better 4 You Meals has grown to become one of California's leading providers of school meal services because of our commitment to finding appropriate and creative solutions for each school. Below is a bit of key information on Better 4 You Meals.

- Serving over 550 school and organization sites in 2021-22, of which over 350 sites are in the Greater LA area
- We are currently serving schools through the following models
  - Ready to Eat hot pre-packed meals
  - Ready to Serve hot family style meals
  - Ready to Heat cold pre-packed meals heated on site
  - Day prior cold delivery and overnight storage pre-packed meals
- 78 total SFAs supported throughout California
- 175 schools heat our meals at their sites
- 28 schools currently operate on Prop 39 shared campuses

<u>2022-23 Projected Daily Service Volumes in Greater Los Angeles Area</u>

- Breakfast – 26,000 servings per day
- Lunch – 55,000 servings per day
- Supper – 9,000 servings per day
- Snack – 13,000 servings per day

<u>Initial Years of Administering Food Service Programs</u>

- School Breakfast Program – August 2011
- National School Lunch Program – August 2013
- Child and Adult Care Food Program – August 2013

<u>Current Charter Management Organizations served by Better 4 You Meals</u>

- Alliance College-Ready Public Schools
- Aspire Public Schools
- PUC Schools
- ICEF Public Schools
- Camino Nuevo Academy
- ISANA Academies
- Green Dot Public Schools
- Downtown Value Schools
- LA Leadership Academies
- STEM Public Schools
- Today's Fresh Start
- Citizens of the World Charter Schools
- TEACH Public Schools
- Voices College Bound Learning Academies
- Ednovate Schools
- Amethod Public Schools

<u>Non-Charter School Organizations Served</u>

- Archdiocese of Los Angeles – 68 schools
- Compton Unified School District – all 34 schools
- Roseland School District – all 6 schools
- Cabrillo Unified School District – all 5 schools
- Petaluma City Schools – all elementary schools

B4YM Collaboration with BRIGAID and Chef Dan Guisti



In June 2020, while hoping that school would reopen in the Fall, B4YM partnered with Dan Guisti and the team from BRIGAID. Since day one, the idea behind Brigaid has been to assemble a team of talented and motivated chefs who would apply their culinary expertise to improve the offerings of institutional food service operations.

That intention was first aimed at school food—in 2016, led by founder Dan Giusti, the former head chef of *Noma*, Brigaid launched in New London, Connecticut. Five professional chefs were placed into New London Public Schools' kitchens to train and work with the existing food service staff to cook fresh, wholesome food from scratch. The success of the New London pilot led New York City Public Schools, the nation's largest public school district, to launch its own Brigaid program in the Bronx in the fall of 2018. These positive collaborations have modeled our approach to engaging with institutional food service programs of all kinds around the country – and the unexpected next phase was to head out West and collaborate with B4YM.

Having never before operated out of such a big central kitchen and prepared so many meals per day, the BRIGAID Chefs came to B4YM and evaluated operations, recipes, menus, and ingredients. This collaboration was such an amazing experience for both sides as we each provided each other with ideas, recipes, and best practices that each organization had never really undertaken before.

COVID kept B4YM from rolling out our new recipes and offerings, but we are VERY excited to showcase our new meals and specials, inspired directly by our collaboration of with BRIGAID.

B4YM & BRIGAID Value System

Be Accountable: If internally, B4YM can confidently and honestly answer the question "how was the food today?", then B4YM can begin to build a culture of accountability within the entire organization. It's important to have good ingredients, recipes, menus, and most importantly a strong production team. Even when all of this is in place, without a system of checks and balances, there is no way to identify where a process may have gone wrong and how to fix it in the future. Ideas like tasting teams and more consistent assembly line checks are great first steps in this process.

B4YM Collaboration with Acclaimed Chef Antonia Lofaso



Service Style Options

B4YM can accommodate any set-up and serving situation. We currently serve indoors, outdoors, in cafeterias, in parking lots, in areas with permanent covers, and in areas with pop up tents. Our model can be adapted to meet the needs of any site.

Style of service available to TEACH Public Schools include:

1. Ready to Heat or Heat on Site
    a. Prepackaged or Family Style Meals are delivered either day before or on the morning and heated on site.
    b. This model produces the highest level of meal quality for students as students are often eating the meal within 20-30 minutes of heating in the oven.
    c. Creates a model of stability for the school as the timeliness of deliveries is hardly a concern.
    d. This model does require refrigeration and heating capability on site.
2. Ready to Eat
    a. In this model your meals are heated in our kitchen and transported to your school sites hot and ready to eat in commercial grade insulated food containers.
    b. This model requires little to no refrigeration and warming capability. Many schools will elect to still have a warmer and refrigerator on site for convenience, but it is not required.
    c. Food is delivered an average of ninety minutes prior to serving time.

We have over 50 refrigerated delivery trucks and 1,000 commercial grade Cambro insulated food carriers in rotation and used each day for hot and cold meal delivery. We offer hot breakfast at least two times per week and hot lunch is available daily in at least 2 featured meals and in our vegetarian lunch. With our fleet of delivery trucks and vans, there are no challenges to sustaining high quality, consistent, and on time meal delivery.

Each school currently has the daily option of at least 4 hot or cold lunch items to order from. Schools are encouraged to mix up their orders to provide their students with the greatest amount of variety possible. Each day we offer a hot featured dish, a hot vegetarian dish, a cold full meal salad, and cold freshly made sandwich meal.

Daily Salad Bar

Salad bars give students a choice in what foods they select without the pressure of someone telling to do so. B4YM work with your team to create rotating options and create a fun and engaging school-wide activity to motivate children to try new foods and make more conscious decisions about their nutrition. Students may even discover that the fruits and veggies they select make them feel more energized, refreshed, and ready to take on the rest of their day. The more opportunities that students must make positive and informed choices regarding their own health, the better equipped they are for developing lifelong healthy habits.



Order & Service Control

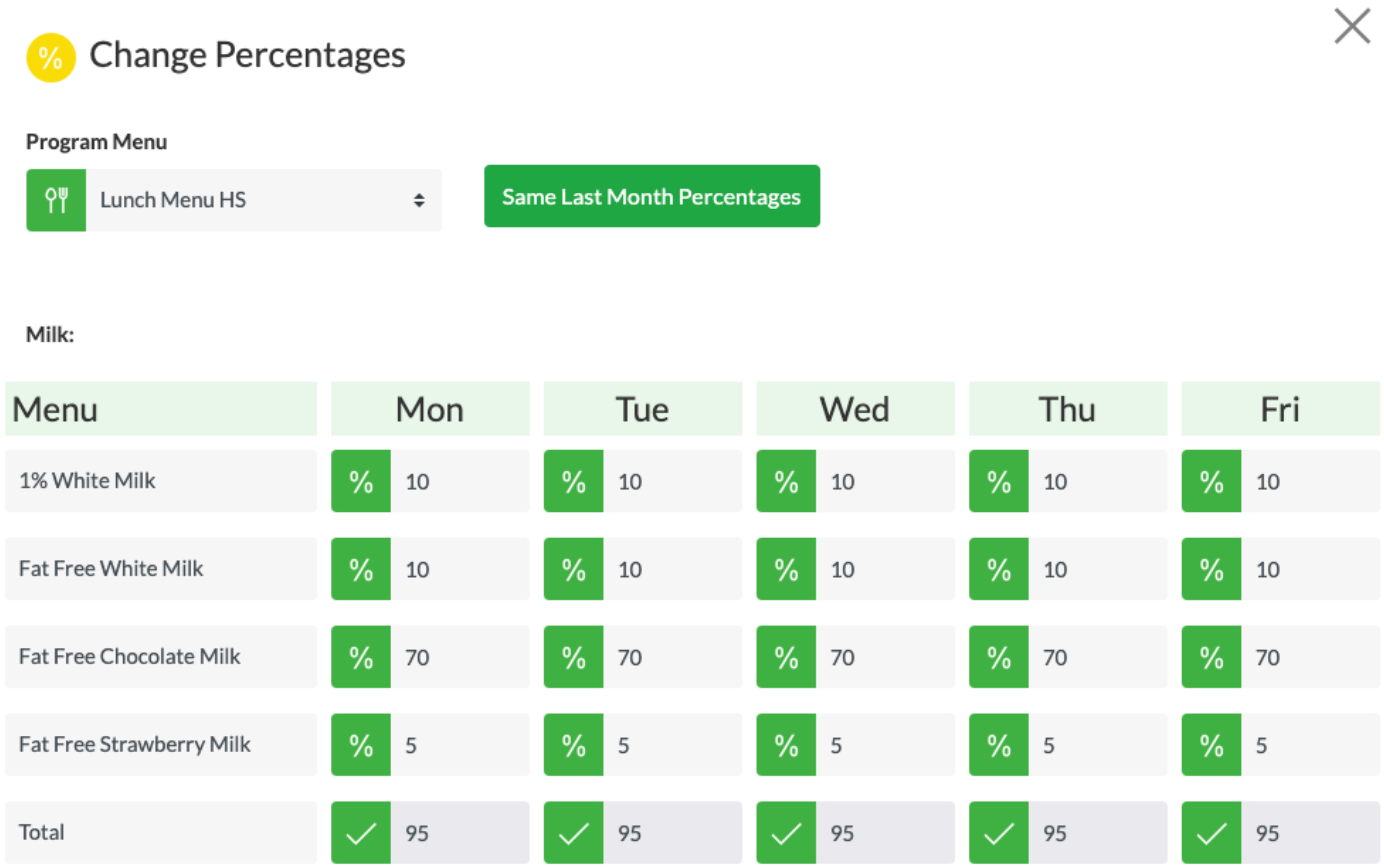
With B4YM, you have a tremendous amount of control in the food and drinks that you receive. B4YM is not the type of vendor to impose any predetermined values or food views on your stakeholders. We believe that you know your students best and you know what their needs, goals, and likes are. It's that reason that B4YM provides you control over several of your ordering processes and will always work with you to assure that your sites order at the optimal levels to ensure student satisfaction and maximum participation.

Milk Options

B4YM provides you full control within our ordering system to create the exact milk type ratio that works for your school. Want only white milk, no chocolate? No problem! Want chocolate milk only on Fridays? Easy!

As you can see in the images below, you can pick the exact percentages of your order for each type of milk. Once you preset your ratios, your milk orders will auto populate into the ordering system without you having to tally them up each time.

Milk Ordering Options



Meal Ordering

Every day, B4YM provides you with the option to order from at least two (2) breakfast meals and from at least three (3) lunch meals. Your daily options include:

Breakfast

1. Featured Entrée of the Day
2. Cereal
3. Vegetarian Entrée in cases where the Featured contains meat

Lunch

1. Daily Selection from the "Fave 5" Menu
2. Featured Hot Entrée of the Day
3. Hot Vegetarian Entrée of the Day
4. Featured Sandwich, Salad, or Soup Entrée of the Day
5. Monthly Special option

Juice Options

Some schools elect not to use 100% fruit juice as a fruit option within the meal pattern. This is yet another area where B4YM provides you with full control. You can have your site set as a "No Juice" or "Juice only 1x per week" school. In that manner B4YM will provide your students with an additional serving of fresh fruit in lieu of juice. This set up isn't preset in the ordering system, rather it's simply an arrangement between your Account Manager and the school site.

Online Meal Ordering

How frequently are orders submitted?

Menus for the subsequent month are released by the 5th of each month. TEACH Public Schools' assigned Account Manager would collaborate with school site staff to go over the menu and use the feedback along with hard POS data to drive the monthly order. Orders would be fully submitted by the 15th of each month and TEACH Public Schools staff would be provided a copy of the menu along with exact amounts for each item ordered. TEACH Public Schools staff can also request specific changes to the order as needed up to 4 business days from serving.

How can schools modify their orders? How close to the service date can school modify their orders?
School site staff can collaborate with their Account Manager and modify the orders up to Wednesday for the following school week. Options to modify include changing the item ordered, increasing or decreasing orders, adding sack lunches, and more. Each Wednesday, the system locks the order in for the subsequent week. In cases of emergency, we are usually able to increase or decrease orders with 24-48 hour notice by calling the B4YM Ordering Manager.

Special Therapeutic and Disability Related Meal Requirements

Special or therapeutic meals covering the main eight food allergens, (eggs, wheat, soy, peanuts, soy, tree nuts, fish, shellfish) are a service that B4YM is very proud to provide in greater depth than most vended

meal or FSMC companies do in California. All special meal requests must be completed on the CDE Special Therapeutic Meal Needs form and signed by a license medical physician. Meal needs outside of the common eight food allergens are all evaluated and decided on a case-by-case basis.

Once the medical statement is submitted to B4YM, on average it takes 1-3 weeks to begin meal service, depending on the allergy profile or meal needs. Special meals must be prepared with extreme care as to not cross contaminate the food with potential allergens, so the ingredients are sourced through personal B4YM shoppers and prepared in a special area of the kitchen separate from all other food preparation.

Once the menu is prepared for that student, it will continue a monthly cycle and meals will be sent daily for that student; ordering is not required by school staff. Meals are sent separately from regular meals and therefore must be sent cold with on-site microwavable heating instructions. School staff are responsible for heating the meal on-site according to stated directions.

Field Trip and Special Activity Meals

B4YM has a simple 1-page request form for field trip sack lunches. That form is sent to B4YM's special "fieldtrip" email address, and then confirmed by our in-house ordering manager. Field trip requests generally require a 1-2 week notice and special services such as separating the meals by bus count or site can be provided at no additional charge. Sack lunches are then delivered to the school at the requested time. Sack lunches for those students that receive special meals must be identified on the Field Trip request form.

Attachment A – Required Documents Checklist

Better 4 You Meals

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 you are submitting to the SFA. For your proposal to be considered, all required attachments must be returned, including this checklist.

Attachment	Included	Attachment Name	Corresponding Pages
A	X	Required Documents Checklist	14
B	X	Minimum Qualifications	15
C	X	FSMC Professional Standards	16
D	X	Proposal Questionnaire	17 – 38
E	X	Respondent References	43 – 46
F	X	Authorization Agreement	47
G	X	Fee Proposal	48 – 49
H	X	Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters	55 – 58
I	X	Certificate of Independent Price Determination	59
J	X	21 Day Cycle Menu	60 – 69

Attachment C – Minimum Qualifications Questionnaire

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 June 1, 2022, both the Respondent's company and its key personnel meet all the following minimum qualifications:

1. The responding company has at least one to five 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. Respondent has knowledge and experience with the National School Lunch and School Breakfast Programs, CACFP Supper Program and Seamless Summer Option Program

   Yes ☒ No ☐

4. The company has professional references that demonstrate and evidence the ability to perform the required services.

   Yes ☒ No ☐

5. The company is licensed to do business in the State of California.

   Yes ☒ No ☐

6. The Respondent agrees to adhere to Department of Justice (DOJ) fingerprint and criminal background investigation and Tuberculosis (TB) requirements of Education Code Section 45125.1 et seq., and 49406 and provide an affidavit that certifies that all of the Respondent's employees that work at TEACH Public Schools campuses and come in contact with students have appropriate DOJ and TB clearances. Clearances must not be obtained at the expense of the SFA and the SFA shall not reimburse for these expenses. The affidavit must list the following:
   i. Employee name and SFA location(s) he or she services
   ii. Date of criminal background check clearance
   iii. TB expiration date
   iv. Name of DOJ custodian of records

   The Respondent's affidavit must be submitted with high authority per the Respondents Organizational Chart (i.e. Management Team, C-level executive, etc.). The affidavit must be

provided to the SFA prior to the first day of meal service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately. SFA may request updated documentation as needed. Respondent must take appropriate action to remove any employee whose arrest notification poses a threat to the school population in order to ensure the safety of all students.

Yes ☒ No ☐

7. The Respondent will ensure that any and all employees handling food in any way keep current and appropriate ServSafe certification.

Yes ☒ No ☐

8. The Respondent agrees to provide an affidavit that certifies that all of the Respondent's employees that work at TEACH Public Schools campuses and come in contact with students are fully vaccinated against COVID-19 according to current Centers for Disease Control and Los Angeles County Department of Public Health guidance. The affidavit must be provided to the SFA prior to the first day of meal service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately.

Yes ☒ No ☐

9. Respondent will submit a proposed contingency plan to account for supply-chain issues or staffing shortages due to force majeure. Provide examples of items provided when the primary supply item has not been available.

Yes ☒ No ☐

10. Respondent will provide a description of the FSMC supports offered to the SFA in the event of a CDE Administrative Review or other compliance audit. Include notification timeline and estimated turnaround time for documentation requests.

Yes ☒ No ☐

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 Title 7, *Code of Federal Regulations* (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.

Steven Holguin — 6/15/2022

FSMC Signature — Date

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 (2) 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.

   Page(s) 19 – 20

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 described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.

   Page(s) 21

3. Provide a general description of how your company will be able to provide the experience, ability, and financial stability necessary to meet the requirements set forth in this RFP.

   Page(s) 22 - 25

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.

   Page(s) 26 - 27

5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.

   Page(s) 28

6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

   Page(s) 29 – 37

7. Provide a description of promotional and/or marketing materials you will use to attract students to the program.

   Page(s) 38

8. Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

   Page(s) 39

Proposal 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.

Our company leadership has helped launch charter schools, operated within the back offices of public schools, started food programs at charters, and also operated general businesses over the last 25 years. Each year since 2014, we have met all targeted meal service and revenue goals and have grown from 30,000 meals per day to 110,000. We have maintained a laser like focus on customer service and overall product satisfaction. While not always achieving the daily goal of zero errors and 100% satisfaction, the entire B4YM team is dedicated to learning, growing, and improving every day and in every way.

Financially the company is very sound with a strong projected net income and access to capital. Better 4 You Meals is holding our 2022-23 growth target to a modest projected growth rate, focusing on increasing customer satisfaction, creating model systems for replication, processes for optimal efficiency and meal consistency, and expanding our heat on site service model.

Better 4 You Meals Experience & Customer Service

As the only school meal vendor founded by individuals with actual public school operational leadership experience, our entire model was designed to better serve the schools throughout the West Coast. The positive response and encouragement from the school community has been resounding and very humbling.

In Fall 2014, the first year of expansion from breakfast service to full meal operation, 120 charter schools approved Better 4 You Meals as their vendor of choice. That year, serving an average of 30,000 meals per day, we quickly developed the infrastructure and procedures that allowed B4YM to best serve local schools.

From there the request for service has continued to increase dramatically. In the Summer of 2015, we were awarded to be the vendor for 80 Los Angeles Archdiocese K-8 schools, while also contracting with an additional 25 schools for full service. In January 2016, we began service for Compton Unified, which employs a cold delivery and heat on site model. In August 2017, we launched our Northern California kitchen to great acclaim. When COVID-19 closed schools across the state on March 16th, 2020, B4YM was there 2 days later with a modified model to assure that kids across CA did not go without their necessary meal service. Over 30,000 meals were served in CA on March 19th, 2020 and it grew to over 100,000 meals per day within weeks.

Even with our rapid growth, we have continued to keep laser focus on what has helped our meal service endeavor grow so significantly – our commitment to our schools and to our customer service.

No other vendor retains the wide array of services that Better 4 You Meals has such as:

- Therapeutic Meals for students with special meal needs

- On site BBQ's for special event days or to reward students for performance
- Partnership with popular known brands such as Pick Up Stix, Dominos Pizza, & Pizza Hut
- Catering for school special events, training, meetings, and more
- Approved USDA Foods Commodities processor – helping schools save thousands each year

Customer Service

Better 4 You Meals has also recently updated many features of our customer service model. Our online ordering system has been updated and improved to allow for ordering features such as milk type ratios, field trip lunches, therapeutic meals. Many technological upgrades have gone into, and will continue going into, our ordering system to make ordering faster and to reduce errors.

We have also changed our school support model to make it easier for schools to interact with the exact Better 4 You Meals team member that they need. Our customer service line is open every morning at 6:30am until 5:00pm to help with any immediate issues such as meal changes, missing items and delivery changes. Every school is also assigned a dedicated Account Manager to help with their student engagement, participation, troubleshooting, training, and more.

Client satisfaction is at the forefront of every decision and task that we take on. You have our commitment to continue to lead the path to providing your students with healthy and delicious meal options.

Buy American

B4YM is 100% compliant with the USDA Buy American provision and has had zero negative findings related to buying American products in our past 50 Administrative Reviews over the last 4 years

Proposal Questionnaire #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 described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.

Better 4 You Meals was founded as Better for You Breakfast in 2011 with the primary business goal of serving breakfast meals to charter and private schools throughout Southern California. In 2013, we became Better 4 You Meals and began bidding for lunch, snack, and supper meals. 95% of all business that Better 4 You Meals performs is related to meal service for one of the following federally funded programs, School Breakfast Program, National School Lunch Program, Seamless Summer, Child & Adult Care Food Program, or the Summer Food Service Program.

- August 2013 - Began serving a full menu (Breakfast, Lunch, snack, & Supper) of meal options to charter schools
- July 2014 - Became an approved processor of USDA Foods/Commodities
- August 2015 - Began serving the Archdiocese of Los Angeles under the NSLP
- January 2016 - Began serving Compton Unified School District as our first public school district
- August 2019 – Became CA's #1 provider of meals to charter schools
- August 2020 – Launched daily meal service in Las Vegas, Nevada

Initial Years of Administering Food Service Programs

- School Breakfast Program – August 2011
- National School Lunch Program – August 2014
- Afterschool Meal Supplement (Snack) – August 2014
- Child and Adult Care Food Program – August 2014
- Seamless Summer Feeding Option – June 2015

From the very beginning of our full meal service in 2014, B4YM became entrenched in supporting SFA's through the vended meal route and through the FSMC agreement. Current and past clients that B4YM supports include:

- Alliance College Ready Public Schools
- Green Dot Public Schools
- Aspire Public Schools
- Amethod Public Schools
- PUC Schools
- Compton Unified School District
- Inner City Educational Foundation (ICEF)
- Downtown Value Charter Schools
- Archdiocese of Los Angeles
- ISANA Academies
- Camino Nuevo Charter Academy
- Los Angeles Leadership Academy
- Roseland Unified School District
- Voices College Bound Learning
- SOAR Charter Academy
- Petaluma City Schools

In addition to our meal preparation and delivery to our FSMC and Vended Meal clients, we have contracted to assume roles such as ordering meals, serving meals, heating meals on site, employing waste management methods, delivering cold meals for heat on site, and much more.

Proposal Questionnaire #3

Provide a general description of how your company will be able to provide the experience, ability, and financial stability necessary to meet the requirements set forth in this RFP.

B4YM has become the California leader in FSMC and Vended Meal service, supporting an average of 550 sites every day. In our short time since being founded, B4YM has recruited and tapped into extensive expertise from school business operations, school nutrition, food production, and logistics professionals. B4YM was not founded on any preset personal values or food beliefs that we have imposed on our schools. Rather we listen to school leaders and students and strive to attain a strong understanding of what their goals, wishes, and challenges are for their food program. We have worked tirelessly to create a service model that is easy to work with, culturally relevant, and affordable to schools.

The founders of B4YM have worked in public education for over a combined 40 years and have been influential in helping other food vendors grow and refine their product and service model over the years. But despite all those years of helping other vendors, there was still significant short comings in the day-to-day service and that was the initial driver to launch B4YM.

Production Capacity:

a. B4YM has a central kitchen and distribution center in Los Angeles, located at 5743 Smithway St, in the City of Commerce and a 2nd facility in the City of Millbrae to support Northern California school meal services. Our Commerce facility covers about 70,000 square feet, and all meal preparation is performed on site such as food receiving, refrigerated and frozen storage, meal preparation, meal heating/sorting, and loading for delivery. Our 3rd distribution facility opened in March 2021 in Las Vegas, NV.

b. B4YM's current average daily breakfast volume in California is about 31,000 cold and hot meals. We have current capacity to support an additional 20,000 daily cold or hot breakfast.

c. B4YM's current average daily lunch volume is about 59,000 cold and hot meals with an additional 10,000 daily average supper meals. We have current capacity to support an additional 35,000 daily cold or hot lunch and supper meals.

Transportation Capacity:

a. B4YM currently has a fleet of 80 delivery trucks and vans. In Southern CA we have 44 breakfast routes that go out each day and 58 lunch routes.

b. Each delivery truck/route has 4-6 schools on it, depending on the volume of meals on the route and the proximity of the schools to each other. We are adding additional trucks in July 2022 to accommodate anticipated growth, reduce identified high volume routes, and add operational features like electrical capability in the trucks.

Efforts to ensure all meals are compliant with USDA weekly and daily requirements.

The monthly menu build-out is a very in-depth process that involves 6-10 individuals each month. We begin working on menus 2-3 months in advance and out a cycle that provides for ample variety of

flavors, proteins, ingredients, and cultural inspirations. We solicit school information and send out proposed menus to selected schools for input and feedback. We strive to not repeat any dishes throughout the month. From there we input each meal selection in to NutriKids Software for meal component balance and to assure that each week meets the target USDA NSLP nutrition and component requirements. Once each week is verified balanced and approved, then the meal is locked in and then the menu is then shared around various departments for approval and recipe training if needed.

Experience in handling Point of Sale/Service duties for schools

B4YM currently provides daily POS support for Charter Management Organizations such as ICEF Public Schools, Magnolia Public Schools, Bright Star Schools, KIPP Bay Area, TEACH Public Schools, and Los Angeles Leadership Academy.

Experience in handling Order/Waste Management support for schools

B4YM currently provides Order Management support for Alliance College Ready Public Schools, Magnolia Public Schools, Bright Star Schools, LA Promise Schools, Green Dot Public Schools, Ednovate, and KIPP Bay Area.

Experience in handling special meal accommodations.

Special or therapeutic meals covering the main eight food allergens, (eggs, wheat, soy, peanuts, soy, tree nuts, fish, shellfish) are a service that B4YM is very proud to provide in greater depth than most vended meal or FSMC companies do in California. All special meal requests must be completed on the CDE Special Therapeutic Meal Needs form and signed by a license medical physician. Meal needs outside of the common eight food allergens are all evaluated and decided on a case-by-case basis.

Once the medical statement is submitted to B4YM, on average it takes 1-3 weeks to begin meal service, depending on the allergy profile or meal needs. Special meals must be prepared with extreme care as to not cross contaminate the food with potential allergens, so the ingredients are sourced through personal B4YM shoppers and prepared in a special area of the kitchen separate from all other food preparation.

Once the menu is prepared for that student, it will continue a monthly cycle and meals will be sent daily for that student; ordering is not required by school staff. Meals are sent separately from regular meals and therefore must be sent cold with on-site microwavable heating instructions. School staff are responsible for heating the meal on-site according to stated directions

B4YM's process for handling meals during field trips.

B4YM has a simple 1-page request form for field trip sack lunches. That form is sent to B4YM's special "fieldtrip" email address, and then confirmed by our in-house ordering manager. Field trip requests generally require a 1-2 week notice and special services such as separating the meals by bus count or site can be provided at no additional charge. Sack lunches are then delivered to the school at the requested time. Sack lunches for those students that receive special meals must be identified on the Field Trip request form.

B4YM's ability to assure on-time deliveries and successful program implementation.

With over 550 meal sites in current operation and a 99% on-time delivery rate in 2021-22, B4YM has proven we meet the stringent delivery demands of our clients. Our kitchen operates on very strict schedules to assure that each meal is prepped, heated, and set for safe transportation From there our Transportation team sets up each route schedule and departure to assure for on-time delivery at each school on the route. Our fleet of delivery trucks have sophisticated GPS tracking data software installed to provide real time and usable data. We can track route paths, speed traveled, parking time, projected delivery ETA's and more.

B4YM's ability to operate in different school environments and settings and to meet different meal requirements (e.g., indoor vs. outdoor, prepacked vs. family style service*).*

With over 550 meal sites in current operation, B4YM can accommodate any set-up and serving situation. We currently serve indoors, outdoors, in cafeterias, in parking lots, in areas with permanent covers, and also in areas with pop up tents. Our model can be adapted to meet the needs of any site. We currently employ family style serving, pre-pack serving, a blended version of the two, ready to eat (hot meal delivery), and ready to heat (cold meal delivery with heat on site).

We currently support around 300 unique sites with daily hot, ready to eat meal delivery throughout Southern California. While flexible and able to adapt to almost any service style requested, our primary model is built on hot meal delivery.

Our kitchen is outfitted with 11 large industrial ovens and we have the capacity to heat an average of 12,000 meals per hour. We have over 900 commercial grade Cambro insulated food carriers in rotation and used each day for hot and cold meal delivery. We support hot breakfast at least two times per week and hot lunch is available daily in our featured meal or in our vegetarian lunch. With our fleet of delivery trucks and vans, there are no challenges to sustaining high quality, consistent, and on time meal delivery.

Each school currently has the daily option of at least 4 hot or cold lunch items to order from. Schools are encouraged to mix up their orders to provide their students with the greatest amount of variety possible. Each day we offer a hot featured dish, a hot vegetarian dish, a cold full meal salad, and cold freshly made sandwich meal.

B4YM has no specific requirements for our service other than an area with enough space suitable for proper serving and line management. For schools that need or request them, we provide tables and pop-up tents. In those cases, the schools are expected to handle the set-up, storage, and take-down of the tables and tents if needed. B4YM needs access for parking and unloading, and an agreed upon staging area for the food containers.

B4YM's requirements for meal storage, preparation, and serving equipment at the school site (e.g., ovens, refrigerators, storage space, tents, tables).

B4YM has no specific requirements for our service other than an area with enough space suitable for proper serving and line management. For schools that need or request them, we provide tables and pop-up tents at wholesale prices. In those cases, the schools are expected to handle the set-up, storage, and take-down of the tables and tents if needed. Heating on-site with either school owned or B4YM rented ovens is an option for schools, but not required. B4YM needs access for parking and unloading, and then an agreed upon staging area for the food containers.

Describe B4YM's ordering process including how orders are submitted.

- *How frequently are orders submitted?*

Menus for the subsequent month are released by the 5th of each month. TEACH Public Schools's assigned Account Manager would collaborate with school site staff to go over the menu and use the feedback along with hard POS data to build the order. Orders would be fully submitted by the 15th of each month and TEACH Public Schools staff would be provided a copy of the menu along with exact amounts for each item ordered. TEACH Public Schools staff can also request specific changes to the order as needed up to 3 business days from serving.

- *How can schools modify their orders? How close to the service date can school modify their orders?*

School site staff can collaborate with their Account Manager and modify the orders up to Wednesday for the following school week. Options to modify include changing the item ordered, increasing or decreasing orders, adding sack lunches, and more. Each Wednesday, the system locks the order in for the subsequent week. In cases of emergency, we are usually able to increase or decrease orders with 24-48 hour notice by calling the B4YM Ordering Manager.

How does B4YM work with the school on its orders to reduce or minimize food waste?

Various B4YM staff are involved in assisting schools to reduce food waste. Account managers will view and evaluate food service and provide tips on how to increase participation, speed the line up, and reduce overall waste. Every aspect will be evaluated included consumption of milk, fruit, vegetable, and disposables.

Proposal Questionnaire #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.

June 2021

1. Global Education Academy – SFA went to bid and chose to go with another vendor

June 2020

2. PAL Center – B4YM was not in position to provide the level of support requested by the SFA

June 2019

1. Watts Learning Center – SFA went to bid and chose to go with another vendor

June 2018

1. TEACH LA – *SFA chose to go with another vendor (returned to B4YM in June 2019)*
2. Para Los Niños - SFA went to bid and chose to go with another vendor
3. Escuela Popular – SFA chose to take food services in-house
4. The Primary School – SFA went to bid and chose to go with another vendor
5. Inyo County Office of Education Youthbuild Charter Schools – B4YM opted not to renew vended meals contract

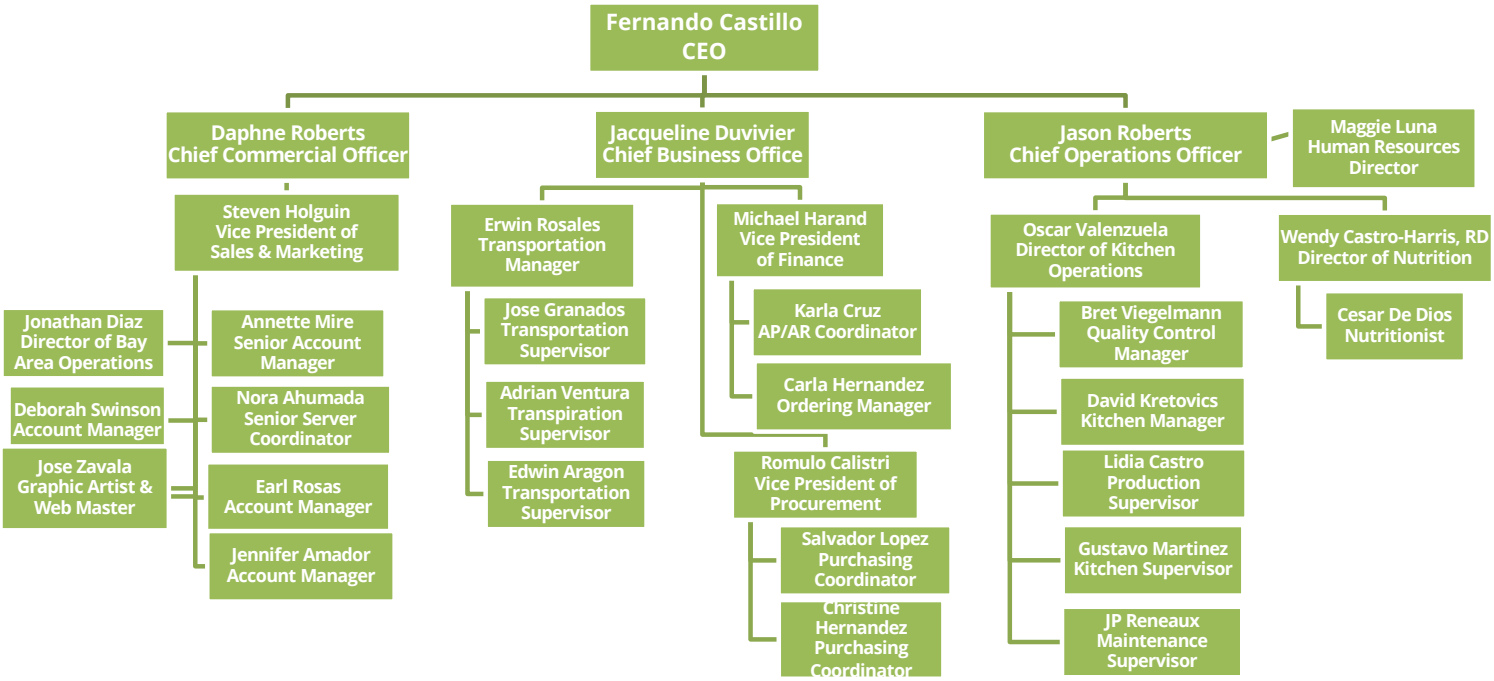
June 2017

1. Synergy Academy – SFA went to bid and chose to go with another vendor
2. Equitas Academy – SFA went to bid and chose to go with another vendor
3. GAMES Charter – School ceased all operations & closed
4. Apple Academy – School ceased all operations & closed
5. Academy of Science & Engineering – School ceased all operations & closed

Proposal Questionnaire #5
Better 4 You Meals Organizational Chart

Proprietary

Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level. Identify the main FSMC contacts for the SFA.



Communication Lines

As a small, owner operated business with all operations in a single location, Better 4 You Meals operates as a relatively flat organization for communication. This means there are often very few layers of management between workers and top management. Better 4 You Meals realizes many advantages from such a lean structure, including improved communications. Communication within our company is faster, easier and less prone to mistakes or misunderstandings. Better 4 You Meals takes pride that in our flat structure, can react to changes or needs rapidly and spend less time with cumbersome and ineffective communications.

The significant benefits of our operation and communication lines are speed, accuracy, and task ownership. With less layers of management or procedural formalities, our staff receive a clear and consistent message without a loss in content or intention.

Being in a very fast paced and time sensitive business, our staff and management are also empowered with the training and authority to make on-demand decisions that are necessary in the best interest of the school and company. Our employees are the closest to each individual school and are more prepared to make necessary decisions and can take action on the spot to address a school's needs. Our employees feel more empowered and responsible for their actions know they do not have to immediately seek permission from several layers of management to address an issue.

Proposal Questionnaire #6

Proprietary

Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

Budget Narrative

Better 4 You Meals (B4YM) is a growing company with strong financial stability. Our stability is demonstrated by the continuing capital investment in our 60,000 square foot kitchen and distribution facility in Los Angeles, rapid rebound in volume and staffing level from COVID losses, and the growth of synergistic brands like Balance Foods and Romero Bros Distributing. We added a 3rd facility in the city of Las Vegas in 2021 to support Nevada charter schools and are already serving almost 16,000 meals per day in Las Vegas.

In February 2022, B4YM was forced to file for Chapter 11 reorganization protection in bankruptcy court due to an ongoing dispute with our former bank Bank Luemi. As we were refinancing our growth loan we had with the bank they took actions that if we allowed to continue would have made it impossible to continue operations. We refused to concede to their demands and to assure that all operations continued, and all staff continued to be paid, we had to file for Chapter 11 protection. This filing has allowed us the proper time to restructure their loan and forced us to correct all internal fiscal operations. As of this RFP submission, we have had two court appearances in which all requests and motions have been approved and we have a case completion projection of June 2022.

Should your organization want additional information regarding our current court filing, we offer you unfiltered access to Mr. James Wong and his support team. We understand that the financial stability of your vendor is of the utmost importance. One area of pride that B4YM can share is that despite our C-11 filing in February 2022, and despite numerous rumors spread about an impending closure, B4YM has not missed a single meal delivery or payroll. We are committed to our clients, our employees, and the communities we serve. Many of our competitors have used COVID and the current inflationary period as a means cancel service contracts they felt were no longer appealing to them. That has left schools scrambling to find a vendor with 10-12 weeks left in the school year. B4YM has not taken such type of action nor would we ever. On the contrary B4YM has fielded many calls and meetings trying to find emergency support for these organizations left hanging by their vendor.

One such example of our commitment and ability to grow, despite our current court filing, is that we launched all new service for Petaluma City Schools District in March 2022.

The following pages include the Balance Sheets and Income Statements covering the previous three years of operation. They demonstrate our continued growth and fiscal ability as an organization to meet all the operational needs of TEACH Public Schools.

YTD 2021 – 22 Balance Sheet

ARMORY CONSULTING COMPANY

FINANCIAL ADVISOR'S REPORT

Better 4 You Breakfast, Inc.
Commerce, California

Armory Consulting Co. ("Armory") has been appointed by the U.S. Bankruptcy Court, Central District of California, Los Angeles Division, as financial advisor for Better 4 You Breakfast Inc ("B4YB").

Armory's scope of services includes reviewing and analyzing B4YB's financial statements and accompanying historical documents. While Armory is not a CPA firm and does not perform traditional CPA reviews or audits, Armory does retain individual CPAs as its consultants.

We have analyzed the accompanying unaudited balance sheet of Better 4 You Breakfast, Inc. as of December 31, 2021. Such analysis includes examining supporting sub-schedules, journal entries, and data for the period of July 1, 2021 through December 31, 2021.

The December 31, 2021 balance sheet is not reflective of B4YB's entire fiscal year, which ends on June 30 each year. Historically, B4YB's spring season reflects a more robust performance.

As of this date, B4YB is proceeding timely and as planned with submitting its Plan of Reorganization to the Court.

Armory does not express an opinion regarding the financial statements as a whole.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement whether due to fraud or error.

Accountant's Responsibility

Management has retained a third-party accounting firm to conduct a compilation or review of the financial statements in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. Those standards require the accounting firm to perform procedures to obtain limited assurance that there are no material modifications that should be made to the financial statements for them to be in accordance with accounting principles generally accepted in the United States of America.

Armory Consulting Co.
Commerce, CA
April 12, 2022

Better 4 You Breakfast, Inc.
Balance Sheet
As of December 31, 2021

	Total	
ASSETS		
Current Assets		
Bank Accounts	$ 38,822	0.1%
Accounts Receivable	6,788,520	24.5%
Other Current Assets	8,453,637	30.5%
Current Assets	15,280,979	55.1%
Fixed Assets	11,093,712	40.0%
Other Assets	1,348,633	4.9%
TOTAL ASSETS	$ 27,723,324	100.0%
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable	8,647,710	31.2%
Other Current Liabilities	13,632,199	49.2%
Current Liabilities	22,673,385	81.8%
Long-Term Liabilities	6,220,637	22.4%
Total Liabilities	28,894,021	104.2%
Total Equity	(1,170,697)	-4.2%
TOTAL LIABILITIES AND EQUITY	$ 27,723,324	100.0%

Monday, Apr 11, 2022 09:43:39 PM GMT-7 - Accrual Basis

2020 – 2021 Balance Sheet

2020 - 2021 Fiscal Year

Riley, Akopians & MSA CPAS, LLP
Certified Public Accountants

INDEPENDENT ACCOUNTANT'S REVIEW REPORT

Board of Directors
BETTER 4 YOU BREAKFAST, INC & SUBSIDIARY
Commerce, California

We have reviewed the accompanying balance sheet of BETTER 4 YOU BREAKFAST, INC & SUBSIDIARY (a Corporation) as of June 30, 2021 and the related statements of income, retained earnings and cash flows for the year then ended, and the related notes to the financial statements. A review includes primarily applying analytical procedures to management's financial data and making inquiries of Company management. A review is substantially less in scope than an audit, the objective of which is the expression of an opinion regarding the financial statements as a whole. Accordingly, we do not express such an opinion.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement whether due to fraud or error.

Accountant's Responsibility
Our responsibility is to conduct the review in accordance with Statements on Standards for Accounting andReview Services issued by the American Institute of Certified Public Accountants. Those standards require us to perform procedures to obtain limited assurance that there are no material modifications that should bemade to the financial statements for them to be in accordance with accounting principles generally accepted in the United States of America. We believe that the results of my procedures provide a reasonable basis for our report.

Accountant's Conclusion on the Financial Statements
Based on our review, we are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America.

Supplementary Information
The schedules of selling and general and administrative expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. The information is the representation of management. The supplementary information has been subjected to the review procedures applied in our review of the basic financial statements. we are not aware of any material modifications that should be made to the supplementary information. We have not audited the supplementary information and do not express an opinion on such information.

Riley, Akopians & MSA CPAS, LLP
Riley, Akopians & MSA CPAS, LLP

Pasadena, California
December 9, 2021

200 E. Del Mar Blvd., Suite 304 | Pasadena, CA 91105 | Phone: 626. 844.3855 | Fax: 626.844.3755

BETTER 4 YOU BREAKFAST, INC and SUBSIDIARIES
BALANCE SHEET
JUNE 30, 2021

ASSETS

Current assets:		
Cash and cash equivalents	$ 753,420	
Accounts receivable, net of allowance for uncollectible accounts of $10,000	6,528,367	
Inventories	2,424,750	
Prepaid expenses and other current assets	586,149	
Total current assets		$ 10,292,686
Equipment and leasehold improvements		15,468,898
Intangible assets		2,065,094
Other assets		491,415
Total assets		$ 28,318,093

See Accountant's Review Report
The accompanying notes are an integral part of this statement
2

BETTER 4 YOU BREAKFAST, INC and SUBSIDIARIES
BALANCE SHEET
JUNE 30, 2021

LIABILITIES AND STOCKHOLDERS' EQUITY

Current liabilities:		
Accounts payable	$ 4,003,666	
Accrued Liabilities	543,029	
Bank line of credit	10,935,011	
Note payable, current portion	1,670,588	
Total current liabilities		$ 17,152,294
Long-term liabilities:		
Loan payable, net of current portion	3,739,152	
Loan payable, SBA Disaster Loans	504,416	
Note payable related party	655,449	
Deferred income taxes	705,987	
Total long-term liabilities		5,605,004
Stockholders' equity:		
Common stock, 1 cent par value, 8,000,000 shares authorized, 1,600,000 shares issued and outstanding	16,000	
Series A Preferred stock, $1 par value, 5,000,000 shares authorized, 3,369,600 shares issued and outstanding	3,369,600	
Series B Preferred stock, $3.793 par value, 790,931 shares authorized, 263,644 issued and outstanding	1,000,000	
Retained earnings	1,175,195	
Total stockholders' equity		5,560,795
Total liabilities and stockholders' equity		$ 28,318,093

See Accountant's Review Report
The accompanying notes are an integral part of this statement
3

2019 – 2020 Balance Sheet

Riley, Akopians & MSA CPAS, LLP
Certified Public Accountants

2019 - 2020 Fiscal Year

INDEPENDENT ACCOUNTANT'S REVIEW REPORT

Board of Directors
BETTER 4 YOU BREAKFAST, INC & SUBSIDIARY
Commerce, California

We have reviewed the accompanying balance sheet of BETTER 4 YOU BREAKFAST, INC & SUBSIDIARY (a Corporation) as of June 30, 2020 and the related statements of income, retained earnings and cash flows for the year then ended, and the related notes to the financial statements. A review includes primarily applying analytical procedures to management's financial data and making inquiries of Company management. A review is substantially less in scope than an audit, the objective of which is the expression of an opinion regarding the financial statements as a whole. Accordingly, we do not express such an opinion.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement whether due to fraud or error.

Accountant's Responsibility
Our responsibility is to conduct the review in accordance with Statements on Standards for Accounting andReview Services issued by the American Institute of Certified Public Accountants. Those standards require us to perform procedures to obtain limited assurance that there are no material modifications that should bemade to the financial statements for them to be in accordance with accounting principles generally accepted in the United States of America. We believe that the results of my procedures provide a reasonable basis for our report.

Accountant's Conclusion on the Financial Statements
Based on our review, we are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America.

Supplementary Information
The schedules of selling and general and administrative expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. The information is the representation of management. The supplementary information has been subjected to the review procedures applied in our review of the basic financial statements. we are not aware of any material modifications that should be made to the supplementary information. We have not audited the supplementary information and do not express an opinion on such information.

Riley, Akopians & MSA CPAS, LLP
Riley, Akopians & MSA CPAS, LLP

Pasadena, California
December 17, 2020

200 E. Del Mar Blvd., Suite 304 | Pasadena, CA 91105 | Phone: 626. 844.3855 | Fax: 626.844.3755

BETTER 4 YOU BREAKFAST, INC and SUBSIDIARIES
BALANCE SHEET
JUNE 30, 2020

ASSETS

Current assets:		
Cash and cash equivalents	$ 986,877	
Accounts receivable, net of allowance for uncollectible accounts of $10,000	10,189,332	
Inventories	1,842,031	
Prepaid expenses and other current assets	366,005	
Total current assets		$ 13,384,245
Equipment and leasehold improvements		9,579,698
Intangible assets		2,186,542
Other assets		165,443
Total assets		$ 25,315,928

See Independent Auditor's Report
The accompanying notes are an integral part of this statement
2

BETTER 4 YOU BREAKFAST, INC and SUBSIDIARIES
BALANCE SHEET
JUNE 30, 2020

LIABILITIES AND STOCKHOLDERS' EQUITY

Current liabilities:		
Accounts payable	$ 4,100,800	
Accrued Liabilities	496,425	
Bank line of credit	11,093,000	
Note payable, current portion	1,207,242	
Total current liabilities		$ 16,897,467
Long-term liabilities:		
Loan payable, net of current portion	5,542,758	
Note payable related party	957,965	
Deferred income taxes	258,866	
Total long-term liabilities		6,759,589
Stockholders' equity:		
Common stock, 1 cent par value, 8,000,000 shares authorized, 1,600,000 shares issued and outstanding	16,000	
Series A Preferred stock, $1 par value, 5,000,000 shares authorized, 3,369,600 shares issued and outstanding	3,369,600	
Series B Preferred stock, $3.793 par value, 790,931 shares authorized, 263,644 issued and outstanding	1,000,000	
Retained earnings	(2,726,728)	
Total stockholders' equity		1,658,872
Total liabilities and stockholders' equity		$ 25,315,928

See Independent Auditor's Report
The accompanying notes are an integral part of this statement
3

Proposal Questionnaire #7

Provide a description of promotional and/or marketing materials you will use to attract students to the program.

Marketing & Awareness
Better 4 You Meals staff can collaborate with school staff to help create school centric and branded marketing materials of the school nutrition program. Our outreach team can help design and create posters, flyers, and informational materials that can be given out or placed around the school. We can also work with the various school marketing or communication committees to draft newsletter articles for web or print.

Ticket 2 Wellness
Ticket 2 Wellness is B4YM's daily game to get students excited about participating in the school meal program. At the start of each month, schools will be given posters announcing the T2W prize for the month. Each day, a winning ticket is taped to the bottom of a meal. One student will receive a ticket each day entering them into the drawing for the monthly prize. Students can receive more than one ticket per month and the more often they participate in the meal program, the greater their chances in the drawing.

B4YM encourages a focus on health and wellness by providing prizes that are significant, desirable and promote student physical activity and fun. Past prizes have included bicycles, skateboards, scooters, Beats Headphones, waterproof Bluetooth speakers, Clippers & Dodgers tickets, and more.

Workshops & Engagement
B4YM staff members are trained and experienced at engaging with students and parents. We conduct meetings at schools with student groups to gauge preferences and solicit feedback regarding the meals they would like to have. We also provide parent informational sessions with training on NSLP standards and requirements.

Mechanism(s) in place to gather feedback from students and school staff
B4YM was the first vendor to create a locally based Menu Advisory Committee which is comprised of staff members from schools that we serve. The MAC meets 3 times per year and reviews new menu ideas, gives feedback on current items, and helps build the menu for the coming 2-3 months.

B4YM Account Managers are also versed in actively engaging students for get feedback and ideas on the meal program. They'll meet with ASB officers, school chosen focus groups, and others to go over current and proposed meals.

Different participation and engagement activities provided for students and parents throughout the school year
B4YM provides presentations on nutrition, fresh cooking, NSLP Guidelines, and more for parents and students alike. Presentations are offered in English and Spanish and can be offered at the school or at the B4YM kitchen facility. Additional activities include field trips to our kitchen, on-site BBQs at the schools, and special event catering.

Proposal Questionnaire #8

Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

As an organization that B4YM has served since 2016, we are intimately knowledgeable of the intricacies and needs of TEACH Public Schools site needs. The following is our standard transition plan for new accounts, but we would still be integrating the processes should we again get awarded the bid.

Once notified of an award and subsequent contract approval, Better 4 You Meals staff arranges visits to each school site to view its current meal service set-up and learn all we can about what is working and where opportunities for improvement exist. We discuss with school staff the current operational functions that work and those that create service challenges. We work to maintain the best of the current operations while providing solutions to any existing challenges. B4YM does not have a one size fits all service model and every school is unique in its needs and logistics.

With the wide breadth of schools that we serve and as a former client of B4YM, we are very familiar with the common needs and operations TEACH Public Schools and are confident we can build on our experience to further improve the overall meal program. TEACH Public Schools would be assigned an experienced and qualified Account Manager who would serve as the designated point of contact for all onboarding and training. All B4YM Account Managers have a minimum of 6 years in the School Nutrition Industry, and have worked for entities such LAUSD, Compton USD, Revolution Foods, Choice Lunch, Preferred Meals, and more.

From there we'd like to sit down as soon as possible with school staff and create a plan evaluating the current location(s), timing, and processes for delivery, set-up, and service. It is our goal to seamlessly fit within the daily schedule of the school and not interfere with any current instructional or operational activities. In those meetings, we will solicit feedback on a desired menu, highly successful recipes and dishes, and those dishes that would be desired to have on the menu. A menu cycle will be finalized and proposed to TEACH Public Schools for evaluation and feedback.

A systemwide training around ordering, best practices, tips, and more would be provided either in person or via online to all staff by mid June 2022.

All needed delivery drivers and service staff will be identified, screened, hired, and trained by July 15th in the various daily needs of the particular sites. We have created standard operating procedures for delivery drivers and meal servers based on industry best practices along with thorough understanding the needs of various schools.

Menus for August ordering would be available to parents by early July. All food orders for August would be submitted by July 16th, 2022. Training and test runs would be complete with TEACH Public Schools staff by August 1 to assure that the school year begins with no challenges.

As service commences at each school site, various members of B4YM leadership will be on site to observe the quality, interaction, processes, and line flow. B4YM management will be available to school staff as needed to make changes to assure the highest quality service. Staff will also have a list of B4YM contact numbers and emails, to help assist with any suggestions or concerns that may arise.

A first impression is key for your students each new school year and our goal is to be a true partner to the school and keep every student engaged and enjoying your meal service.

Evidence of Permits, Licenses, & Health Inspection Report

Current Business License & Health Permit

COUNTY OF LOS ANGELES
Public Health

THIS PERMIT MUST BE CONSPICUOUSLY DISPLAYED ON THE PREMISES

PUBLIC HEALTH PERMIT
FY 2021/2022
Valid Until 6/30/2022

PR Number: PR0156068
Program ID: SCHOOL LUNCH CATERER
Description: CATERER (2,000 + SQ. FT.)

Facility Owner - Mail Address
BETTER 4 YOU MEALS
c/o OSCAR VALENZUELA
5743 SMITHWAY ST STE 103
COMMERCE, CA 90040

SFI

Facility Location
BETTER 4 YOU MEALS
5743 SMITHWAY ST STE 103
COMMERCE, CA 90040

CITY OF COMMERCE
BUSINESS LICENSE
"For Services Provided in the City of Commerce, California Only"

2022

TO BE POSTED IN A CONSPICUOUS PLACE AND NOT TRANSFERABLE OR ASSIGNABLE.

Business Name BETTER 4 YOU MEALS
Business Location 5743 SMITHWAY ST # 103 COMMERCE, CA 90040-1548
Business Owner(s) FERNANDO CASTILLO

JASON ROBERTS
BETTER 4 YOU MEALS
5743 SMITHWAY ST # 103
COMMERCE, CA 90040-1548

Business Type FOOD STORES NON-GROCERY
Description PROVIDE SCHOOL MEALS BY STORING, REHEATING,
License Number 08921313
Effective Date January 01, 2022
Expiration Date December 31, 2022

THIS BUSINESS LICENSE DOES NOT PERMIT A BUSINESS THAT IS OTHERWISE PROHIBITED.

For all inquiries regarding this license, contact HdL Business Tax Support Center at 323-329-5776.

Los Angeles County Health Department Inspection Report

RETAIL FOOD OFFICIAL INSPECTION REPORT

COUNTY OF LOS ANGELES ◆ DEPARTMENT OF PUBLIC HEALTH
OFFICE: SPECIALIZED FOOD ◆ CHIEF: JESS BARRIOS
5050 COMMERCE DR, BALDWIN PARK, CA 91706 - Phone: (626) 430-5421
WWW.PUBLICHEALTH.LACOUNTY.GOV/EH

Facility Name:	BETTER 4 YOU MEALS	**Inspection Date:**	1/6/2022
Owner/Permittee:	BETTER 4 YOU MEALS	**Re-inspection Date:**	N/A
Program Identifier:	SCHOOL LUNCH CATERER	**Time In:** 07:15 AM	**Time Out:** 09:00 AM
Facility Address:	5743 SMITHWAY ST 103	**Service:**	ROUTINE INSPECTION
City/State/Zip:	COMMERCE, CA 90040	**Result:**	CORRECTIVE ACTION NOT REQUIRED
FA: FA0165889	**PR:** PR0156068	**PE:** 1603	**Action:** NO FURTHER ACTION REQUIRED

Facility Status
Score: 97
Grade: A

✓ IN = In compliance ✓ N/A = Not applicable ✓ N/O = Not observed COS = Corrected on-site
Out = Items not in compliance MAJ = Major Violation MIN = Minor Violation

CRITICAL RISK FACTORS
The following pose a threat to public health and must be corrected immediately.

EMPLOYEE HEALTH, HYGIENE & KNOWLEDGE	IN	N/A	N/O	COS	OUT Maj	OUT Min
1a. Demonstration of knowledge	✓					2
1b. Food safety certification	✓					2
2. Communicable disease; reporting, restrictions & exclusions	✓				4	
3. No discharge from eyes, nose and mouth	✓					2
4. Proper eating, drinking, or tobacco use	✓					2
PREVENT CONTAMINATION BY HANDS						
5. Hands clean and properly washed; proper glove use	✓				4	2
6. Adequate hand washing facilities: supplied and accessible						(2)
TIME AND TEMPERATURE RELATIONSHIP						
7. Proper hot and cold holding temperatures	✓				4	2
8. Time as a public health control; procedures & records		✓			4	2
9. Proper cooling methods	✓				4	2
10. Proper cooking time and temperature	✓				4	
11. Proper reheating procedures for hot holding	✓				4	
PROTECTION FROM CONTAMINATION						
12. Returned and re-service of food	✓					2
13. Food in good condition, safe and unadulterated	✓				4	2
14. Food contact surface; clean and sanitized	✓				4	2
FOOD FROM APPROVED SOURCES						
15. Food obtained from approved source	✓				4	2
16. Compliance with shell stock tags, condition, display		✓				2
17. Compliance with Gulf Oyster Regulations		✓				2
ADDITIONAL CRITICAL RISK FACTORS						
18. Compliance with variance, specialized process & HACCP		✓				2
19. Consumer advisory provided for raw/undercook food		✓				2
20. Licensed health care facilities/public & private schools: prohibited foods not offered	✓				4	
21a. Hot water available	✓				4	2
21b. Water available	✓				11	
22. Sewage and wastewater properly disposed	✓				11	2
23. No insect, rodent, birds or animals present	✓				11	2

GOOD RETAIL PRACTICES
Preventive measures that can reduce food borne illness.

SUPERVISION	OUT
24. Person in charge present and performs duties	1
25. Personal cleanliness and hair restraints	1
GENERAL FOOD SAFETY REQUIREMENTS	
26. Approved thawing methods used, frozen food	1
27. Food separated and protected	1
28. Washing fruits and vegetables	1
29. Toxic substances properly identified, stored and used	1
FOOD STORAGE/DISPLAY/SERVICE	
30. Food storage; food storage containers identified	1
31. Consumer self service	1
32. Food properly labeled & honestly presented	1
EQUIPMENT/UTENSILS/LINENS	
33. Nonfood-contact surfaces clean	1
34. Warewash facilities: installed, maintained, used; test equipment	1
35. Equipment/utensils approved; installed; good repair; capacity	1
36. Equipment, utensils and linens: storage and use	1
37. Adequate ventilation and lighting; designated areas, use	1
38. Thermometers provided and accurate	1
39. Wiping cloths; properly used and stored	1
PHYSICAL FACILITIES	
40. Plumbing; fixtures, backflow devices, drainage	(1)
41. Garbage and refuse properly disposed; facilities maintained	1
42. Toilet facilities: properly constructed, supplied, cleaned	1
43. Premises; personal/cleaning items; vermin proofing	1
44. Floors, walls and ceiling: properly built, maintained and clean	1
45. No unapproved sleeping quarters	1
SIGNS/REQUIREMENTS	
46. Signs posted; last inspection report available	1
47. Permits available	1

COMPLIANCE & ENFORCEMENT

	OUT
48. Plan review	
49. Samples Collection	
50. Impoundment/VC&D	
51. Permit Suspension	
52. Multiple Major Critical Risk Violations / Increased Risk to Public Health	3

LOURDES SILIEZAR

PIC/Owner Signature **EHS Signature**

Help us serve you better by completing a short survey. Visit our website at http://publichealth.lacounty.gov/eh/about/customer-service.htm .

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Page 1 of 2

Evidence of Insurance

Client#: 1080394 BETTER4Y

ACORD **CERTIFICATE OF LIABILITY INSURANCE**

DATE (MM/DD/YYYY) 2/23/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Analisa Angeles
USI Insurance Services LLC-CL Lic # 0G11911 21700 Oxnard Street, Suite 1200 Woodland Hills, CA 91367	PHONE (A/C, No, Ext): 818 251-3004 FAX (A/C, No): 610-537-2526 E-MAIL ADDRESS: Analisa.Angeles@usi.com

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
Better 4 You Breakfast, Inc. Commerce, CA 90040	INSURER A : Regent Insurance Company	24449
	INSURER B : Travelers Property Cas. Co. of America	25674
	INSURER C : CompWest Insurance Company	12177
	INSURER D : General Casualty Company of Wisconsin	24414
	INSURER E :	
	INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT X LOC OTHER:	X	X	CCI1379499	10/28/2021	10/28/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$1,000,000 $100,000 $10,000 $1,000,000 $2,000,000 $2,000,000
D	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY			CBA1379499	10/28/2021	10/28/2022	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) Comp/Coll	$1,000,000 $ $ $ $Ded: $2,000
A	X UMBRELLA LIAB X OCCUR X EXCESS LIAB X CLAIMS-MADE			CCU1379499	10/28/2021	10/28/2022	EACH OCCURRENCE AGGREGATE	$2,000,000 $2,000,000
B	DED X RETENTION $10000			ZUP81N3586720NF	10/28/2021	10/28/2022	Excess Liab	$$3M xs $2M
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N: Y (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		WCV550330801	04/01/2021	04/01/2022	X PER STATUTE / OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $1,000,000 $1,000,000 $1,000,000
D	Auto Physical Damage			CBA1379499	10/28/2021	10/28/2022	ACV less $2,000 Ded.	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CANCELLATION

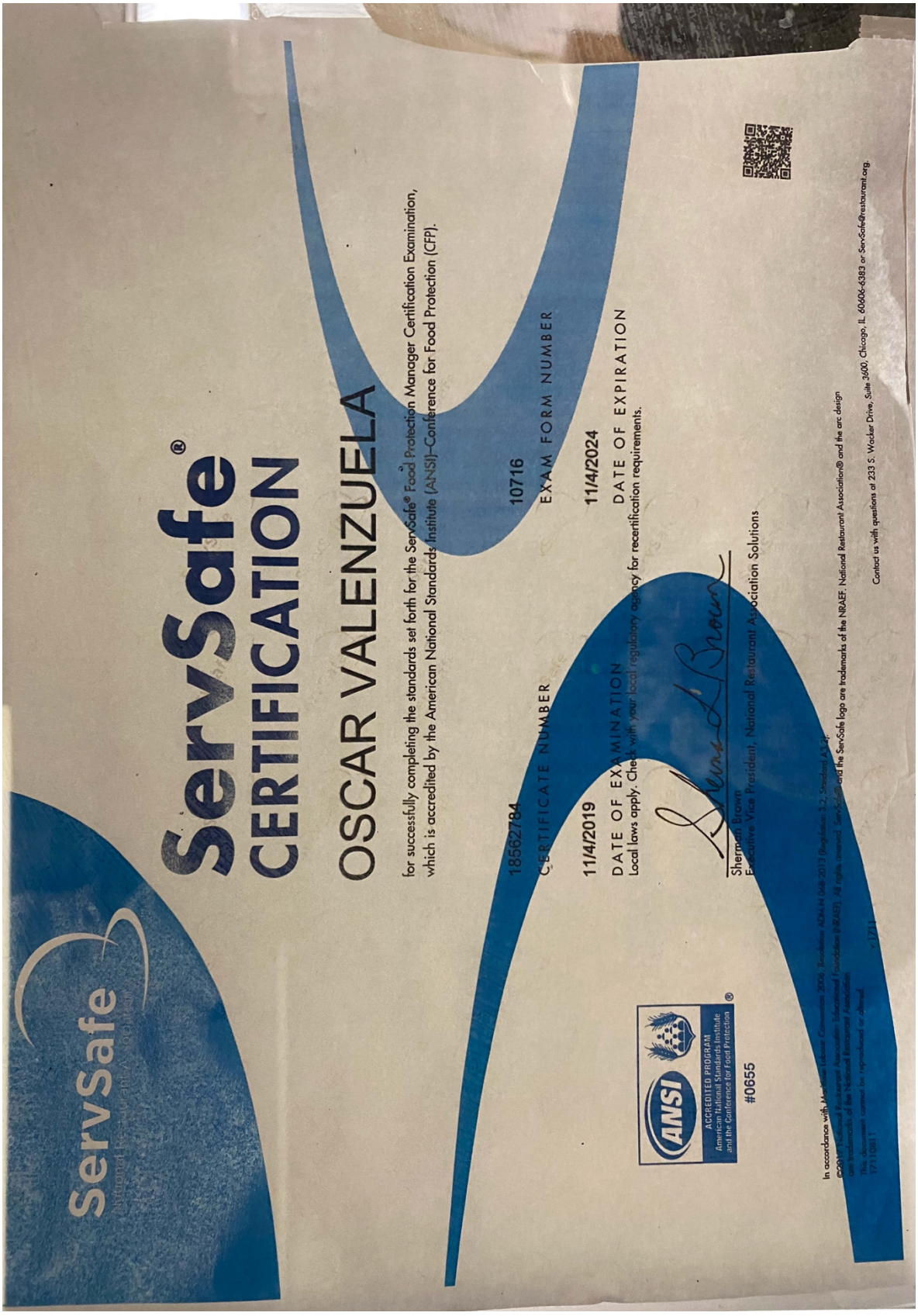
SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2016/03) 1 of 1 The ACORD name and logo are registered marks of ACORD
#S31247164/M30466688 AXAJA

Evidence of Safe Serve Certification



Attachment F – Respondent References

Proprietary

Reference 1

Organization Name	Compton Unified School District
Contact Person	Ms. Antoinette Pearce
Title	Assistant Director of Nutrition Services
Mailing Address	2300 West Caldwell Ave. Compton, CA 90220
Phone Number	(310) 639-4321 ext. 56674
Email Address	apearce@compton.k12.ca.us
Dates of Service	2015 - Present
Number of Sites	33
Enrollment Count	22,000+
Meals Served	Breakfast ☒ Lunch ☒ Snack ☐ Supper ☒
Average Daily Meals	Breakfast N/A Lunch 3,000 Snack N/A Supper 2,600

Reference 2

Organization Name	Alliance College Ready Public Schools
Contact Person	Rose Mary Garcia
Title	Operations Analyst
Mailing Address	38601 S Figueroa St, Los Angeles, CA 90017
Phone Number	213-943-4930 x1101
Email Address	rmgrcia@laalliance.org
Dates of Service	August 2014 - Present
Number of Sites	18
Enrollment Count	9,000+
Meals Served	Breakfast ☒ Lunch ☒ Snack ☒ Supper ☒
Average Daily Meals	Breakfast 3,600 Lunch 6,000 Snack 1,200 Supper 600

Reference 3

Organization Name	Roseland School District
Contact Person	Patty Gallagher
Title	Director of Nutrition
Mailing Address	1691 Burbank Ave, Santa Rosa, CA 95407
Phone Number	707-545-0102
Email Address	pgallagher@roselandsd.org
Dates of Service	2019 - Present
Number of Sites	6
Enrollment Count	2,970
Meals Served	Breakfast ☒ Lunch ☒ Snack ☐ Supper ☐

Letter of Recommendation – Roses in Concrete Community School

February 23, 2019

To Whom It May Concern:

This year it has been a pleasure to work with Better 4 You Meals, Jonathan Diaz and his incredible team to support our meal program here at Roses in Concrete Community School. We have gone through a total of three meal vendors in the past four years and I am pleased with the level of satisfaction the partnership with Better 4 You Meals has brought to our school, students and families.

Better 4 You Meals has incredible customer service. We have invited them out to our family welcome events, back to school nights, and they are consistently showing up and showcasing their program to increase our participation. They are quick to reply to our needs and concerns. When orders need to be adjusted or any errors on our end, their team is available to support us and get us what we need correctly. They are constantly providing updates and stopping by to ensure the program is running smoothly. This is not only in concern to the food tasting good and being delivered as needed, but all the forms and records needed as part of NSLP. Better 4 You Meals is more than a vended meal provider for us, they are partners in rolling out our National School Lunch Program.

For our students, our partnership with Better 4 You Meals has given them a great food option at school for breakfast, lunch & snack. Students are participating in our meal program at a higher rate than previous year. Our families are happy that their students are eating and enjoying their meals at school. We have increased breakfast participation by 20% this year. Our students are extremely happy with Better 4 You Meals. The increase in our breakfast participation do not only benefit the students eating the breakfast but have made an impact on our playground with decrease conflict due to students being hungry at recess. All in all, it has been a win overall on our campus.

Please feel free to reach out to me if you have any questions or concerns.

Sincerely,

Leslye Salinas - Business Manager

Roses in Concrete Community School

4551 Steele Street
Oakland, CA 94619
510-698-3794

www.rosesinconcrete.org
community@rosesinconcrete.org

Letter of Recommendation – Compton Unified School District

Compton Unified School District
Student Nutrition Services
2300 West Caldwell Street, Room K1
Compton, CA 90220
Phone (310) 639-4321, Ext. 56673 Fax (310) 635-7740

July 12, 2018

To Whom It May Concern:

I first began working with Better 4 You Meals during the 2015/2016 school year.

Our goal in working with Better 4 You Meals (B4YM) was to have meals ready to eat that were hearty and provided some of the components of a reimbursable meal. We also wanted to increase student participation in our secondary schools where we were only serving a third of the school's enrollment due to time constraints. The students only had 30 minutes for lunch.

When my team and I met with B4YM, we were able to design our menu to offer meals that were hearty and would resonate with our student population. The Cheese Tamale and Carne Asada Fries are two favorites.

During the past school year, we begin using Better 4 You Meals exclusively in our Child and Adult Care Food Program (CACFP) to serve supper meals. This enables us to offer hot meals in addition to sandwiches, salads and shelf stable meals for supper. We saw a significant increase in student participation when we introduced hot supper meals like the BBQ Meatball Sandwich with Cheesy Mashed Potatoes.

During our most recent menu engineering session, we introduced several new items including Upside Down Chicken and Vegetable Pot Pie, Baked Ziti with Meat Sauce and Penne Alfredo with Broccoli. That is the most exciting thing about working with B4YM, designing our menu and trying new entrees.

I greatly value our menu engineering sessions that my team and I have had with Better 4 You Meals and I feel very comfortable giving a solid recommendation.

Sincerely,

Antoinette Pearce

Antoinette Pearce
Assistant Director of Student Nutrition
Student Nutrition Services
(310) 639-4321 ext. 56674
(310) 635-8268 (fax)
Email: mailto:apearce@compton.k12.ca.us

California Charter Schools Served in 2020-2022 (Partial List)

Proprietary

Alliance College Ready #4 MS	Animo Westside Middle	**ISANA Academies - All Sites**
Alliance College Ready #5 MS	Arts in Action Elem & Middle School	James Jordan Middle School
Alliance Collins Family High School	Aspire - Alexander Twilight Preparatory	KIPP San Francisco College Prep
Alliance Gertz-Ressler High School	Aspire - Alexander Twilight Secondary	KIPP Summit Academy
Alliance Health Services Academy	Aspire - Berkeley Maynard	LA Leadership Academies
Alliance Jack H. Skirball Middle School	Aspire - Capitol Heights	Magnolia Science Academy 1
Alliance Kory Hunter	Aspire - College Academy	Magnolia Science Academy 2
Alliance Leadership Middle Academy	Aspire - East Palo Alto ES	Magnolia Science Academy 4
Alliance Marine Tech Middle & HS	Aspire - East Palo Alto MS	Magnolia Science Academy 6
Alliance O'Donovan Middle Academy	Aspire - Golden State	Magnolia Science Academy 7
Alliance Renee & Meyer Luskin High	Aspire - Lionel Wilson	Magnolia Science Academy Santa Ana
Alliance Richard Merkin Middle	Aspire - Richmond College Prep	Manzanita Charter MS
Alliance Stern Math & Science Center	Aspire - Richmond Technology	Multicultural Learning Center
Alliance Susan & Eric Smidt Technology	Aspire - Summit Charter	New Academy of Science & Arts
Alliance Ted Tajima HS	Aspire - Triumph Tech	Oakland Military Institute
Alliance William & Carol Ouchi High	Aspire - University Charter	Palmdale Aerospace Academy
Amethod - Benito Juarez Elem	Aspire - Vanguard College Prep	Public Safety Academy High School
Amethod - Downtown Charter Academy	Aspire – ERES Academy	**PUC Schools - All Sites**
Amethod - John Henry High School	Aspire – Monarch Academy	Resolute Academy
Amethod - Oakland Charter Academy	Camino Nuevo High School	Richmond College Prep Schools
Amethod - Oakland Charter High School	Camino Nuevo Jane B. Eisner Middle	Roses in Concrete Charter School
Amethod - Richmond Charter Academy	Camino Nuevo Jose Castellanos	SOAR Academy
Animo Florence-Firestone Charter MS	Children of Promise Prep Academy	**STEM Public Schools – All sites**
Animo Jackie Robinson HS	De Marillac Academy	Sunrise Charter MS – San Jose
Animo Jefferson MS	Elite Public Schools	Temecula Valley Charter School
Animo Pat Brown HS	Endeavor College Preparatory	Today's Fresh Start Charter Schools
Animo Ralph Bunche	Global Education Academy	**Value Schools - All Sites**
Animo South LA Charter High School	**ICEF Public Schools - All Sites**	**Voices College Bound Academies – All Sites**

California District Schools Served in 2021-22

Proprietary

Compton Unified School District	
Compton High School	Dominguez High School
Centennial High School	Compton Early College High School
Bunche Middle School – Compton	Davis Middle School
Enterprise Middle School	Roosevelt Middle School
Walton Middle School	Willowbrook Middle School
Whaley Middle School	Bunche Elementary School
Anderson Elementary School	Carver Elementary School
Bursch Elementary School	Dickison Elementary School
Clinton Elementary School	Foster Elementary School
Emerson Elementary School	Kelly Elementary School
Jefferson Elementary School	King Elementary School
Kennedy Elementary School	Mayo Elementary School
Laurel Elementary School	McNair Elementary School
Longfellow Elementary School	McKinley Elementary School
Roosevelt Elementary School	Rosecrans Elementary School
Tibby Elementary School	Washington Elementary School
Cabrillo Unified School District	
El Granada Elementary School	Farallone View Elementary School
Hatch Elementary School	King's Mountain Elementary School
Manuel Cunha Intermediate School	
Roseland Public Schools	
Roseland College Prep	Roseland University Prep
Roseland Accelerated Middle School	Roseland Elementary
Newark Unified School District	
Birch Grove Elementary	Lincoln Elementary
Graham Elementary	Musick Elementary & Preschool
Kennedy Elementary	

Attachment G – Authorization Agreement

Request for Proposal for Food Service Management Company
RFP Number: #2233-001

We, Better 4 You Meals, 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 (1) year.
4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by TEACH Public Schools.
5. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for TEACH Public Schools.
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 or requirements in the resulting contract.

FSMC Name:	**Better 4 You Meals**
Address:	**5743 Smithway St, Commerce, CA 90040**
Email Address:	**sholguin@better4youmeals.com**
Website:	**www.better4youmeals.com**
Name of Authorized Representative:	**Steven A. Holguin**
Title of Authorized Representative:	**Vice President – Sales & Marketing**
Signature of Authorized Representative:	
Date Signed:	**6/15/22**

Attachment H – Fee Proposal

TEACH Public Schools

All costs are based on the average daily participation of 1000 students in the district and 180 number of school days.

TOTAL COST BREAKDOWN			
Item #	**Description** *(Include All Goods and Services included in the Fixed Price)*		**Annual Cost**
1.	Breakfast Meals -equipment, delivery, & disposable goods		**$317,250.00**
2.	Lunch Meals -equipment, delivery, & disposable goods		**$612,000.00**
3.	Snack		**$36,000.00**
	Sub Total		**$965,250.00**
	Personnel Costs	**Rate**	**Annual Cost**
4.	Site Based Servers est: (12hrs a day x 180days) = 2,160 hrs	$20.00	**$43,200.00**
5.	Consultant Fee Per Meal	$0.00	$0.00
	Personnel Sub Total		**$43,200.00**
	2022-23 CONRACT GRAND TOTAL		**$1,008,450.00**
	Less estimated USDA Foods Credit		**($54,000.00)**

FIXED COST PER MEAL (Meal Price Only)

1. Line Item	2. Units	3. Rate	Estimated USDA Foods Credit	4. Daily Total	Estimated Annual Total
Breakfast	**750**	**$2.35**	**$0.00**	**$1,762.50**	**$317,250.00**
Lunch	**1,000**	**$3.40**	**($0.30)**	**$3,400.00**	**$612,000.00**
Snack	**200**	**$1.00**	**$0.00**	**$200.00**	**$36,000.00**
Non Reimbursable	**0**	**Same As Above**	**$0.00**	**$0.00**	**$0.00**
Seamless Summer Meals	**0**	**Same As Above**	**$0.00**	**$0.00**	**TBD[1]**
2022-23 MEAL ONLY TOTAL				**$965,250.00**	
Less estimated USDA Foods Credit				**($54,000.00)**	

[1] No total is given because projected amounts of breakfast vs lunch was not provide.

***USDA Foods Credit (Commodities)**

All B4YM supported schools that properly file the necessary paperwork for their USDA Foods Entitlements, and order usable food items, generally receive a **monthly credit equal to about $.30 per lunch,** taken directly off their invoice. For all schools with less than $100,000 in total allotment, B4YM requires the joining of the California Charter School Commodities Cooperative in order to pool resources and reduce overhead and individual reporting. Total credit issued is dependent on actual usage, menu selection, and entitlements awarded. While all schools are eligible for USDA Foods Entitlements, eligibility and timing to access entitlements are based on the proper document submission and filing by the SFA. The estimated USDA Foods Credit listed above was not calculated into the meal or total cost and is displayed for reference purposes only.

Pricing Disclosures for Additional or Upgrade Options

1. Special Therapeutic Meals – 8 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans[2]

   Breakfast: $ No Additional Price Lunch: $ No Additional Price

2. Vegan Meals

   Breakfast: $ 6.50 Lunch: $ 7.50

3. Salad Bar as Vegetable Side (price per meal): $ No Additional Price

4. School can choose from 2 breakfast items each day, and up to 4 lunch items.

Service Type

All meals are available as family style or pre-pack, based on school request. All meals are served complete and fully reimbursable by USDA & NSLP standards. Included with every meal:

- Meals delivered at proper serving temp, no equipment needed
- Full serving of vegetable
- Full serving of fruit or fruit juice
- Plates, trays, sporks, napkins
- Milk – 1%, Fat Free, & Chocolate options
- Meal appropriate condiments
- Transportation costs
- Site based employee costs

[2] Special meals needed outside of the 8 major food allergens may result in a higher price, based on medical need.

Equipment Options

B4YM has no specific equipment or facility requirements for our service other than an area with enough space suitable for proper serving and line management.

B4YM does not provide equipment free of charge as part of the meal service program. Schools are encouraged to purchase their own equipment as it represents significant savings over renting.

Schools can also elect to rent equipment from B4YM at ten (10) monthly billing cycles per year, which are added to the monthly meal invoice.

Current Lease Rates – as of June 2022:

	Item	Estimated Required Order Lead Time	Lease Rate per Month	Estimated Wholesale Price *(w/o tax)*
	CresCor QuickTherm Oven	20 Weeks	$500	$12,000
	Metro C5 Holding Warmer	8 Weeks	$150	Starting at $2,500
	Metro C5 Insulated Holding Warmer	8 Weeks	$200	Starting at $3,000

	36” – 54” Milk Cooler, Single & Double Sided Options Available	5 Weeks	Starting at $150	Starting at $2,200
	2 Door Reach In Refrigerator	5 Weeks	Starting at $200	Starting at $2,900
	Single Door Reach In Refrigerator	5 Weeks	Starting at $150	Starting at $1,800
	Cambro Salad / Cold Food Bar *Single or Double Sided*	4 Weeks	Starting at $600	

Administrative Review Support

A meal vendor is often in a very unique position in regard to State Audits, Health Inspections and Internal School Audits. When looking at one typical school, they may be audited internally or by LAUSD once per year or once every couple years, have a health inspection once per semester at most, and a State audit once every three to five years. When you are a meal vendor serving hundreds of school sites every day, you are faced with some form of audit almost on a weekly basis. B4YM encounters a site-based health inspection often on a weekly basis, a few internal and/or LAUSD audits monthly, and 10 – 20 state administrative reviews yearly. Our staff is highly trained and experienced in dealing with all types of auditors and we have always helped our schools be successful.

B4YM is proud to say that none of our schools have ever received a fiscal finding regarding nutritional requirements on their State Administrative Review. Below are a few key descriptions of how we uniquely support the Admin Reviews.

- Clarifying Questions: Due to complexities of food service at charter schools and how different service can look from a traditional district school, some auditors have presented corrective action items in cases where clarification was needed. For example, there is often a lot of confusion around how charter schools meet and implement the requirements of Offer vs. Serve, and how they make sure that all students can receive the same or similar vegetables each day. We have often had to explain in detail via phone to the individual auditors how our menus work and the challenges that charter schools have in meeting the NSLP requirements. This has always resulted in a positive understanding and has created a good working relationship with our Nutrition Team and many State Auditors.
- Detailed Documentation: The nutritional analysis documents piece of the audit can consist of hundreds of documents. In the past five years, we have gone from providing printed documentation to emailing information, to now providing links to online document sharing.
- Timelines & Documentation Turnarounds: Generally, we request 24-48 hour notification from the SFA when they are notified of any details related to their Admin Review. This includes weeks of review, visit dates, document submission dates and more. Very frequently the SFA is provided short notice regarding their specifics and our Nutrition and Kitchen is always ready to provide support when needed. Most documentation requests can be compiled and submitted with in 10 business days.

Involvement & Support for Administrative Reviews

We understand how complex and intimidating auditors and inspectors can be. That is why we offer several ways to help schools navigate their audits and inspections.

Workshops:
Every year we offer free workshops to all our customers. Some examples are an Administrative Review workshop reviews best practices, what to expect, and common pitfalls, a National School Lunch Program Overview, and ow to Implement Offer vs. Serve.

Training:
In addition to workshops, we offer individual schools many training opportunities. Many of our staff members have come out of the charter school industry and hold expertise in various areas of the lunch program, from program implementation to reporting best practices. Our Nutrition Team is available for workshops for students, staff and parents. Schools who contract for an on-site Meal Service Aide, have an experienced team member at their service daily. Meal-Aides are given company trainings twice yearly as well as several on the job training visits by our Meal-Aide Supervisors.

Support:
B4YM has a great support team available to all our customers. Our founders and executive team are current and former charter school leaders which gives them a unique perspective to help in many situations. Each school has a designated Account Manager who is available to school staff for any need or concern they may have. Additionally, we have an extremely knowledgeable kitchen and safety staff. Our Quality Assurance Manager can help assess a school's serving area and identify potential health inspection violations.

No FSMC Related Fiscal Findings

B4YM is extremely proud of our state-of-the-art facility where we produce all our meals daily. We receive a 3-4 health inspections per year and our score has never been below a 95, in fact we regularly score 99 or 100.

Every site we serve is also subject to health inspections and often we receive great scores in the field as well. Because there are outside elements and unforeseen circumstances with vended meals there have been some instances where corrective action was needed. The following are examples of the most common.

NSLP & CACFP Administrative Review Schools – Past 4 Years

2020-21

1. Amethod Public Schools
2. Ednovate, Inc.
3. Elite Public Schools
4. ISANA Academies
5. Latino College Prep Academy
6. Resolute Academy Inc
7. Woodward Leadership Academy Inc.
8. Our Little Helpers
9. Learning Enrichment Afterschool Program (LEAP)
10. Compton Unified School District

2019-20

11. Endeavor College Prep Charter School
12. Los Feliz Charter for the Arts
13. Today's Fresh Start
14. Watts Learning Center
15. Global Education Academy
16. James Jordan Middle School
17. Lifeline Education Center
18. Children of Promise Preparatory Academy

2018-19

1. Life Source International Charter School
2. Inner City Ed Foundation (ICEF) Public Schools
3. Para Los Niños
4. New Academy (NASA)
5. Archdiocese Los Angeles
6. Compton Unified School District
7. Oakland Military Institute
8. The Primary School
9. Magnolia Public Schools
10. Today's Fresh Start
11. Downtown Value Schools
12. Youth Policy Institute Charter Schools
13. Public Safety Academy
14. SOAR Charter Academy

2017-18

1. Academy of Science and Engineering
2. Apple Academy Charter Public School
3. Camino Nuevo Charter Academy
4. Soar Charter Academy
5. Casa Ramona Charter School Inc.
6. Celerity Charter School
7. Endeavor College Preparatory Charter School
8. Libertas College Preparatory
9. Resolute Academy Inc.
10. Synergy Academy
11. The Guidance Charter School
12. The Palmdale Aerospace Academy
13. The School of Art and Enterprise
14. Woodward Leadership Academy, Inc.

Attachment I – Required Certifications

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.

1. Lobbying

As required by Title 31, U.S. Code (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.

Steven Holguin 6/15/22

Signature Date

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31U.S.C.1352
(See next page for public burden disclosure)

Approved by OMB
No. 0348-0046

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type
a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance **N/A**	a. Bid/Offer/Application b. Initial Award c. Post-Award **N/A**	a. Initial filing b. Material change For Material Change Only: Year___ Quarter _____ Date of last report _____ **N/A**

4. Name and Address of Reporting Entity	5. 5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:
☐ Prime ☐ Subawardee ☐ Tier, if known Congressional District, if known:	Congressional District, if known:
6. Federal Department Agency	7. 7. Federal Program Name/Description: CFDA Number, if applicable:
8. 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):	c. Individuals Performing Services (including address if different from 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: Steven Holguin

Title: Vice President, Sales & Marketing

Telephone Number: (323) 838-5555

Date: 6/15/22

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Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

1) 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 awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization: Better 4 You Meals
Address: 5743 Smithway St, Commerce, CA 90040

Certified By: Steven A. Holguin, Vice President of Sales & Marketing

Signature:  6/15/22

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 CFR Part 3017, Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 CFR Part 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.

Better 4 You Meals
Contractor/Company Name

TEACH Public Schools 2233-001
PR/Award Number or Project Name

Steven A. Holguin – Vice President of Sales & Marketing
Name and Title of Authorized Representative

Steven Holguin
Signature

6/15/22
Date

Attachment J - Certificate of Independent Price Determination

Both the SFA and Meal Vendor shall execute this Certificate of Independent Price Determination

Better 4 You Meals
Name of Meal Vendor

TEACH Public Schools
Name of School Food Authority

A. By submission of this offer, the offeror (Meal Vendor) 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 Vendor's Authorized Representative	Title	Date
Steven Holguin	**Vice President, Sales & Marketing**	**6/15/22**

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.

Attachment K - 21 Day Cycle Menu Sample

Breakfast - Sample Menu



Breakfast Menu

Sample Menu

better 4 you MEALS

Monday	Tuesday	Wednesday	Thursday	Friday
29	30	1 Yogurt Granola *Apple Sauce* *Fruit* *Milk*	2 **Reduced Sugar WG Frosted Flakes** *Whole Grain Bites* *Fruit* *Milk*	3 **Chorizo Breakfast Burrito** *Hot Sauce* *Fruit* *Milk*
6 Pan Dulce *Fruit* *Milk*	7 Pancake & Chicken Sausage Patty ***V: Pancakes*** *Syrup* *100% Fruit Juice* *Fruit* *Milk*	8 **Mini Loaf & String Cheese** *Apple Sauce* *Fruit* *Milk*	9 **Reduced Sugar WG Fruit Loops** *Whole Grain Bites* *Fruit* *Milk*	10 **Breakfast Cheese Tamale** *Fruit* *Milk*
13 **Strawberry Cream Cheese Bagelful** *Fruit Cup* *Fruit* *Milk*	14 **Mini Confetti Pancakes** *100% Fruit Juice* *Fruit* *Milk*	15 **Acai Yogurt & Fruit Smoothie Bowl** *Apple Wedges* *Fruit* *Milk*	16 **Reduced Sugar WG Apple Jacks Cereal** *Whole Grain Bites* *Fruit* *Milk*	17 **French Toast Sticks** *Fruit* *Milk*
20 **Blueberry Muffin Flat** *Fruit* *Milk*	21 **Brown Sugar & Raisin Oatmeal** *Fruit* *Milk*	22 **Coffee Cake** *Apple Sauce* *Fruit* *Milk*	23 **Reduced Sugar WG Chocolate Mini Wheats** *Whole Grain Bites* *Fruit* *Milk*	24 **Chicken & Waffle** ***V: Waffles*** *Syrup* *Fruit* *Milk*
27 ***Memorial Day***	28 **Breakfast Chicken Slider Sandwich** **V: Cheesy Biscuit** *Strawberry Jelly* *100% Fruit Juice* *Fruit* *Milk*	29 **Cinnamon Yogurt Parfait** Granola *Apple Sauce* *Fruit* *Milk*	30 **Reduced Sugar WG Cinnamon Toast Crunch** *Whole Grain Bites* *Fruit* *Milk*	31 **WG Peach Cobbler** *Fruit* *Milk*

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Breakfast includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk.
This institution is an equal opportunity provider.

**Pork items can always be substituted or removed from menus per school request*

Lunch – Sample Menu[3]



[3] Pork items can always be substituted for or removed from any menu per school request

Weekly Lunch Specials – Sample Menu

Lunch Specials Menu

Sample Menu

Tuesday May 7th	Friday May 10th	Wednesday May 15th	Monday May 20th	Wednesday May 29th
Spicy Chicken Patty Sandwich w/ Baked Fries	**Breaded Chicken Leg w/ Mashed Potatoes & Gravy**	**Chicken Burrito Bowl**	**Meaty Potato Pie w/ Dinner Roll**	**Mexican Chicken Tortilla Soup**
A spicy twist on our traditional breaded chicken patty burger! Served with a side oven baked French fries.	Our popular breaded drumstick served with mashed potatoes topped with brown gravy. Served with a whole grain dinner roll.	Grilled chicken seasoned with our in-house taco seasoning, brown rice, pinto beans and corn, with a scoop of mild salsa.	A twist on a traditional Shepard's Pie. A mixture of seasonings, ground beef and vegetables, topped with cheesy mashed potatoes. Served with a whole grain dinner roll.	A tangy and flavorful soup broth mixed with chicken, beans, vegetables and brown rice. Served with a side of tortilla chips.
				

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk.

This institution is an equal opportunity provider.



Lunch Cold Sandwich – Sample Menu

Sandwich Entree Menu

Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
29	30	1 **Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	2 **Wowbutter Sandwich** *Side Salad* *Orange Wedges & Fruit* *Milk*	3 **Turkey Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
6 **Turkey Pastrami & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	7 **Roast Beef Sandwich** *Oven Baked Fries* *Fruit* *Milk*	8 **Turkey Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	9 **Club Sandwich** **Contains Pork** *Side Salad* *Premium Fruit Day & Fruit* *Milk*	10 **Build Your Own Tuna Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
13 **Turkey & Cheese Sandwich** *Edamame Beans* *100% Fruit Juice & Fruit* *Milk*	14 **Deli Chicken & Cheese Sandwich** *Oven Baked Fries* *Dried Fruit & Fruit* *Milk*	15 **Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	16 **Wowbutter Sandwich** *Side Salad* *Fruit* *Milk*	17 **Turkey Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
20 **Turkey Pastrami & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	21 **Roast Beef Sandwich** *Oven Baked Fries* *Fruit Cup & Fruit* *Milk*	22 **Turkey Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	23 **Club Sandwich** **Contains Pork** *Side Salad* *Fruit* *Milk*	24 **Build Your Own Tuna Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
27 ***Memorial Day***	28 **Deli Chicken & Cheese Sandwich** *Oven Baked Fries* *Dried Fruit* *Milk*	29 **Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	30 **Wowbutter Sandwich** *Side Salad* *Fruit* *Milk*	31 **Turkey Ham & Cheese Sandwich** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk.

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Vegetarian Lunch – Sample Menu

Vegetarian Lunch Menu

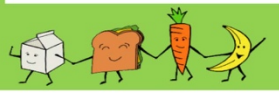
Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
29	30	1 **Plant-based "Beef" & Bean Chili** **Corn Muffin** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	2 **Plant-based Chicken Tenders** *Oven Baked Fries* *Side Salad* *Orange Wedges & Fruit* *Milk*	3 **Cheesy Spaghetti w/ Plant-based "Beef"** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
6 **Plant- Based "Chicken" Fajitas** **Spanish Rice** *Baby Carrotss* *100% Fruit Juice & Fruit* *Milk*	7 **Vegetarian Cheeseburger** *Oven Baked Fries* *Fruit* *Milk*	8 **Penne Alfredo** **Steamed Broccoli** *Baby Tomatoes* *100% Fruit Juice & Fruit* *Milk*	9 **Bean & Cheese Burrito** *Side Salad* *Premium Fruit Day* *Milk*	10 **Plant-based BBQ Chicken Tenders** *Cheesy Mashed Potatoes* *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
13 **Plant-based "Chicken" Teriyaki** **Not So Fried Rice** *Edamame Beans* *100% Fruit Juice & Fruit* *Milk*	14 **Plant-based Chicken Tenders** *Oven Baked Fries* *Baked Chips* *Dried Fruit & Fruit* *Milk*	15 **Baked Ziti w/ Plant-based "Beef"** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	16 **Vegetarian Burger** *Pickles, Tomato, & Lettuce Kit* *Fruit* *Milk*	17 **Cheese Tamale** **Mixed Vegetables** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
20 **Cheese Lasagna** **Dinner Roll** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	21 **Vegetarian Cheeseburger** *Oven Baked Fries* *Fruit Cup & Fruit* *Milk*	22 **Green Cheese Enchiladas** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	23 **Plant-based Chicken Tenders w/ Twisted Nacho Mac & Cheese** *Side Salad* *Fruit* *Milk*	24 **Cheese Nachos** *Tortilla Chips* *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
27 ***Memorial Day***	28 **Vegetarian Cheeseburger** *Oven Baked Fries* *Fruit* *Milk*	29 **Bean & Cheese Chili** *Tortilla Chips* *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	30 **Bean & Cheese Burrito** *Side Salad* *Orange Wedges & Fruit* *Milk*	31 **Cheesy Spaghetti w/ Plant-based "Beef"** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk.

This institution is an equal opportunity provider.



Lunch Entrée Salad – Sample Menu

Salad Entree Menu

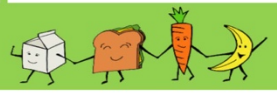
Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
29	30	1 **Cobb Salad** **Contains Pork** **Dinner Roll** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	2 **Chicken Taco Salad** **Popped Corn Chips** **Ranch Dressing** *Side Salad* *Orange Wedges& Fruit* *Milk*	3 **Southwest Chicken Salad** **Dinner Roll** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
6 **Mexican Chicken Salad** **Popped Corn Chips** **Hot Sauce** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	7 **Buffalo Chicken Salad** **Dinner Roll** **Ranch Dressing** *Oven Baked Fries* *Fruit* *Milk*	8 **Tuna Salad** **Wheat Crackers** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	9 **Chicken Taco Salad** **Popped Corn Chips** **Ranch Dressing** *Side Salad* *Premium Fruit Day & Fruit* *Milk*	10 **Southwest Chicken Salad** **Dinner Roll** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
13 **Mexican Chicken Salad** **Popped Corn Chips** **Hot Sauce** *Edamame Beans* *100% Fruit Juice & Fruit* *Milk*	14 **Chicken Taco Salad** **Popped Corn Chips** **Ranch Dressing** *Oven Baked Fries* *Dried Fruit & Fruit* *Milk*	15 new **Italian Pasta Salad** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	16 **Buffalo Chicken Salad** **Dinner Roll** **Ranch Dressing** *Side Salad* *Fruit* *Milk*	17 **Southwest Chicken Salad** **Dinner Roll** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
20 **Mexican Chicken Salad** **Popped Corn Chips** **Hot Sauce** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	21 **Tuna Salad** **Wheat Crackers** **Ranch Dressing** *Oven Baked Fries* *Fruit Cup & Fruit* *Milk*	22 **Buffalo Chicken Salad** **Dinner Roll** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	23 **Southwest Chicken Salad** **Dinner Roll** **Ranch Dressing** *Side Salad* *Fruit* *Milk*	24 **Chicken Taco Salad** **Popped Corn Chips** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*
27 ***Memorial Day***	28 **Chicken Taco Salad** **Popped Corn Chips** **Ranch Dressing** *Oven Baked Fries* *Fruit* *Milk*	29 new **Italian Pasta Salad** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*	30 **Southwest Chicken Salad** **Dinner Roll** **Ranch Dressing** *Side Salad* *Fruit* *Milk*	31 **Buffalo Chicken Salad** **Dinner Roll** **Ranch Dressing** *Baby Carrots* *100% Fruit Juice & Fruit* *Milk*

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk.

This institution is an equal opportunity provider.



Sample 2022 Snack Menu

Monday	Tuesday	Wednesday	Thursday	Friday
FEATURED ENTRÉE OF THE DAY				
28	1	2	3	4
WG Cheese Puffs (1G)	WG Chocolate Grahams (1G)	WG Sour Cream Baked Chips (1G)	WG Mini Blueberry Muffin (1G)	WG Cinnamon Gripz (1G)
Pear (3/4 c)	*Apple (3/4 c)*	*Orange (3/4 c)*	*Apple (3/4 c)*	*100% Fruit Juice (6 oz)*
7	8	9	10	11
WG Nacho Baked Chips (1G)	WG Churro Crackers (1G)	WG Rice Krispie Treat (1G)	WG Apple Cinnamon Multi-Grain Bar (1G)	WG Honey Grahams (1G)
Pear (3/4 c)	*Apple (3/4 c)*	*Orange (3/4 c)*	*Apple (3/4 c)*	*100% Fruit Juice (6 oz)*
14	15	16	17	18
WG Cheddar Chex Mix (1G)	WG Cinnamon Baked Chips (1G)	WG Strawberry Pop Tart (1G)	WG Mini Lemon Muffin (1G)	WG Cereal Pouch (1G)
Pear (3/4 c)	*Apple (3/4 c)*	*Orange (3/4 c)*	*apple (3/4 c)*	*100% Fruit Juice (6 oz)*
21	22	23	24	25
WG Graham Crackers (1G) (Jungle)	WG Sour Cream Baked Chips (1G)	WG Chocolate Granola (1G)	WG Rice Krispie Treat (1G)	WG Cinnamon Grahams (1G)
Pear (3/4 c)	*Apple (3/4 c)*	*Orange (3/4 c)*	*apple (3/4 c)*	*100% Fruit Juice (6 oz)*
28	29	30	31	1
WG Cheese Puffs (1G)	WG Chocolate Grahams (1G)	WG Sour Cream Baked Chips (1G)	WG Mini Blueberry Muffin (1G)	WG Cinnamon Gripz (1G)
Pear (3/4 c)	*Apple (3/4 c)*	*Orange (3/4 c)*	*apple (3/4 c)*	*100% Fruit Juice (6 oz)*

All entrées served with choice of 1% milk or fat free milk. All grain items offered are Whole Grain Rich. This institution is an equal opportunity provider. **Menus are subject to change without notice.**

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Better 4 You Meals

TRANSPORT/ DAILY PRODUCTION RECORD

Time of Departure:_____ Temp. of Milk:_____ Cold:_____ Hot:_____ Signature:_____ GRADE_____

Z: LUNCH MENU 9-12 Students(370)_____ Adults(0)_____ Total(370)_____

Site # 037 ALLIANCE TED

recipe & ingredients (offered)	M/A OZ	Gm OZ	Fruit Cup	Veg Cup	Milk Cup	Planned Reimbursable	Planned Ala Carte	Planned Total	Actual Total	Over/ Shorts	Temp
Tue - 05/21/2019											
002859 CHICKEN PATTY BURGER /CRIN **SERVING**	2	3		3/4		350		350			
903473 BUN HAMBURGER 4" FREUND											
903620 CHICKEN PATTY BREADED 3											
(R) 002990 POTATO CRINKLES 3/4											
VEGETABLE SUBGROUPS											
Vegetable, Starchy				3/4							
000222 KETCHUP PACKET 9 GM------- **1 EACH**						700		700			
903627 KETCHUP (HEINZ)--------											
000642 JICAMA (1/4 c)---------- **1/4 CUP**				1/4		88		88			
011603 YAMBEAN (JICAMA),RAW---											
VEGETABLE SUBGROUPS											
Vegetable, Starchy				1/4							
000494 TAJIN SEASONING---------- **PACKET**						88		88			
902693 TAJIN SEASONING LS 1.5											
003026 V- CHEESE BURGER/CRINKLES3 **1 Each**	2 1/2	2		3/4		5		5			
903646 VEGGIE PATTY DL 10325-											
903473 BUN HAMBURGER 4" FREUND											
903130 CHEESE AMERICAN SLICED											
(R) 002990 POTATO CRINKLES 3/4											
VEGETABLE SUBGROUPS											
Vegetable, Starchy				3/4							
000222 KETCHUP PACKET 9 GM------- **1 EACH**						10		10			
903627 KETCHUP (HEINZ)--------											
000642 JICAMA (1/4 c)---------- **1/4 CUP**				1/4		5		5			
011603 YAMBEAN (JICAMA),RAW---											
VEGETABLE SUBGROUPS											
Vegetable, Starchy				1/4							
000494 TAJIN SEASONING---------- **PACKET**						5		5			
902693 TAJIN SEASONING LS 1.5											

Recieved By:_____ Temp. at receipt: Milk:_____ Cold:_____ Hot:_____ Time of receipt:_____

Powered by BoardOnTrack

Better 4 You Meals

TRANSPORT/ DAILY PRODUCTION RECORD

Time of Departure:_____ Temp. of Milk:_____ Cold:_____ Hot:_____ Signature:_____ GRADE_____

Z: LUNCH MENU 9-12 Students(370)_____ Adults(0)_____ Total(370)_____

recipe & ingredients (offered)		M/A OZ	Gm OZ	Fruit Cup	Veg Cup	Milk Cup	Planned Reimbursable	Planned Ala Carte	Planned Total	Actual Total	Over/ Shorts	Temp
002225 SALAD TUNA 18-19----------	**SERVING**	2 1/2			1		15		15			
(R) 900032 TUNA SALAD MIX (SUB												
011252 LETTUCE,ICEBERG (INCL C												
903132 CHEESE CHEDDAR SHREDDED												
011205 CUCUMBER,WITH PEEL,RAW-												
VEGETABLE SUBGROUPS												
Vegetable, Other					1							
001945 RANCH DRESSING----------	**PACKET**						15		15			
902695 RANCH DRESSING MARZETTI												
902694 RANCH DRESSING 12 GM AM												
903628 RANCH DRESSING SYSCO 45												
001996 CRACKERS WHEAT BASICS 2WG-	**PACKAGE**		2				15		15			
903404 CRACKERS WHEAT BASIC B2												
002990 POTATO CRINKLES 3/4 CUP***	**3/4 CUP**				3/4		15		15			
903351 POTATO, CRINKLE CUT SIM												
(R) 001957 SEASONING PAPRIKA--												
VEGETABLE SUBGROUPS												
Vegetable, Starchy					3/4							
000222 KETCHUP PACKET 9 GM-------	**1 EACH**						15		15			
903627 KETCHUP (HEINZ)--------												
001961 FRUIT SHOT CHOICE---------	**1 EACH**			1/2			370		370			
903115 FRUIT SHOT PEACH NU-HEA												
903353 FRUIT SHOT PINEAPPLE NU												
000313 APPLE FRESH 163 COUNT-----	**1 EACH**			3/4			93		93			
009003 APPLES,RAW,WITH SKIN---												
000026 MILK 1% LOW FAT UNFLAVORED	**1 EACH**					1	56		56			
902435 MILK 1% LOW FAT UNFLAVO												
001812 MILK FAT FREE CHOCOLATE --	**1 EACH**					1	222		222			
903201 MILK FAT FREE CHOCOLATE												
001838 -- SNACK ----------	**.**						100		100			
(R) ----------												
003017 WG BANANA MINI LOAF GTB --	**1 EACH**		1				100		100			
903782 WG BANANA MINI LOAF GTB												

Recieved By:_____ Temp. at receipt: Milk:_____ Cold:_____ Hot:_____ Time of receipt:_____

Description of How Meals Comply with NSLP & SBP

Better 4 You Meals uses Food Based Menu Planning (FBMP) approach for all meals in accordance with NSLP and SBP guidelines established in 2012 and updated in subsequent years. Every meal that B4YM serves follows the meal pattern as outlined in Attachment I. All meal requirements such as Meat/Meat Alternative, Fruit, Vegetable, Grain, and Milk meet or exceed the standard requirements.

Below are four main dietary specifications as outlined by SBP and NSLP and the standards by which all meals served by B4YM abide.

Minimum and maximum calorie (kcal) daily averages over course of the week

	Breakfast	Lunch
• Grades K-5	350-500	550-650
• Grades 6-8	400-500	600-700
• Grades 9-12	450-600	750-850

Daily Sodium Limits SY 2014-15

	Breakfast	Lunch
• Grades K-5	≤540mg	≤1230mg
• Grades 6-7	≤6000mg	≤1360mg
• Grades 9-12	≤640mg	≤1420mg

Saturated Fats – Limit Saturated Fats

- Less than 10 percent of total calories

Trans Fats

- Nutrition label or manufacturer's specifications must specify zero grams of trans fat per serving (less than 0.5 grams per serving)

Additional Documents – Non-Required

Student Engagement & Participation for All

Better 4 You Meals is so much more than just your everyday lunch provider. We know that fun activities, special events, and on-site food preparation can help engage your scholars at a much greater level.

Therapeutic Meals



Very few meal vendors meet the unique and often challenging needs of those students who require therapeutic meals. Working with our in-house nutritionist, we create a menu plan that will be enjoyable and hopefully increase the variety of tailored offerings available to your students with the need for therapeutic meals.

Ticket 2 Wellness



Ticket 2 Wellness is B4YM's daily game to get students excited about participating in the school meal program. At the start of each month, schools are given posters announcing the T2W prize for the month. Each day, a winning ticket is taped the bottom of a meal. One lucky student will receive a ticket each day entering them into the drawing for the monthly prize. Students can receive more than one ticket per month and the more often they participate in the meal program, the greater their chances of entering the drawing. Announcing and then placing "winning" tickets under random school meals resulted in many schools increasing overall participation by over 4%.



B4YM encourages a focus on health and wellness by providing prizes that are significant, desirable and promote student physical activity and fun. Past prizes have included bicycles, skateboards, scooters, Beasts Headphones, waterproof Bluetooth speakers, Clippers & Dodgers tickets, and more.

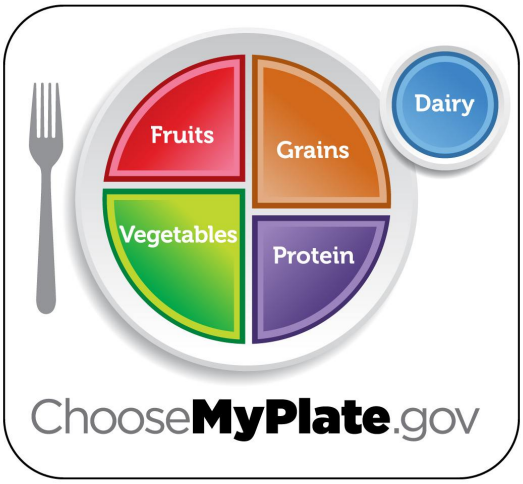
Field Trips & Learning Opportunities

We are very proud of our kitchen and distribution facility. Schools that have attended our recent Open Houses have expressed a desire to bring their students to our facility so they can see first-hand how their food is stored, prepared, packaged, and distributed to their schools. Daily work at B4YM is a great opportunity to engage students on health, nutrition, math, engineering, technology, safety, science, and much more. We encourage you to visit your current vendor's facility and compare it to the first-rate food-only center that we operate in.

Compliance & Training Assistance

At Better 4 You Meals, we understand the many daily demands faced by school leaders. From the day you open your doors, you are often the principal, the nurse, the receptionist, the IT tech, and now the State even expects you to be a food service expert. B4YM is confident we can take at least one of those items off of your plate. We believe your main focus should be on expanding the learning and engagement opportunities for you students.

For this reason, the B4YM team is committed to supporting your school with a wide range of food compliance services, allowing you the freedom to concentrate on what's most important, educating your students. Our team is fully versed in State and Federal food program mandates and will assist you with meeting all of the day-to-day compliance obligations.



B4YM can provide your school with:

- Best practice operating procedures
- Nutritional analysis support using Nutrikids software
- Production and transportation records
- Therapeutic menus
- Analysis of your food program
- Waste management tools
- Hazard Analysis & Critical Control Points (HACCP)

We can also guide you through the process of:

- Administrative reviews (Audits)
- Enrollment in the USDA Commodities Co-Op for greater cost savings
- Health Inspections
- Developing a Wellness Policy
- Opportunities to participate in grant funding



Workshops that Better 4 You Meals provides include:

- Offer vs Serve Requirements & Best Practices
- Preparing for your Administrative Review
- Accessing CDE Equipment Grants for your school
- Marketing your meal program to parents & students
- Parent & student workshops on NSLP and Nutrition

Sample Breakfast Items Served

Below is a list of the wide array of products we serve throughout the school year. Every meal is served with 8 ounces of rBST-free non-fat or reduced fat milk. We are constantly evaluating our menu, testing new recipes, and sampling new products at schools. To better serve our students, we encourage schools to provide us feedback regularly and engage their parents and students on favorite healthy foods.

- Sausage and Cheese Bagel
- Green Chile & Potato Burrito
- Cheese & Green Chile Tamale
- Chicken & Waffle
- Whole Grain French Toast Sticks
- Whole Wheat Coffee Cake
- Apple Cinnamon Chewy Breakfast Bar
- Whole Grain Pan Dulce
- Whole Wheat Grilled Cheese Sandwich
- Blueberry Pancake Sandwich
- Breakfast Bean & Cheese Burrito
- Bagel-Ful Fruit Bars
- Egg & Sausage Burrito
- Turkey Sausage & Cheese Croissant
- Low Fat Yogurt & Nut Free Granola
- Country Biscuit w/ Turkey Sausage Gravy
- Apple Oatmeal Bar
- Mini Maple Corn Dogs
- Sausage Croissant Sandwich
- Mini Cinnamon Buns
- Reduced Sugar Frosted Mini-Wheats
- Reduced Sugar Frosted Flakes
- Reduced Sugar Cinnamon Toast Crunch
- Whole Grain Mini Pancakes
- Blueberry/Apple Mini Loafs
- Whole Wheat Pan Dulce
- Whole Wheat Zucchini Bread
- Whole Wheat Banana Bread
- Whole Grain Mini Pancake
- Whole Wheat Bagel with SunButter and Jelly
- Whole Wheat Bean and Cheese Burrito
- Whole Wheat Blueberry Muffin
- Proball and String Cheese
- Whole Wheat Round - Oatmeal Raisin Flavor






Sample Lunch Items Served

Below is a list of the wide array of products we serve throughout the school year. Every meal is served with 8 ounces of rBST-free non-fat or reduced fat milk. We are constantly evaluating our menu, testing new recipes, and sampling new products at schools. To better serve our students, we encourage schools to provide us feedback regularly and engage their parents and students on favorite healthy foods.

- Chicken & Cheese Tamales
- Diced Pollo Bowl w/ Beans & Mexican Brown Rice
- Ground Turkey& Cheese Lasagna
- Ground Turkey & Cheese Nachos
- Red or Green Chicken Enchiladas
- Chicken Chile Verde
- Pick Up Stix House Chicken & Veggies
- Domino's Pizza School Smart Slice
- Beef Hamburger w/ Lettuce, Tomato and Pickle
- Cheese Ravioli
- Teriyaki Chicken & Noodles
- Beef & Cheese Nachos
- Orange Chicken & Chow Mein Noodles
- Pizza Calzone
- Country "Fried" Pork Chop w/ Gravy
- Baked Fish Patty Burgers
- Sloppy Joe Burgers
- Bean & Cheese Burrito w/ Salsa
- Green Chile & Cheese Pupusas
- Chicken Fajitas & Beans
- Baked Breaded Chicken Patty Burgers
- Beef/Chicken & Bean Burritos
- Chicken & Cheese Burrito
- Chicken Fettuccini Alfredo
- Chicken Teriyaki w/ Vegetables and Brown Rice
- Sweet & Sour Chicken w/ Chow Mein Noodles
- Pizza Hut A+ School Slice
- Breaded Chicken Bites w/ Mashed Potatoes
- Chicken Fajitas w/ Spanish Brown Rice
- Beef & Bean Chili Bowl
- Chicken Italian Sandwich
- Beef & Vegetable Picadillo w/ Spanish Brown Rice
- Ham/Turkey & Cheese Sandwich
- Cajun Chicken Wrap
- BBQ Riblet Sandwich
- Chinese Chicken Salad
- Penne Pasta w/ Meat Sauce
- Philly Cheese Steak Sandwich
- Rotini Pasta w/ Meat Sauce
- Chicken Taquitos w/ Refried Beans
- Spaghetti w/ Ground Turkey Marinara
- Tuna Salad Sandwich
- Turkey Steak w/ Mashed Potatoes
- Turkey/Beef Hot Dog
- Macaroni & Cheese
- Hot Roast Beef Sandwich






USDA Commodities

Almost every week, a B4YM team member hears a school leader say, "I've heard about commodities, but what exactly are they and how do they work?" Helping schools understand how to participate in and utilize USDA Commodities, in their meal program, is something the team at B4YM takes great pride in.

What is the USDA Commodities Program?
Every year, with funding from the Federal Government, the USDA purchases 100% American grown foods from local farmers and growers. The USDA then makes those products available to community organizations and educational institutions at drastic discounts compared to the retail market.

USDA Commodities, also known as USDA Foods, currently account for 15%-20% of all food served to schools across the country. Until recently, only large school districts with significant storage capabilities participated in the Commodities Program because the purchases are so large. Based on your enrollment and lunches served the previous year, each of your schools will be issued an amount of eligible monetary credits to purchase USDA Commodities.

How Can Charters Take Maximum Advantage of Their USDA Entitlements?
In 2011, charter school leaders throughout Southern California created a Co-Op and requested the State approve them as eligible to access USDA Commodities. The California Charter School Commodities Co-Op is available to schools statewide and they meet annually to decide what products they'd like purchased with their USDA credits.

There is no cost to join the Co-Op, so there is no up-front money needed from your school. Items are purchased on your behalf by the Co-Op and transported to your food vendor for proper storage. Your vendor then incorporates those foods into meals for your students. Your food vendor must be an approved processor of USDA Commodities and must be willing to use the commodities of your choosing. The Co-Op retains a small administrative fee for the processing and oversight to offset the costs involved in the program.



What Are the Fiscal Benefits of Using USDA Commodities?
The savings to charter schools that use commodities are huge! On average, a charter school in the Co-Op can receive enough credits to offset a significant amount of their daily lunch cost. Over an entire year, schools can reduce their total lunch costs by 6%-8%, which can be translated into your school saving about $.20 - $.25 per lunch per day.

Imagine you are a school of 500 students and serve 400 lunches per day. If you were participating in the USDA Commodities Charter School Co-Op you could be eligible to receive

annual credits totaling around $14,500. Those credits would be taken right off your food vendor's invoice which helps your school's monthly cash flow output. Could your school use an additional $14,500 per year?

What Kinds of Foods Does B4YM Make with USDA Commodities?
B4YM has become an expert in utilizing the commodities chosen by the Co-Op and turning them into meals that are extremely popular with students. Products eligible to be purchased through USDA Commodities include:

- Grilled chicken fajitas strips
- Lean ground beef & turkey
- Sliced turkey
- Sliced chicken breast
- Hamburger patties
- Fresh produce
- Frozen vegetables
- Whole grain tortillas & pasta
- Brown rice
- Low sodium cheese

Popular meals that B4YM makes with commodities food are:

- Chicken Fajitas w/ Rice & Beans
- Cheeseburgers
- Turkey & Hummus Pitas
- Rotini with Marinara Meat Sauce
- Chipotle Chicken Sandwich
- Cranberry Chicken Sandwich
- Chicken Fettuccine Alfredo
- Chicken Quesadilla
- Turkey Submarine Sandwich
- Chicken Chile Verde & Beans
- BBQ Chicken Sandwich
- Chicken & Veggie Stir-fry

What Can Your School Do with Savings from USDA Foods?
Federal and State law requires that all NLSP related reimbursements go directly to support the meal program at the school. If your school has significant cost savings from participating in the USDA Commodities Program, what can you spend those funds on? Some examples of allowable use of surplus meal funds are:



- Purchasing covered structures for the eating area
- New lunch benches
- Tables and chairs for eating area
- Serving carts for meal distribution
- Technology for operating the meal program (laptop, scanner, keypad)
- Insulated bags for food transporting
- Offsetting the cost of employees directly supporting the meal program

There are numerous ways to effectively use your surplus meal funds, but should you be unsure or question whether a purchase or use of funds is an allowable expense, we recommend that you contact the CDE for further clarification.

Commitment to Ensuring Healthy Food Options

Everyday, the Better 4 You Meals team is working tirelessly to ensure that every meal we serve is tasty, fresh, healthy, and is in line with all requirements of the Healthy, Hunger-Free Kids Act and the Let's Move Initiative of the White House. While definitely stringent, the new standards and initiatives of the USDA have placed students on a path to a healthier and more food conscience future.

Better 4 You Meals dietitians and culinary professionals have been working to develop menu strategies and systems that will help your school meet the new standards efficiently and cost-effectively, while maintaining student participation in, and satisfaction with, their school meal programs.

- Our menus feature low and non-fat dairy options; lean protein choices; access to a wide variety of fruits and vegetables; assorted whole grain products; and 100 percent fruit juice.
- We continue to reduce added fats, sugar, and salt while promoting and expand the availability of breakfast.
- Our recipes are designed to meet the nutritional standards, but also to focus on student acceptability, so students will participate in a healthy school food service program.

Expanded Vegetable & Fruit Option



In line with the USDA's initiative to increase the variety of fruits and vegetables that is offered to students, Better 4 You Meals has employed strategies to increase your student satisfaction and consumption of fresh fruit and vegetables.

- Offering a Salad Bar with a variety of fresh vegetables and salsa
- Providing Low Sodium Tajin with fresh vegetables
- Providing schools with food service tools like the Sunkist Sectionizer for easy and safe fruit cutting at the school site
- Offering schools a cut fruit and premium fruit upgrade to expand the current fruit rotation

Whole Grain Foods

All breads, pasta, tortillas, baked goods, other grain based items that Better 4 You Meals serves are Whole Grain rich and meet all USDA NSLP requirements. Whole grains contain fiber, vitamins, minerals, and antioxidants. Fiber helps children feel full longer. Whole grains may reduce the risk of several chronic diseases including coronary heart disease, and may help maintain a healthy weight.

Decreasing Sodium in All Meals

Sodium, also known as salt, is often added to foods during processing, cooking, or at the table. While the body needs some sodium, almost everyone eats more than the body needs. Too much sodium plays a role in high blood pressure, which makes it harder for the heart to do its job. By offering lower sodium versions of popular menu items and recipes at the beginning of a school year, students' tastes can change. Adding less or no salt and using tasty sodium-free alternatives, such as herbs and spices,

can help students learn to like foods with a less salty flavor. Our goal is that they will not even notice the difference!

Enjoyable & Culturally Relevant Meal Options

As the push to improve school meals grows, it's important to never lose focus that the student is the ultimate consumer of the meal. If the meal is not fresh, tasty, visually appealing, and overall enjoyable to your students, then the likelihood they will take and eat the meal decreases substantially. And those students who never take a meal or immediately throw it in the trash, the likelihood they go without food for the day or reach for the first junk food option in site rises very dramatically.



Better 4 You Meals seeks to find that allusive perfect balance of fresh, healthy, and tasty meals that speaks to the students and creates an enjoyable meal experience. Using meals that students recognize, associate good feelings with, and are interested in trying has been a significant factor in our rapid growth throughout Southern California.



We seek ways to replicate those meals that the students may have grown up with and that they love, but in a healthier version. This shows students that the extra salt, oil, fat, and grease is not needed to have a delicious meal.

Some meals that that Better 4 You Meals has recreated into a healthier version and have proven to be very popular with students include:

- Chicken chorizo & potato taco
- Baked breaded chicken nuggets
- Baked breaded orange chicken
- Baked sopes with refried beans and diced chicken breast
- Baked Pupusas with green chile and cheese
- Chicken and cheese tamales made without manteca (lard)
- Burritos in whole grain tortillas
- Whole grain rich croissants and bagels
- Whole grain breakfast coffee cake – reminiscent of the famous LAUSD coffee cake



Meal Transportation and Holding – Procedures & Equipment

Meal Transportation Procedures:

Meals are transported in fully enclosed delivery trucks or vans, which are free of odors and maintained clean at all times. Our fleet is covered by a complete pest control system that is conducted by a professional pest management company which specifically works in the food production industry. The vehicles are maintained by a Preventative Maintenance Program that is organized to prevent cross-contamination.

Specific equipment used for meal transport:

The transportation equipment may include, but is not limited to: ice chests for beverages, industrial transport tubs for items at room temperature and Cambro units (hot boxes) of various sizes. These units are used with the addition of Cam Chillers, Cam Warmers, and Ice Blankets, depending on the meal item temperature.



Additional equipment can consist of:

- Cam-Dollies
- Cam-Chillers
- Beverage Caddies
- Harnessing Equipment
- Delivery Trucks with Safety Lift-Gates
- Load Baring Bracers
- Hand Truck

Sample Holding Procedures:

Meal temperature should be taken at time of delivery and recorded on the Transportation Record. They should then be monitored once every two hours until food is served to assure that hot food is held above 135°F and cold foods are held below 41°F. Temperature control does not apply to whole fruit or packaged shelf stable items.

When meals are waiting to be served, Cambros and Coolers must be kept at least 6 inches off the ground/floor on tables, crates, hand trucks or counters. They can also be left on their Cambro Dollies.