TEACH Public Schools

TEACH Regular Board Meeting

Date and Time

Tuesday August 1, 2023 at 5:00 PM PDT

Location

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/87836979107

Meeting ID: 878 3697 9107

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Location: TEACH Academy of Technologies, Theater
10000 S. Western Ave
Los Angeles CA 90047

Alternate Public Access Locations:

TEACH Elementary
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Los Angeles, CA 90047

TEACH Tech Charter High School
10616 S Western Ave

Los Angeles, CA 90047

3680 Wilshire Blvd.
Los Angeles CA 90010

3740 S Crenshaw Blvd.
Los Angeles, CA 90016

1340 W 106th St.
Los Angeles, CA 90044

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Meeting ID: 876 1126 5552
Find

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Record Attendance		Beth Bulgeron	2 m
B.	Call the Meeting to Order		Cecilia Sandoval	
C.	Public Comment		Cecilia Sandoval	5 m
II.	**Consent Items**			**5:07 PM**
A.	Consent Items: Approve the Current Agenda and Minutes From the June 14, 2023 Board Meeting	Approve Minutes	Cecilia Sandoval	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.	Approve the 2023-2024 School Year Bus Transportation Contract	Vote	Cecilia Sandoval	1 m
C.	Approve the 23-24 School Year Crossing Guard Contract	Vote	Cecilia Sandoval	1 m
D.	Approve the 23-24 School Year Substitute Teacher Provider Contracts	Vote	Cecilia Sandoval	1 m
E.	Approve the 23-24 School Year Custodial Staff Contract	Vote	Cecilia Sandoval	1 m
F.	Charter Impact 23-24 Business Services Renewal	Vote	Cecilia Sandoval	
III.	**Items Scheduled for Information and Potential Action**			**5:14 PM**
A.	Renewal of Austin Dragon for a two year Board Term	Vote	Cecilia Sandoval	5 m
B.	Introduction to the new Middle School Principal for Grades 5 and 6	FYI	Raul Carranza	3 m
C.	Fiscal Report	Discuss	Richard McNeel	5 m

		Purpose	Presenter	Time
D.	Annual Review of TEACH Inc. Fiscal Policy	Vote	Matthew Brown	5 m
E.	Board Resolution Ratifying Signers on TEACH Inc Bank Accounts	Vote	Matthew Brown	2 m
F.	National Charter School Conference Highlights	FYI	Matt Brown	5 m
G.	Consider and Approve the Updated Organization Charts	Vote	Matthew Brown	5 m
H.	Approve the Declaration of Need for Highly Qualified Educators and Resolve to Approve the Assignments Pursuant to Ed Code Section 44256.	Vote	Maria Pimienta	5 m
I.	LAUSD Annual Oversight Reports	FYI	Matthew Brown	5 m
J.	Approve the Updated Employee Handbook	Vote	Maria Pimienta	5 m
K.	Approve Updated Student and Parent Handbooks For TEACH Prep Elementary School, TEACH Academy of Technologies and TEACH Tech Charter High School	Vote	Beth Bulgeron	5 m
L.	Report on State Dashboard and Internal Student Performance Indicators for School Year 2022-2023	Discuss	Suzette Torres	8 m
M.	Presentation on Restorative Justice Practices at the High School	FYI	Steven Menduke	5 m
N.	CEO Report	FYI	Raul Carranza	5 m

IV. Closing Items — 6:22 PM

A.	Upcoming Meeting Date	FYI	Beth Bulgeron	

The next Regular Board Meeting is scheduled for August 29th at 5 pm.

B.	Public Comment	Discuss	Cecilia Sandoval	5 m
C.	Board Member Comments	Discuss	Cecilia Sandoval	5 m

	Purpose	Presenter	Time
D. Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Consent Items: Approve the Current Agenda and Minutes From the June 14, 2023 Board Meeting

Section: II. Consent Items
Item: A. Consent Items: Approve the Current Agenda and Minutes From the June 14, 2023 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Teach Public Schools Regular Board Meeting on June 14, 2023
2023_06_14_board_meeting_minutes.pdf

APPROVED

TEACH Public Schools

Minutes

Teach Public Schools Regular Board Meeting

Date and Time
Wednesday June 14, 2023 at 5:00 PM

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Meeting ID: 876 1126 5552
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Directors Present
A. Dragon (remote), J. Lobdell (remote), S. Athalye (remote), S. Burrows (remote)

Directors Absent
C. Sandoval

Ex Officio Members Present
R. Carranza

Non Voting Members Present
R. Carranza

Guests Present
B. Bulgeron (remote), E. Robles (remote), M. Brown (remote), S. Menduke, S. Rhee

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I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Lobdell called a meeting of the board of directors of TEACH Public Schools to order on Wednesday Jun 14, 2023 at 5:03 PM.

C. Public Comment

There was no public comment

II. Consent Items

A. Consent Items: Approve the Current Agenda and Minutes From the May 31st Regular Board Meeting, Approve the Contracts for Copier Machines

A. Dragon made a motion to approve the minutes from May 31, 2023 TEACH Regular Board Meeting on 05-31-23.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
S. Burrows	Aye

Roll Call

S. Athalye	Aye
C. Sandoval	Absent
J. Lobdell	Aye

III. Items Scheduled for Information and Potential Action

A. Fiscal Report

Richard McNeel gave the fiscal report for the period ending May 31, 2023. McNeel reported healthy indicators with no significant changes from the last fiscal report. He walked through each indicator and there were no questions from the board.

B. Consider and Vote on Final 2023-2024 Budget for TEACH Inc., TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

A. Dragon made a motion to Approve the final 2023-2024 budget for each entity.
S. Burrows seconded the motion.
Richard McNeel gave a detailed review and explanation of the budget that included two year projections. He explained the conservative approach to assumptions including the assumption of flat enrollment and provided detail regarding one time funding sources that impact each school. Board members asked for clarity around the assumptions and Matt Brown provided further explanation and explained that staff is getting a conservative 4.5% increase which allows for a mid-year raise consideration in November.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approve the Local Control and Accountability Plan for TEACH Prep Academy, TEACH Academy of Technology, TEACH Tech Charter High School

S. Burrows made a motion to Approve the LCAP for each school and allow staff to make minor edits before submission.
A. Dragon seconded the motion.
Beth Bulgeron presented the LCAP for each school and described in particular the strategies and actions that are being taken to address student subgroup underperformance at the elementary and middle schools. Beth explained that this was the third year of the three year LCAP cycle. The board asked questions about the new added positions and Menduke described how each position will benefit students and build capacity of teachers.
The board **VOTED** to approve the motion.

Roll Call

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

D. Approve the Education Protection Accounts (EPAs) for TEACH Public Schools

A. Dragon made a motion to Approve the Education Protection Accounts for each school.
S. Burrows seconded the motion.
Richard McNeel gave a presentation on the Education Protection Accounts for each school and briefly went over the details of each account.
The board **VOTED** to approve the motion.

Roll Call

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

E. Charter Safe Insurance Contract 23/24

S. Burrows made a motion to Approve the Charter Safe Insurance Contract.
A. Dragon seconded the motion.
Matt Brown presented the Charter Safe Insurance Contract, explained it purpose and their record with TEACH.
The board **VOTED** to approve the motion.

Roll Call

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

F. Closed Session to Consider the Appointment, Employment, Evaluation of the CEO

A. Dragon made a motion to Move to closed session to consider the appointment, employment and evaluation of the CEO.
S. Burrows seconded the motion.
No discussion
The board **VOTED** to approve the motion.

Roll Call

C. Sandoval	Absent
S. Burrows	Aye

Roll Call

A. Dragon	Aye
S. Athalye	Aye
J. Lobdell	Aye

G. Determine and Vote on Executive Compensation for the 2-23-2024 School Year

The Board Chair reported on the action taken in closed session. First, the Board approved the renewal of Dr. Carranza's employment as CEO for the 2023-2024 school year. Second, the Board approved a raise of 4.5% for Dr. Carranza.

H. Consider and Vote on the 2023-24 Food Service Management Company Contract with Fresh Start Healthy Meals.

A. Dragon made a motion to Approve the food services management contract with Fresh Healthy Meals.
S. Athalye seconded the motion.
Enrique Robles presented the food services contract and explained the bidding process and how Fresh Start Healthy Meals was selected.
The board **VOTED** to approve the motion.

Roll Call

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

I. Approve the Updated Employee Handbook for School Year 2023-2024

A. Dragon made a motion to Approve the updated employee handbook.
S. Athalye seconded the motion.
Maria Pimienta presented the updates to the employee handbook and explained the change in how sick days and vacation accrual.
The board **VOTED** to approve the motion.

Roll Call

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

J. Consider and Vote on the Updated Student Homeless Policy

A. Dragon made a motion to Approve the Student Homeless Policy.
S. Athalye seconded the motion.
Beth Bulgeron presented the Student Homeless Policy and described its purpose.

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

Roll Call

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

K. Consider and Vote on the Parent Involvement Policy

S. Athalye made a motion to Approve the Parent Involvement Policy.
A. Dragon seconded the motion.
Beth Bulgeron gave the presentation on the Parent Involvement policy, and described its purpose.
The board **VOTED** to approve the motion.

Roll Call

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

L. CEO Report

Dr. Carranza gave the CEO report and thanked his team for all of their hard work and the board for their support. He described plans for summer and the opening of school and aligning Principal goals to his own goals.

IV. Closing Items

A. Upcoming Meeting Date

The next Regular Board Meeting is scheduled for August 1, 2023.

B. Public Comment

There was no public comment.

C. Board Member Comments

The board thanked the team for their hard work.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,

J. Lobdell

DRAFT

TEACH Public Schools

Minutes

Teach Public Schools Regular Board Meeting

Date and Time
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S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
J. Lobdell	Aye

Roll Call

S. Burrows Aye
C. Sandoval Absent
S. Athalye Aye

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Roll Call

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

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A. Dragon Aye
J. Lobdell Aye
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A. Dragon Aye
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S. Athalye Aye
S. Burrows Aye
J. Lobdell Aye

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No discussion
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Roll Call

S. Burrows Aye
C. Sandoval Absent

Roll Call

S. Athalye Aye
A. Dragon Aye
J. Lobdell Aye

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Roll Call

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

I. Approve the Updated Employee Handbook for School Year 2023-2024

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A. Dragon Aye
S. Athalye Aye
S. Burrows Absent
J. Lobdell Aye
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J. Consider and Vote on the Updated Student Homeless Policy

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Roll Call

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

K. Consider and Vote on the Parent Involvement Policy

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A. Dragon seconded the motion.
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Roll Call

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

L. CEO Report

Dr. Carranza gave the CEO report and thanked his team for all of their hard work and the board for their support. He described plans for summer and the opening of school and aligning Principal goals to his own goals.

IV. Closing Items

A. Upcoming Meeting Date

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B. Public Comment

There was no public comment.

C. Board Member Comments

The board thanked the team for their hard work.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,

J. Lobdell

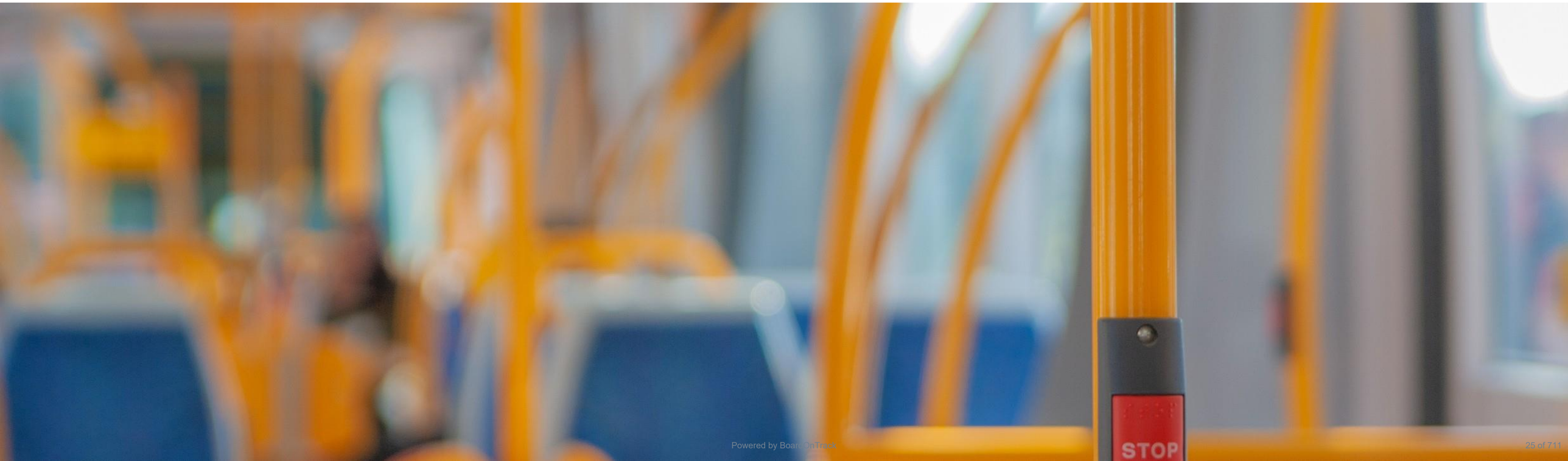
Coversheet

Approve the 2023-2024 School Year Bus Transportation Contract

Section:	II. Consent Items
Item:	B. Approve the 2023-2024 School Year Bus Transportation Contract
Purpose:	Vote
Submitted by:	
Related Material:	Flow Rate W_ PE Shuttling (1).pdf sh2Bus Trasportation Proposal Evaluation - Sheet2 (1).pdf Flowrate (2)_encrypted_.pdf

FLOW RATE
TRANSPORTATION

TEACH PUBLIC SCHOOLS TRANSPORTATION PROPOSAL



FLOW RATE
TRANSPORTATION

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03 Client List

04 Proposal

05 Budget

06 Next Steps

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FLOW RATE
TRANSPORTATION

About Us

Vision: At Flow Rate Transportation, we envision a future where we play a critical role in the economic growth and development of Los Angeles and its surrounding areas by providing sustainable and innovative transportation solutions.

Mission: Our mission is to provide safe, reliable, and cost-effective transportation and freight services to our customers in Los Angeles and its surrounding areas, while maintaining the highest level of professionalism and integrity.



FLOW RATE
TRANSPORTATION

Our Clients

- TEACH PUBLIC SCHOOLS
- PROJECT PIT
- LA CITY WILD CATS



Proposal

FLOW RATE
TRANSPORTATION

We are thrilled to submit our bid proposal for transportation services, encompassing both the pick-up and drop-off service with five stops and the transportation of high school P.E. students to and from the park. Having successfully demonstrated our capabilities during the 45-day trial period, we are eager to extend our services and showcase the full extent of our capabilities for the entire school year. As a reputable transportation service provider, we understand the paramount importance of punctuality, safety, and convenience for your students. Our proposal comprises the following key components:

Pick-Up and Drop-Off Service: We commit to offering transportation to and from five designated stops, following a well-organized schedule to ensure timely arrivals and departures. Our experienced drivers will ensure a reliable and efficient service.

High School P.E. Student Shuttle: We will take responsibility for picking up high school P.E. students from their school and transporting them to the park for their activities. After the session, we will safely shuttle them back to their respective schools, ensuring a smooth and comfortable journey.

Fleet and Safety: Our modern and well-maintained fleet of vehicles is equipped with safety features, including seat belts and GPS systems. To ensure your students' safety, our drivers undergo rigorous background checks and training, adhering to the highest safety standards.

Flexible Scheduling:We understand the dynamic nature of school activities, and we will remain flexible in accommodating changes in schedules or additional transportation needs, providing seamless services.

Affordable Pricing: Our pricing is competitive, and we offer flexible payment options tailored to meet your budgetary requirements, making our services cost- effective and accessible.

Budget

FLOW RATE TRANSPORTATION

Flow Rate Transportation presents a thoughtfully crafted monthly budget of $36,700 to provide your students with top-notch shuttle transportation services. Our comprehensive budget includes all aspects necessary to ensure a safe and comfortable journey for your students.

Included in the budget are two well-maintained vehicles, equipped with cutting-edge technology, and fully covered with insurance. Our skilled drivers, who are trained not only to transport students but also to provide exceptional customer service, prioritize the well-being of each passenger throughout their journey.

In addition to vehicle and driver expenses, the budget covers the establishment of strategically located pick-up and drop-off spots, streamlining scheduling and making transportation hassle-free for both students and parents.

Moreover, we understand that smooth operations are crucial for a seamless transportation experience. Thus, the budget also accounts for the cost of highly capable administrative staff, ensuring efficient coordination and oversight of all services.

At Flow Rate Transportation, we pride ourselves on transparency, and upon request, we are more than happy to provide a detailed breakdown and analysis of the budget. Our commitment to quality and safety remains unwavering, and we have competitively priced our services without compromising the highest standards.

By choosing Flow Rate Transportation, you can rest assured that your students will receive exceptional transportation services, underlined by our dedication to excellence and unwavering commitment to their well-being.

FLOW RATE
TRANSPORTATION

Next Steps

We warmly invite representatives from TEACH to a meeting with Flow Rate Transportation. This meeting will provide an excellent opportunity to delve into our proposal, thoroughly examining the scope of services offered, pricing options, and any customization needs tailored to TEACH’s specific transportation requirements. We look forward to discussing how our transportation solutions can best meet your needs and ensure a seamless experience for your students. Please let us know your preferred date and time, and we will gladly arrange the meeting accordingly.

		Vendor 1	Vendor 2	Vendor 3
CRITERIA	**MAXIMUM POINTS**	**Flow Rate**	**FCOC**	**FirstStudent**
Cost	**20**	20	10	15
Experience with School Transportation	**15**	15	10	15
Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	**10**	10	10	10
Enhanced Transportation Procedures	**5**	5	3	3
Grand Total	**50**	**50**	**33**	**43**
Ranking				
Completed by				
Monthy Cost				
1 Bus				
2 Buses			$1,200.00	$953.70
			$2,400.00	$1,907.40
Total Monthly Cost		$36,700	$48,000.00	$38,148.00
Total Yearly Cost		$403,700	$528,000.00	$419,628.00

FLOW RATE
TRANSPORTATION

A. Term and Termination

1. Term. EXHIBIT A. The term of this Agreement shall commence as of the Execution Date set forth above and shall continue to June 30th 2024 (the “Term”), unless otherwise terminated earlier or extended pursuant to the terms contained in this Agreement or written agreement of the parties.
2. Termination for Convenience. Either party may terminate this Agreement during the Term without cause and without penalty by giving thirty (30) days' written notice to the other party.
3. Termination for Breach or Default. If either party shall default in the performance of or breach any of its obligations specified in this Agreement, the non-defaulting party shall give written notice to the other party, specifying the nature of the default, and if such default is not remedied or substantial efforts are not made to remedy such default within fifteen (15) days from receipt of such notice, the non-defaulting party shall have the right, at its option, either to suspend the performance of its obligations under this Agreement until such default is remedied upon written notice to the other party or to terminate this Agreement upon written notice to the other party.
4. Termination for Bankruptcy. Either party may terminate this Agreement immediately by written notice to the other party in the event that the other party makes an assignment for the benefit of creditors; or admits in writing inability to pay debts as they mature; or a proceeding is instituted under any provision of the and is acquiesced in or is not dismissed within thirty (30) days.

B. Scope of Work and Terms and Conditions

1. The Company agrees to provide all equipment and Services as outlined in Exhibit

A attached hereto and incorporated herein by reference.
2. The Company and the Customer are subject to all the terms and conditions outlined in Exhibit A attached hereto and incorporated by reference.

C. Permits, Licenses and Regulations
The Company will obtain at its own expense all necessary permits and/or licenses pertaining to the Services needed for the Event.
D. Monetary Schedule is as follows; net 30 with the first payment of $36,700 being due on September 14th and a deposit of $15,000.00 due seven business days before the start of service. The $15,000.00 will be deducted from the full total of the last month's payment of the 2023/2024 school year.

1. The Customer shall pay the Company in accordance with the rates set forth in Exhibit A.
2. The Company shall submit a detailed final invoice along with any supporting documentation to the Customer within fifteen (15) days after the conclusion of the Event. The Company will receive final payment not more than thirty (30) days after final invoice is submitted taking into account any pre-approved written change orders, the Upfront Payment, and any adjustments due to a variance in the projected and actual hours of Services performed by the Company hereunder.
3. Any invoice payments not received by Company as prescribed herein shall incur interest at a rate of ten percent (10%) per annum, or at the then applicable legal interest rate, whichever is the lowest.
E. Access, Badges, and Parking Permits
1. The Customer will provide the Company with access to all areas where the Company’s equipment is to be utilized for the duration of the Event.
2. During the Event, the Customer will provide a reasonable number of entry badges and parking permits to the Company for the Company’s use in connection with the Services provided hereunder.

F. Insurance/Indemnification/Release

1. The Company shall maintain in force commercial general liability insurance, business auto liability insurance, and workers’ compensation insurance, in amount of at least $5,000,000, insuring the Company and the Customer against any liability for bodily injury (including death) and property damage with respect to the services and products to be provided by or on behalf of the Company under this Agreement from the date hereof through thirty (30) days after the conclusion of the Event. Each such policy of insurance shall be with a reputable insurance carrier. Each such policy shall specify that coverage shall be the primary coverage in all cases. If requested by the Customer at least thirty (30) days prior to the Company’s arrival at the Event, the Company shall provide the Customer with a Certificate of Insurance and Endorsement with proper coverage as required hereunder naming the Customer as an additional insured, except with respect to workers’ compensation, for covered

claims to the extent the Company is obligated to indemnify under this Agreement. Such coverage will not be canceled or modified during the term of this Agreement.

2. The Company agrees to indemnify and hold harmless the Customer, its directors, officers, employees, and agents (“Customer Indemnitees”) from and against any claim or demand which may be made arising from or caused by the gross negligence of Company in the performance of this Agreement, except to the extent that such claim or demand, in full or in part,(a) arises from or is caused by the gross negligence or intentional misconduct of the Customer, its employees, affiliates, parent companies, subsidiaries or any persons or entities under Customer Indemnitees’ control, and/or (b) arises from or is caused by passenger fights, horseplay in Company vehicles, injuries resulting from the intoxication of passengers, failure of the passengers to adhere to the instructions posted in Company vehicles and/or verbal instructions provided by Company drivers, and/or any other negligent, grossly negligent or intentional misconduct of passengers during the performance of this Agreement by Company.
3. The Customer acknowledges and agrees that a reasonable amount of damage to the property at which the Event will take place due to vehicular traffic, and the like, is unavoidable, and further agree that the Company shall not be liable for any reasonable damage and shall have no obligation to indemnify the Customer or any entities or persons having any interest in said property or from which the Customer purchased, leased, borrowed or otherwise used for the Event for any reasonable damages.

G. Equipment/Items Provided by the Customer

The Customer will provide the Company with a reasonably suitable work site/compound for the purpose of staging work materials and equipment for the set up and removal periods described in Section C of this Agreement.

H. Warranties

THE COMPANY HEREBY DISCLAIMS ANY AND ALL WARRANTIES NOT SPECIFICALLY SET FORTH HEREIN, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.
I. References to the Customer or Event
The Company will not be required to use the name or logo of the Customer or Event, unless specifically agreed in writing as part of this Agreement. Unless otherwise agreed in writing as part of this Agreement, nothing contained in this Agreement shall constitute, or be deemed to constitute an agreement or license by the Customer to permit the Company to use the name or logo of the Customer or Event or any other trademark of the Customer in any manner whatsoever, any such usage being expressly prohibited.

J. Compliance with Applicable Laws

In respect of this Agreement, the Company and its directors, officers, employees and agents shall comply with all applicable federal, state and local laws, ordinances and statutes, and all applicable governmental rules, regulations, order and directives. In the event of an exemption or waiver obtained by the Customer of an applicable rule or regulation pertaining to the Event, such information will be communicated to the Company in advance of the Event and the Company, in its sole discretion, will only be entitled to rely thereon only if expressly authorized by the Customer in writing.

K. Effect of Termination and/or Expiration

Upon any termination and/or expiration of this Agreement, this Agreement shall for with become void and there shall be no liability of obligation on the part of any party hereto or their respective directors, officers, employees, agents or other representatives, except that the provisions of Sections G, H, I, J, K, L, M, N and P shall remain in full force and effect.

L. Force Majeure

In the event the Company is unable to provide the Services as specified in this Agreement because of any mechanical failures, road work and closures, traffic conditions, weather conditions, act of God, civil disturbance, fire, riot, war, terrorism, picketing, strike, labor dispute, labor shortages, governmental action, epidemic, pandemic or any other condition or cause beyond Company's control ("Force Majeure Event"), Customer shall excuse the Company from performance under this Agreement until such time as the Force Majeure Event no longer prevent performance.

M. Dispute Resolution

1. The parties shall negotiate in good faith in an attempt to resolve any dispute that may arise under this Agreement. Disputes that cannot be resolved by negotiation shall be submitted to mediation using a mutually agreed upon mediator. If the parties cannot agree upon a mediator, either party may ask the presiding or equity judge of the Hamilton County Court of Common Pleas to name a mediator, and the parties shall then submit the dispute to mediation using that mediator. If mediation is not successful, the parties may pursue their remedies as they choose.
2. First Student shall be entitled to all attorney's fees and other costs associated with recouping any amounts owed under this Agreement.

N. Governing Law

The laws of the State of Ohio govern all matters, claims or causes of action (whether in contract or tort) arising out of this Contract, the transactions contemplated under this Contract, the actions or omissions of the parties arising from or related to this Contract, the rights and obligations of the parties under this Contract or the negotiation, execution or performance of this Contract without consideration of Ohio' s conflicts of laws principles.

The courts located in Hamilton County, Ohio shall have exclusive jurisdiction and venue over any suit or action against First Student arising out of or relating to this Contract. The customer hereby consents to the personal jurisdiction of such courts and waives any objections to such venue.

O. Privacy

1. When the California Consumer Privacy Act ("CCPA") does not apply, First Student shall not use, retain, or disclose a consumer's Personal Information (as defined in applicable law) except to perform the services hereunder for the Customer and/or for the following of First Student's own internal business purposes such as auditing related to a current interaction with the Customer and concurrent transactions, detecting security incidents, debugging to identify and repair errors, short-term, transient use, performing services on behalf of the Customer, undertaking internal research, or undertaking activities to verify or maintain the quality or safety of a service.
2. The following provision governs the responsibilities of the parties when the CCPA applies:
(a) "CCPA" means the California Consumer Privacy Act and regulations implemented under it.
(b) "Aggregate Consumer Information," "Business," "Business Purpose," "Collects", "Consumer", "Deidentified", "Personal Information" (PI) and "Service Provider" shall have the meanings given to such terms in the CCPA.

3. Customer PI Collected in the course of performing the Services is the Customer's property, which the Customer owns and controls. The Company shall not retain, use, or disclose Customer PI for any purpose other than performing the Services for the Customer as specified in the Agreement(s), unless for a reasonable Business Purpose related to the Services (e.g., fraud prevention, accident and personnel investigations, and security), or as otherwise required under applicable law or court.

5

order ("Permitted Purposes"). The Customer authorizes and directs the Company to retain, use and disclose Customer PI for the Permitted Purposes, but for no other purposes. It is understood and agreed that the Company may itself independently Collect PI ancillary to the Services as a Business, as opposed to as a vendor (e.g., by managing our personnel and their conduct and activities), which data shall be the Company's property, solely owned and controlled by the Company, and the Company shall be solely responsible for compliance with the CCPA and applicable laws regarding such data. In addition, the Company is authorized as part of the Services to create Aggregate Consumer Information or Deidentified data from the Customer PI, which upon such creation shall no longer be Customer PI and shall

be the Company's property, solely owned and controlled by the Company, and the Company shall be solely responsible for compliance with applicable laws regarding such data; provided, however, that the Company commits not to attribute the Customer as the source of such data except to the extent required under applicable law or court order.
4. The Company shall reasonably cooperate with the Customer to assist the Customer in meeting its obligations regarding Customer PI under the CCPA and other applicable laws, including, without limitation deleting specific Customer PI; provided, however, that if the cooperation requested would result in any material expense or expenditure of time or resources, the Company shall be entitled to charge on a time and materials basis. In such a case, the Company shall first provide a cost estimate to the Customer and the parties shall mutually agree upon the scope of assistance and the cost thereof.

P. Miscellaneous
1. Notices. Notice by any party hereunder shall be deemed given when (a) hand delivered, (b) mailed, postage prepaid, certified or registered, return receipt requested, or (c) sent by guaranteed twenty-four hour delivery service, addressed to the other party at the addresses appearing on the face of this Agreement; provided that either party may, by written notice to the other party as set forth herein, change the address to which any such notice shall be sent.
2. Relationship of Parties. The Company shall perform its work and Services hereunder as an independent contractor and this Agreement shall not be construed to make the Company an agent or employee of the Customer for any purpose whatsoever. The Company, its employees and agents are not granted by this Agreement (or otherwise) any express or implied right or authority (nor shall the Company take any action which would have the effect of creating the appearance of such authority) to assume, create or incur any obligation or responsibility on behalf of or in the name of the Customer, or to make any promise, warranty or representation binding on the Customer in any manner whatsoever. The Company, its employees and agents shall not act or purport to act as agents or employees of the Customer when undertaking any activity in connection with this Agreement.
3. Binding Agreement. This Agreement shall be binding on and shall insure to the benefit of the parties hereto and their respective heirs, successors and permitted assigns.
4. Assignment. Neither party shall assign this Agreement to any other person without prior written consent of the other party.
5. Counterparts. This Agreement may be signed in any number of counterparts, each of which shall be an original, with the same effect as if the signature thereto and hereto were upon the same instrument, and signatures on any counterpart delivered by facsimile transmission shall have the same effect as the original signature.--

EXHIBIT A

Term: 2023/2024 School Year
Service and Cost: $1,835.00 per day for two buses (Daily AM/PM route) First Students gate-to-gate
should not take longer than a total of eight (8) hours.
$150.00 for each additional hour, billed in 15 minute increments.
For transporting 85-100 students.

Below is a list of the proposed AM Pick-up locations:
- Edward Vincent Jr. Park, 700 Warren Ln, Inglewood, CA 90302
- Mary M. Bethune Park, 1244 E 61st St, Los Angeles, CA 90001
- Darby Park, 3400 W Arbor Vitae St, Inglewood, CA 90305
- Weingart YMCA Wellness & Aquatic Center, 9900 S Vermont Ave, Los Angeles, CA 90044
- Ted Watkins Memorial Park, 1335 E 103rd St, Los Angeles, CA 90002
- Magic Johnson Park, 905 E El Segundo Blvd, Los Angeles, CA 90059
- Rowley Park, 13220 Van Ness Ave, Gardena, CA 90249

Designated drop-off locations:
- TEACH Prep Elementary - 8505 S. Western Ave, LA, CA, 90047
- TEACH Academy of Technologies - 10000 S. Western Ave, LA, CA, 90047
- TEACH Tech Charter High - 10616 S. Western Ave, LA, CA, 90047
PM Services in the reverse order.

Monetary Schedule is as follows; net 30 with the first payment of $36,700 being due on September 14th and a deposit of $15,000.00 due seven business days before the start of service. The $15,000.00 will be deducted from the full total of the last month's payment of the 2023/2024 school year.

Flow RateTransportation,LLC

By:

Name:

Date:

TEACH Public School

By:

Name:

Date:

Coversheet

Approve the 23-24 School Year Crossing Guard Contract

Section: II. Consent Items
Item: C. Approve the 23-24 School Year Crossing Guard Contract
Purpose: Vote
Submitted by:
Related Material: Board Approval- LAESG-Proposal (TEACH PS) W_ Patrol (1) (1).pdf

Security and Budget Proposal

For

TEACH Public Schools

(All Sites Complex)

Los Angeles Executive Security Group, INC

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Los Angeles CA. 90008
(323) 903-5059
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PPO: 15661

Andre Jennings
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Tashaka Starwell
Vice President, Operations
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July 17, 2023

Los Angeles Executive Security Group, INC.

"Dedicated to serving the community"

Company Overview

Los Angeles Executive Security Group (LAESG) has been in the private security sector since 2015. We are owned and managed by veteran law enforcement, and security professionals. Our resume is extensive; however, the true test of our performance would be to talk to our clients. What we hear time and again is how our clients enjoy a short chain of command, and how quick management responds to calls. You simply call your site manager to handle your needs; if you want to take your inquiry a step higher, you reach the owners. We welcome your inquiries to our clients as we have established exceptional ties with them all.

The Key to Our Success: Our Staff



LAESG is a protection firm operated by experienced security professionals who background includes law enforcement, corporate security, intelligence, and force protection/anti-terrorism professionals. We also have a staff of consultants with expertise ranging from Crime Prevention to Conflict Resolution

Security expertise is only one characteristic of our staff. LAESG professionals are also chosen for their ability to integrate proven security methods with creativity and uniqueness to develop new and effective solutions to our clients.

Our expertise in security and public safety is applied through our services:

- **Housing Communities**
- **Campus Safety**
- **Business Services**
- **Executive Protection**
- **Special Events**

Andre Jennings who is a 15-year veteran Police Officer. Andre has attended a number of leadership academies, school safety trainings (including active shooter training scenarios) and has administered several school/workplace violence training scenarios. Andre possess over 20 years of working in the private security industry. Being a Private Patrol Operator (PPO) registered with the Bureau of Security and Investigative Service providing security services in the Greater Los Angeles Area, Andre has acquired many large accounts such as Scottsdale HOA, Los Angeles Metropolitan Water District, and Palisades Charter High School, to name a few.

If we are fortunate enough to earn your business, Tashaka will be assigned as your direct managing member. Tashaka has spent over 16 years in the private sector managing security professionals (HOA's, private schools, malls, office buildings) and building client relationships throughout the Southern California security industry. Tashaka has also worked several years with the Los Angeles County Sheriff's Department as a Community Service Officer (CSO), working with community members to resolve quality of life issues in the community where Sheriff Department Services are contracted. Tashaka has also received training in chemical and biological detection, Department of Homeland Security National Incident Management System, Los Angeles County's Community Emergency Response Team, to say the few. Tashaka will work with you to review/revise current Post Orders for the. everyday changing environment of this industry. In addition to the Post Orders an Emergency Action Plan will be designed for your site. All Policies and procedures will be designed at no additional cost.

Administrative Overview

The structure of Los Angeles Executive. Security Group is such that all levels of the firm are involved in the management of operations. We believe that this involvement guarantees stringent quality assurance standards to all of our clients. The support system which backs our security personnel and clients is made up of several key positions.

President

Andre Jennings is in charge of all operating areas of LAESG. It is his responsibility to set goals and guide the direction of the company as well as ensure that all areas are functioning properly. Andre will also ensure uniformity in training topics, and methods by providing materials and resources to supervisors.

Vice President

In addition to being your direct point of contact and managing your day-to-day operations, Tashaka Starwell will oversee all other managers at LAESG. He regularly evaluates the staff and all operations.

Operations Managers

Our Operations Managers bring more individualized attention to our clients. They develop post orders and monitor subordinate duties of field supervisors and are involved in the interviewing of new personnel.

Supervisory Control

Our firm maintains an active Field Supervisor who operates twenty-four hours per day, seven days per week. These individuals perform location and personnel checks for all our clients. All personnel are evaluated relative to performance, appearance, quality of reports and demeanor. Reports are reviewed daily. Any recommendations for change or improvements are then directed to our shift supervisors and/or the management partners. A member of our ownership or management handles urgent matters or problem situations immediately. Any officer found in violation of policy or found to be unfit for duty, will be immediately relieved. Supervisory personnel will fill the vacant post until appropriate replacement personnel can be summoned to the location.

Management Accountability

Our ownership and management team has developed an excellent rapport and an extensive working relationship with designated points of contact within our current client base. We have made specific provisions for immediate response to complaints or suggestions on the part of any of our clients. On numerous occasions, one or more of our ownership and management team has responded from our residences to specific requests for "special handling" of situations involving specific emergency situations. LAESG will also have a night manager who will be on duty and available for any problems that may arise during off-hours. We want our client's management staff to feel confident that their community is under the protective wings of our officers.

Law Enforcement Relationship

Being that our ownership has current affiliations and relationships with various law enforcement agencies, LAESG owners and managers have a firm understanding of the importance of public safety entities (i.e. Los Angeles Police Department, Los Angeles County Sheriff's Department, Los Angeles Unified School District Police Department). Law Enforcement agencies are understaffed; to handle the demands of local law enforcement, police agencies are reaching out to private security companies to assist them with the safe-keeping of the community. One such example of our involvement is Business Improvement Districts. Our security officers perform the duties as private sector, "Senior Lead Officers" within specific geographical areas of the City of Los Angeles.

Response to Request for Service/Staffing Capability

LAESG maintains a large complement of sworn, active/retired law enforcement personnel and qualified uniformed security officers. We feel this large base of qualified personnel, with experience in handling many different types of security and emergency situations, gives us an excellence in handling many different types of security and emergency situations, gives us an excellent opportunity to accommodate urgent staffing needs in the most professional and competent manner possible. Please note that all field supervisory personnel assigned to a specific geographical area are thoroughly trained at each client location within their area of assignment so that they may train personnel or respond appropriately to urgent situations.

Communication

LAESG will maintain direct lines of communication with your management. This will be accomplished by having meetings with your designee. LAESG. will also attend safety meetings at, at no extra expense, to exchange information. We utilize a sophisticated telephone system to maintain a twenty-four hour per day phone number; after hours, emergencies are handled by

live operators. Our field supervisory personnel are trained and immediate notification procedures and areas of responsibility for all management and ownership team personnel. Field supervisory personnel are instructed to immediately notify the persons responsible for specific types of problem scenarios or areas of concern.

Monitoring Cost

LAESG will be responsible for all overtime occurred on regularly scheduled duty shifts. "Short notice" or "emergency" coverage shall be available on request but shall be subject to overtime charges where applicable. LAESG will make every effort to staff the emergency request with personnel who will not fall into an overtime category. When successful, LAESG will not invoice your organization for overtime. If the emergency coverage requires LAESG to pay overtime in compliance with the state of California wage and hour laws, your facility will be invoiced at time and one-half. The same guidelines apply for emergency extension of normally scheduled shifts. Request for extra service must be made with at least 72 hours' notice. Request made with notice are billed at straight time; request made with less than 72 hours are billed at time and 1-half. LAESG will also pay close attention to staffing. If over staffing is observed, we will recommend ways of eliminating scheduled hours. LAESG retains an outside accounting firm that will review quarterly statements on security expenditures. When applicable, LAESG will make recommendations to reduce expenditures, thus reducing overall cost to maintain the security operation.

Client Satisfaction

In an effort to continue to bring quality security to our clients, and to further improve upon our operation, we send out a client survey. These responses are extremely important to us as maintaining client satisfaction continues to be our highest priority. Low marks on any criteria will mandate a meeting between the client and appropriate LAESG management to discuss any changes that need to be made. In order to ensure that needs are always being met, surveys are sent out on a quarterly basis.

Systems/Performance

LAESG uses cutting edge technology to insure guard accountability and monitor guard performance. TSheets is our timekeeping system; officers are able to clock in/out using an assigned company PDA/cellular device. The system is geo-fenced and can account for the officer's whereabouts while on-duty. If an employee clocks in late or fails to clock-in (no show). A message is sent to a supervisor/manager who will verify the alert and assign personnel if needed. Silvertrac is a Real-Time incident reporting system. Silvertrac records the officer's daily activity reports, incidents reports, and patrol checkpoints performed by the officer on duty. This information is monitored by supervision and can be accessed by the client 24-hours a day.

Personnel Selection

Due to the sensitive nature of security work, LAESG is cautious about whom we hire. Each candidate is screened through our investigative division. A thorough criminal background search is run on each candidate. In addition, each candidate must consent to our drug free policy, acknowledging that he/she is subject to random drug testing.

Beginning in January 2003, the bureau of security and investigative services which regulates private patrol companies and security guards), will not allow a security officer to work on a temporary license. The security candidate will have to have his/her fingerprints "live scanned," (a laser technology). The candidate will have to wait for a period of three days for a security clearance from the state of California and the federal bureau of investigation. Once cleared, the security officer can be assigned to work a designated location. The outlined screening process which follows will allow you to be confident in the fact that we select the best employees available.

Employee screening begins with the application. LAESG requirements are as follows:

- Valid guard card issued by bureau of security and investigative services
- California driver license or identification card
- Social security card
- No disqualifying criminal record
- Access to telephone and reliable transportation
- Honorary discharge for those with military experience

If minimum requirements are fulfilled, then an interview judging his/her qualifications will be conducted including:

- Strong communication and written skills demonstrating the capability to convey information clearly and politely
- Positive attitude and commitment to serving LAESG security and our clients
- Attention to details
- Stability under pressure situations; demonstration of general abilities to use soundjudgment
- Neatly groomed and dressed
- Customer service-oriented and a willingness to assist others

If the applicant is recognized as possessing all of the desired qualities, then a background check will be administered.

Background

A background check using a premiere background check service, will be conducted to confirm all information gathered during the application process. This check will release information concerning criminal history, motor vehicle history, social security number, and employment (including documented reasons for termination or discipline).

Drug screening

Los Angeles Executive Security Group believes that a drug-free staff should be a standard guarantee of any reputable company. Thus, all applicants must agree to drug testing. For more information about our drug free policy see personnel policies.

Training examinations

Throughout training and orientation, our prospective security officers are tested several times. Applicants must receive a passing score on all exams and discuss any missed problems before being assigned to a site.

Adjustment period

As careful as we are in our selection of employees, we feel that it is important that their performance on the job be as professional as we have expected. Thus, all employees are considered probationers for 90 days after hire. We encourage our clients to meet for a formal or informal interview with their security officers during this time. It is tremendously important to us that you feel confident in the staff that we provide you. If the client and our supervisory staff are satisfied with their officer's performance, the employee then achieves status as permanent security personnel.

Our extensive screening process is such that by the final stage of our recruitment, we hire only 20% of total applicants.

Training Program

All training programs currently in use by our firm are implemented under the instruction and guidance of our most qualified managers. We feel that a strong training background is crucial to strong work performance, thus all of our employees must undergo an intensive program. Our leadership guides our perspective employees through the following topics during orientation:

- Customer Service
- Introduction to Security
- Uniform and Equipment
- Post Orientation
- Law of arrest
- Terrorist Patrol
- Basic Supervision
- Workplace Violence Prevention
- Travel Safety
- Alarm Calls and Building Searches
- Bike Patrol
- Drug/Alcohol Abuse on Campus
- Self-Defense Weapons and Techniques
- Stress Management Recognition
- Sexual Harassment Prevention
- Identifying Gang Members
- Report Writing

Following each subject, an examination is administered, and a minimum score of 75% is required to continue on to the next topic. Missed questions are discussed to ensure that officers are well prepared in all areas. All training will be documented and kept in the individual employee's training file. A written test will be administered, and any deficiency documented will receive appropriate remedial training

Los Angeles Executive Security Group, Inc.

"Dedicated to serving the community"

Budget Proposal/Services Confirmation
For
TEACH Public Schools
(Unarmed Security Services)

Scope of Services:

Community Crossing Personnel:

Personnel assigned will consist of the absorbed WACA organization. After completing a background check with the Department of Justice. Personnel will be assigned a uniform to be worn daily. Based on their ability to do so, personnel will go through an 8-hour crossing guard training, safety training, and an introduction to school safety (with a quarterly refresher course on a safe school's subject matter). Personnel hired will also have the option to apply for a guard card. Therefore, giving qualified candidates the ability to operate as a safety crossing guard recognized by the State of California.

School Safety Officer (w/Patrol Car):
Personnel assigned will consist of a highly trained (armed) security officer who possesses California Guard Card, SB626 Certification (California School Safety Officer Course), First Aid/CPR, and have completed introduction to incident crisis management course or equivalent. Personnel will be assigned in a fully marked patrol vehicle who will be deployed to act as a presence during arrivals/drop-offs. Patrol the sector area of schools, respond to calls for services from all 3 sites as well as the organization's headquarters. The main duty of the officer is to act as a deterrent with high visibility patrols, maintain the integrity of any incident or crime scene until law enforcement arrives. Establish and maintain relationships with community partners, neighboring schools, and local law enforcement agencies. Officer will act as a liaison between community and school to keep school abreast of incidents and concerns of the community as it relates to school safety.

TEACH Elementary (K-4TH)

Guard Type	QTY	DAYS	HRS/WK	RATE TYPE	INVOICE RATE	TOTAL
Community Crossing Ambassador (7:00AM – 9:00AM, 1:00PM – 4:00PM = 5HRS)	1	180	900	Regular	$22.50 P/H	$20,250

Los Angeles Executive Security Group, Inc.

"Dedicated to serving the community"

TEACH Academy of Technology (5TH - 8TH)

Guard Type	QTY	DAYS	HRS/WK	RATE TYPE	INVOICE RATE	TOTAL
Community Crossing Ambassador (7:00AM – 9:00AM, 1:00PM – 4:00PM = 5HRS)	2	180	1800	Regular	$22.50 P/H	$40,500

TEACH Tech Charter School (9TH - 12TH)

Guard Type	QTY	DAYS	HRS/WK	RATE TYPE	INVOICE RATE	TOTAL
Community Crossing Ambassador (7:00AM – 9:00AM, 1:00PM – 4:00PM = 5HRS)	3	180	2700	Regular	$22.50 P/H	$60,750

Unarmed Shared Patrol Service (All sites including home office)

Guard Type	QTY	DAYS	HRS/WK	RATE TYPE	INVOICE RATE	TOTAL
UNARMED School Safety Officer (7:00AM – 4:00PM 8HRS Per Day) W/ Patrol Vehicle	1	180	1,440	Regular	$27.00 P/H	$38,880

Annual Total (All Services): $160,380.00

NOTE: LAESG will bill client 1.5 of the current bill rate for the following holidays (New Years, Memorial Day, Independence Day, Thanksgiving, and Christmas. Additionally.

Approved:

_____

Owner/Designee

_____

Los Angeles Executive Security Group, INC.

Coversheet

Approve the 23-24 School Year Substitute Teacher Provider Contracts

Section: II. Consent Items
Item: D. Approve the 23-24 School Year Substitute Teacher Provider Contracts
Purpose: Vote
Submitted by:
Related Material:
TOR School Agreement effective SY 23-24 MI.pdf
edlogicTEACH Public Schools 2023-2024 EdLogical Service Fees.pdf
CompTherapy_TEACH Public Schools_2023-2024.pdf
APTUS32023-2024 Educational Staffing Agreement _ TEACH Tech Charter High (1).pdf
APTUS22023-2024 Educational Staffing Agreement _ TEACH Preparatory Elementary (1) (1).pdf
APTUS2023-2024 Educational Staffing Agreement _ TEACH Academy of Technologies (1).pdf
LA RATESBoard Meeting8_1_23- LA Rates - 2023-07-01 (1).pdf
SCOOTTEACH Public Schools and Scoot Services Addendum - SY23-24 v3b.pdf
SCOOTTEACH Public Schools and Scoot Services Addendum - SY23-24 v3b.pdf

TEACHERS ON RESERVE LLC
SCHOOL SERVICE AGREEMENT

This School Service Agreement ("***Agreement***") is entered into on _____ (the "***Effective Date***") by and between the "***School***" (specifically identified at the signature line of this Agreement) and Teachers On Reserve LLC, a California limited liability company ("***TOR***") as follows:

1. **Services**. Pursuant to the terms and conditions of this Agreement, TOR agrees to provide to the School qualified individuals (each, a "***Teacher***", and collectively, "***Teachers***") to render services as a teacher to the School's students as set forth in this Agreement (the "***Services***").

1.

2. **Term**. This Agreement commences on the Effective Date and will continue in full force and effect until the **one year** anniversary of the Effective Date ("***Initial Term***") and shall automatically renew for additional one (1) year terms (each, a "***Renewal Term***"), unless one of the parties provides the other written notice of its intent not to renew at least ninety (90) days prior to a renewal or as otherwise provided for herein (collectively, the "***Term***").

a. **TOR's Right to Terminate.** TOR may terminate this Agreement by providing notice to School, if School:

(i) fails to pay any amount when due under this Agreement ("***Payment Failure***") and the failure continues for five (5) of School's business days after School's receipt of notice of nonpayment; or
(ii) breaches any provision of this Agreement (other than a Payment Failure), and either the breach cannot be cured or, if the breach can be cured, it is not cured by School within ten (10) of School's business days after School's receipt of notice of such breach.

Any termination under this Section 2.a is effective on School's receipt of TOR's notice of termination or any later date set out in the notice.

b. **School's Right to Terminate.** School may terminate this Agreement by providing written notice to TOR, if TOR:

(i) breaches any provision of this Agreement and either the breach cannot be cured or, if the breach can be cured, it is not cured by TOR within ten (10) days after TOR's receipt of written notice of such breach; or
(ii) becomes insolvent or files, or has filed against it, a petition for voluntary or involuntary bankruptcy or under any other insolvency law, makes or seeks to make a general assignment for the benefit of its creditors or applies for, or consents to, the appointment of a trustee, receiver, or custodian for a substantial part of its property, or is generally unable to pay its debts as they become due.

Any termination under this Section 2.b is effective on TOR's receipt of School's notice of termination or any

later date set out in the notice.

c. **Effect of Termination**. The expiration or earlier termination of this Agreement does not affect any rights or obligations that:

(i) are to survive the expiration or earlier termination of this Agreement; or

(ii) were incurred by the parties before the expiration or earlier termination.

2. **School Contact; Assigned Duties and Procedures**. The School agrees to assign a staff person to act as a contact for each Teacher and provide such Teacher with lesson plans and/or information about the Teacher's assigned duties and the School's discipline, accident and emergency procedures, prior to the Teacher starting the assignment at the School.

3. **Assignments; Scheduling**. All Teacher assignments are to be scheduled through the TOR office, even the continuation of existing assignments with the School. The School agrees not to ask any Teacher for his or her telephone number to schedule assignments with them directly; Teachers are not at liberty to make such scheduling decisions. TOR will make every effort to assign a Teacher requested by the School provided TOR has sufficient notice to do so and the requested Teacher is available.

4. **Arrival Time; Minimum Assignment**. Assignments are to be scheduled with the arrival/start time the Teacher is expected to arrive in the school office to sign in (TOR recommends at least 15 minutes prior to the actual class start time), and a stop time when the assignment is to end. The School shall be billed for the approved hours on the time sheet, which reflect the assignment hours requested by the School (including all breaks). TOR's minimum assignment is four hours per day. Assignments that are less than four hours per day will be billed at the four-hour minimum.

5. **Wage and Hour Rules; Meal/Rest Breaks**. School must comply with all applicable state and federal wage and hour rules. For example, Teachers will be paid including at overtime rates for all hours worked in excess of eight per day or 40 per week. In addition, Teachers must be provided the opportunity to take meal and rest breaks in accordance with the law. Without limitation, in an eight-hour shift, Teachers must have the opportunity to take at least a 30-minute paid, duty-free meal period that takes place before the end of the fifth hour after commencing work. In addition, Teachers must receive a paid ten-minute rest period for every four hours worked or major fraction thereof. In the event School denies a Teacher a required meal or rest period, School must inform TOR and, in addition to any other remedies available to TOR, School will be billed an additional hour of pay for each denied meal/rest period to cover the penalty due to Teacher in accordance with California law.

6. **Assignment Changes; Dismissals**. The School may extend or terminate a Teacher's assignment for any reason by calling TOR immediately if there is a change in the Teacher's original assignment's hours or days, or job duties or if the School is not satisfied with the assigned Teacher's performance. If the School dismisses a Teacher after the Teacher arrives, but before the originally requested ending time due to scheduling changes for that day, emergency school closure or any unplanned schedule change, the School will be billed for the full hours originally requested for that day. In the event the School requests termination of a

Teacher because of its dissatisfaction with such Teacher's performance due primarily to the Teacher's inappropriate behavior at the School, School will not be billed for any time following such termination.

7. **Cancellations**. The School may cancel a Teacher's assignment the day prior to the Teacher's start date without incurring any cost. If the School wishes to cancel a booked Teacher's assignment on the start date, TOR will make every effort to rebook the Teacher on another assignment but, if that is not possible, TOR will bill the School for the original hours of the Teacher's assignment. In this case, the School is free to use the substitute teacher in any similar assignment to the original.

8. **Changes in Teacher Duties**. If the School uses an assigned Teacher in any capacity other than what was originally requested, the School will be billed at the rate of the original request, with the exception of the following: If an assigned Teacher was originally scheduled in a non-credentialed/certificated capacity or in a non-Special Education position, and that Teacher was used to substitute in a credentialed or Special Education capacity, the School will be billed at the higher rate for that type of assignment.

9. **Preparation Time**. If a School requests a Teacher for a multiple day (or long-term assignment) who will be required to do lesson planning, material preparation and/or grading, the School agrees to provide preparation time for such Teacher during the regularly scheduled hours of such Teacher's assignment. However, if enough preparation time is not (or cannot be) provided during the regularly scheduled hours of the Teacher's assignment, the School will be billed for additional hours, including time and a half for work which exceeds 8 hours per day or 40 hours per week. The School and TOR must approve additional preparation hours prior to implementation.

10. **Long-term Assignments**. Long-term Teacher assignments, which are defined as any assignment of any Teacher (including, but not limited to, "teacher," "co-teacher," "teacher assistant (or "TA")," "administrator," "translator," "tutor," "after school care," or "clerical") that is longer than 10 consecutive days, will be billed at the long-term rate. If a Teacher assignment starts out as less than 10 days but is extended and becomes longer than 10 days, the long-term rate will be retroactively applied by TOR to begin the first day the Teacher assignment started at the School.

11. **No Operation of Vehicles**. Teachers are not allowed to drive their own vehicles or the School's vehicles at any time while on an assignment with a School.

12. **Liability. Indemnification**.

a. Liability. The School will be liable for accidents or injuries to children, Teachers or other TOR employees that occur due to the School's negligence or non-compliance with required OSHA, applicable State and Federal Labor Laws, licensing, adult/child ratio, health, fire, or safety standards. TOR reserves the right to remove its Teachers and other employees from any assignment that TOR becomes aware does not meet these guidelines.

b. Indemnification by School. The School shall indemnify, defend and hold harmless TOR and its agents, employees, subcontractors or anyone employed directly or indirectly by it ("***TOR Indemnitees***") from and against all claims, demands, actions, suits allegations, liabilities, prosecutions, losses, damages, court costs, and all other expenses (including without limitation reasonable attorneys' fees) (collectively, "***Claims***") of every nature or character based upon, resulting from or arising out of or related to the below:

i. any breach by School or any School Indemnitee (defined below) of any representation, warranty, covenant or obligation of School or any School Indemnitee under this Agreement;
ii. any negligent or more culpable act or omission of School or any School Indemnitee in connection with the performance of this Agreement; or
iii. any failure of School or any School Indemnitee to comply with any applicable law, rule, regulation, statute, ordinance or administrative order related to this Agreement or the Services.

c. Exceptions and Limitation on Indemnification by School. Notwithstanding anything to the contrary contained in this Agreement, School is not obligated to indemnify or defend a TOR Indemnitee against a Claim if such Claim or corresponding losses arise out of or result from TOR's or TOR Indemnitee's:

i. negligence or more culpable act or omission (including, without limitation, reckless or willful misconduct); or
ii. bad faith failure to materially comply with any of its obligations set forth in this Agreement.

d. Indemnification by TOR. TOR shall indemnify and hold harmless School and its board members, administrators, employees, agents, subcontractors or anyone employed directly or indirectly by it (" ***School Indemnitees***") from and against all Claims of every nature or character based upon, resulting from or arising out of or related to the below:

i. any breach by TOR or any TOR Indemnitee of any representation, warranty, covenant or obligation of TOR or any TOR Indemnitee under this Agreement;
ii. any negligent or more culpable act or omission of TOR or any TOR Indemnitee in connection with the performance of this Agreement; or
iii. any failure of TOR or any TOR Indemnitee to comply with any applicable law, rule, regulation, statute, ordinance or administrative order related to this Agreement or the Services.

e. Exceptions and Limitation on Indemnification by TOR. Notwithstanding anything to the contrary contained in this Agreement, TOR is not obligated to indemnify or defend a School Indemnitee against a Claim if such Claim or corresponding losses arise out of or result from the School's or School Indemnitee's:

i. negligence or more culpable act or omission (including, without limitation, reckless or willful misconduct); or
ii. bad faith failure to materially comply with any of its obligations set forth in this Agreement.

13. **Direct Placement**. Should the School want to hire any Teacher who was introduced to the School by TOR for a permanent hire of any duration, in any educational capacity (including but not limited to teacher, assistant teacher, tutor, camp counselor, after school care, etc.), the School will be responsible for paying TOR the standard Hiring Release Fee (defined below) of 17% of such Teacher's annual salary.

14. **Temp-to-Perm Hire**. Should the School want to hire any Teacher they have used in a long-term substitute capacity, on a permanent or short-term basis in any educational capacity (including but not limited to teacher, assistant teacher, tutor, camp counselor, after school care, etc.), the School will be responsible for paying TOR a Hiring Release Fee as set forth below. The School is to notify TOR to arrange for release of each particular Teacher that the School desires to hire directly.

a. **Hiring Release Fee**. The standard hiring release fee for any Teacher which a School must pay to TOR is 17% of such Teacher's annual salary (the "***Hiring Release Fee***"). The terms and conditions of the Release and Hiring Fee may be reduced based on the number of hours such Teacher has been continuously assigned to the School. A release agreement will be prepared by TOR and sent to the School to be mutually signed.

b. **Temporary-to-Full Time Placement Release Fee Credit**: If a Teacher a School desires to hire has worked more than 160 continuous hours (on the same assignment) at such School, the School will be eligible for a credit to reduce the applicable Release Fee for that particular Teacher. The Release Fee will be prorated based on the total number of hours of substitute work in accordance with the following schedule:

160-240 hours—13% of the Annual Salary
240-320 hours—10% of the Annual Salary
320-400 hours— 7% of the Annual Salary
400-480 hours—5.5% of the Annual Salary
Over 480 hours—4% of the Annual Salary

15. **Payments**. Payment to TOR for Services rendered by any Teacher is due upon the School's receipt of a TOR invoice listing all assignments for the previous week. Invoices shall be submitted by TOR on a weekly basis.

A 1.5% late charge will be added to all invoices over 30 days old from the School's receipt of date of each such invoice. TOR's preferred method of payment is by electronic/digital payments. Please contact TOR Chief Operating Officer, Skye McKenzie, at 800-457-1899 (ext. 5) or smckenzie@teachersonreserve.com for information on how the School may pay invoices electronically.

16. **Termination of Services**. Failure of the School to abide by the material terms and conditions set forth in this Agreement may result in immediate termination of Services and/or legal action taken by TOR.

17. **Credential Information; Background Clearances; Tuberculosis Tests**.

a. TOR will only provide the School with Teachers who have a criminal background clearance and the appropriate licenses, certifications, qualifications (as predetermined and/or, determined on a case-by-case basis by the School) as of the date of any such Teachers' assignment to the School, and other requirements necessary to perform the Services described in this Agreement. TOR will make information relating to an assigned

Teacher's Criminal Background Clearance and Tuberculosis (TB) Clearance dates, and CA Credential Number and expiration dates, if applicable, available on the TOR Portal which is accessible by School

b. TOR will receive subsequent arrest notifications for its Teachers from the California Department of Justice ("***DOJ***") and take appropriate action in its sole discretion to ensure ongoing safety of students.

18. **Nondiscrimination**. TOR 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 TOR 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.

19. **Independent Contractor**. TOR is an independent contractor, not an employee of the School. TOR's Teachers, employees, and/or subcontractors are not the School's employees.

20. **FERPA/IDEA**. This Agreement is entered into by TOR and School 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). TOR 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. TOR 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. TOR agrees that nothing in this Agreement may be construed to allow either TOR or School to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation.

TOR 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 TOR's security obligations, or any other event requiring notification under applicable law, TOR agrees to:

a. Immediately notify School of such event within one business day of TOR's discovery; and
b. Cooperate with School to inform all such individuals in accordance with applicable laws.

Within thirty (30) days after termination of this Agreement, TOR will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to School as well as purge any copies of the personally identifiable information

Health Information. TOR acknowledges that, from time to time during the term of this Agreement, TOR may acquire or have access to protected health information ("***PHI***") of School's students, as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the "***HIPAA Rules***"). TOR shall not use or disclose and will cause its employees and/or subcontractors not to use or disclose, PHI, except as necessary to perform the services of this Agreement or as required by law.

21. **Insurance**. TOR will provide School with a Certificate of Insurance evidencing its coverages and policy limits. School may be named as an additional insured upon written request to TOR. School represents that it is self-insured and will provide TOR with a Certificate of self-Insurance.

Governing Law. This Agreement is to be construed at all times in accordance with and governed by the laws of the State of California applicable to agreements made and to be performed entirely within such State. Any action to enforce this Agreement shall be brought solely in the courts located in Los Angeles County, California.

28. **Entire Agreement**. This Agreement constitutes the entire understanding between the School and TOR relating to the subject matter contained in this Agreement and it supersedes all prior agreements, understandings and representations, whether oral or written, relating to the subject matter contained in this Agreement.

29. **Force Majeure.** Neither party will be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for the School's obligations to make payments to TOR under this Agreement), when and to the extent the failure or delay is caused by or results from acts beyond the impacted party's ("***Impacted Party***") reasonable control, including the following force majeure events (each a "***Force Majeure Event***"): (i) acts of God; (ii) flood, fire, earthquake, or explosion; (iii) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest; (iv) actions, embargoes, or blockades in effect on or after the date of this Agreement; (v) action by any governmental authority; or, (vi) national or regional emergency. The Impacted Party shall give notice within ten (10) days of the Force Majeure Event to the other party stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of the Force Majeure Event are minimized. The Impacted Party will resume the performance of its obligations as soon as reasonably practicable after the removal of the cause. In the event that the Impacted Party's failure or delay remains uncured for a period of 15 days following notice given by it under this Section 20**,** the other party may thereafter terminate this Agreement on three days' notice.

30. **Arbitration**. Notwithstanding the foregoing, any dispute arising out of, under or relating to this Agreement, whether in contract, tort, equity or otherwise, and whether relating to the meaning, interpretation, effect, validity, performance or enforcement of this Agreement, including the determination of the scope or applicability of this agreement to arbitrate, shall be resolved by binding arbitration with the arbitration to be conducted in Los Angeles, California and administered by Judicial Arbitration and Mediation Services, Inc., or its successor, pursuant to its Comprehensive Arbitration Rules and Procedures and in accordance with the Expedited Procedures in those Rules. Both the foregoing agreement of the parties to arbitrate any and all such disputes, claims and controversies, and the results, determinations, findings, judgments and/or awards rendered through any such arbitration shall be final and binding on the parties and may be specifically enforced by legal proceedings in any

court of competent jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. The arbitrator shall follow any applicable federal law and California state law (with respect to all matters of substantive law) in rendering an award.

31. **Attorneys' Fees**. If any party brings an action or proceeding (including arbitration) involving this Agreement whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees and costs. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term "***Prevailing Party***" shall include, without limitation, a party who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other party of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule but shall be such as to fully reimburse all attorneys' fees reasonably incurred.

32. **Miscellaneous**. This Agreement may not be amended except in writing signed by each of the parties. Failure to exercise any right under this Agreement shall not constitute a waiver of such right. If a court or arbitrator holds any provision of this Agreement to be invalid, unenforceable, or void, the remainder of this Agreement shall remain in full force and effect. The rule that a contract is to be construed against the party drafting the contract is hereby waived and shall have no applicability in construing this Agreement or the terms hereof. Furthermore, this Agreement shall be construed as a whole, according to its fair meaning, and not in favor of or against any party. This Agreement may be executed in multiple counterparts. Signatures to this Agreement may be communicated and delivered by electronic mail transmission, which shall be effective as delivery of an original. Photographic or electronic mail copies of such signed counterparts may be used in lieu of the originals for any purpose. This Agreement will become effective only upon both parties' signature of this Agreement.

33. **Assignment.** The School shall not assign this Agreement in whole or part, for any purpose, without the written consent of TOR. TOR may assign this agreement in whole or in part and no consent of the School will be required for any such assignment. This Agreement shall be binding upon and inure to the benefit of School and TOR and their respective successors in interest and permitted assigns.

34. **Representations and Warranties**. Each person signing this Agreement represents and warrants that he or she is duly authorized and has legal capacity to execute and deliver this Agreement. School and TOR represents and warrants to the other that the execution and delivery of this Agreement and the performance of such party's obligations hereunder have been duly authorized and that this Agreement is a valid and legal agreement binding on such party and enforceable in accordance with its terms.

[*Signature Page Follows*]

WHEREFORE, the parties have duly executed this Agreement as of the dates set forth under their respective signatures.

"**SCHOOL**"

_____

Printed Full Legal Name of School

_____

Printed Name and Title of School Representative

By: _____

Signature and Title of School Representative

_____Date

"TOR"

TEACHERS ON RESERVE LLC,

a California limited liability company

By: _____

Diane Ventura, CEO

Teachers On Reserve LLC

25350 Magic Mountain Parkway St.300
Valencia, CA 91355
Attention: Diane Ventura, CEO

_____Date

2023 - 2024

SPECIAL EDUCATION SERVICE AGREEMENT

TEACH Public Schools

&

EdLogical Group Corp

EdLogical Group Corp.

111 West Ocean Blvd. 4th Floor
Long Beach, CA 90802
Phone # 800-971-3354 & Fax # 951-552-1963

Appendix A SERVICE & FEES

Education Service Provider Type	Hourly Service Fee	Min. Hours On-Site Fee
Administrative Assistant Office Support	$32.50	7
Academic Assessments	$88.50	3
Adapted Physical Education Teacher	$98.50	3
Aide Teacher/ Paraeducator/ Instructional Assistant	$35.50	7
Assistive Technology:	$150.00	2
Audiologist Technology:	$165.00	2
Behavior Intervention Implementation (BII):	$43.50	7
Case Manager / Resource Teacher:	$88.50	7
Certified Nursing Assistant /Medical Assistant	$48.50	7
COTA Occupational Therapists (DIS OT Services) Occupational Therapists Per AOTA	$72.50	3
CPI TRAINING	$350.00	6
Credentialed School Nurse: **Hearing & Vision Screening** **Regular Ed Students**	$98.00	4
Credentialed School Nurse: **Health Assessment** **Developmental Assessment Special Ed**	$98.00	3
DIS Counseling (LMFT)	$85.50	7
Education Administrator/Program Oversight	$250.00	7
Hard of Hearing: DHH	$120.50	2
LVN	$70.50	7

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EdLogical Group

EdLogical Group Corp.

111 West Ocean Blvd. 4th Floor

Long Beach, CA 90802

Phone #800–971-3354 & Fax #951-552-1963

Appendix A SERVICE & FEES

Education Service Provider Type	Hourly Service Fee	Min. Hours On-Site Fee
Occupational Therapists:	$127.50	2
Orientation Mobility:	$135.00	2
Orthopedic Impairment:	$135.00	2
Physical Therapist	$125.00	3
School Psychologist: **DIS Counseling/ Initial/Triennial**	$102.00	3
School Psychologist: **Behavior Intervention Development (BID)** **ERMHS/ERICS Counseling,** **FBA Assessment** **BCBA**	$110.50	3
Speech and Language Pathologist (SLP)	$127.50	2
Speech and Language Pathologist (SLPA)	$72.50	3
Visual Impairment:	$135.00	3
Translation Report Services (BCLAD)	$80.50	2
Technical Support / Professional Training Consultation	$275.00	4
Certified Nursing Assistant NON-SPED	$48.50	7
LVN NON-SPED	$70.50	7
Medical Assistant NON-SPED	$48.50	7
Register Nurse NON-SPED	$105.00	7

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Additional Fees*		
Service	**Description**	**Fee**
Administrative Time	Documentation, session prep, and email. scheduling with families, sending meeting invites, transferring student information to digital format	Hourly Rate
Breaks	CA mandated breaks will be billed to school site for provider or assessors on site for more than 5 hours per day.	
Consultation	Collaboration with school staff, parent and/or IEP team, conferences	
Drive Time	**** Requires advanced written agreement by both parties. More than 35 miles	
IEP Development/Attendance	Caseload setup, IEP review, progress reports & session notes	
No Show/Cancellation/Absent	Cancellations made within 24 hours of scheduled service, assessment, or meeting	
Service Provider on Call Request	Provider to charge hourly rate for time requested	
Lesson Planning	Lesson and session planning	
School Closure	Unforeseen Power outage, natural disaster, school closure, etc. without 24-hour notice	Half of the scheduled time

Virtual Services are One Hour Minimum

Cancellation of Meetings: School may be charged for an hour of service, or if an IEP meeting is cancelled with less than 24 hours' notice.

Absent Students: School may be charged the two-hour minimum visit if school confirms that a student is present, and it turns out the student is absent. Employees may also work on other related duties during the time a student is absent from their scheduled DIS Counseling appointment.

Schedule Changes: Schools must provide at least 1 business day notice if there is a change in the school or student's schedule and it will impact the Employee's scheduled visit. Failure to notify EdLogical will result in the minimum visit charge that applies to the service.

Other Hourly Fees IEP Pre/IEP Meeting/, Progress Notes, Session Notes, Student IEP Development Notes, Consultation, Compliance/File Review, Student Caseload Set-up, Parent Conferences, Provider Prep Time and or supervision of interns or assistants' and or
******Any Special Assessment Tools.**

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COMPREHENSIVE THERAPY ASSOCIATES, INC.

Comp Therapy

SERVICES AND CONSULTING AGREEMENT

This Services and Consulting Agreement (this "Agreement") is entered into effect as of July 1st, 2023, by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") located at 1017 N. Lake St. Burbank, CA 91502 and TEACH Public Schools ("Client") at the following service locations:

•TEACH Prep. Elementary:
8505 S. Western Ave. LA, CA, 90047

•TEACH Academy of Technologies:
5th and 6th grades- 10000 S. Western Ave. LA, CA, 90047
7th and 8th grades- 10045 S. Western Ave. LA, CA, 90047

•TEACH Tech Charter High:
10616 S. Western Ave. LA, CA, 90047

RECITALS

Comp Therapy is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education.

WHEREAS, Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its public or private schools ("Service Location"); and

WHEREAS, Comp Therapy wishes to provide certain services with respect to education and/or other social services to Client at the Service Location (the "Services");

NOW THEREFORE, in consideration of the premises and covenants herein contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

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, 2023 (the "Commencement Date") and shall continue until 11:59 p.m. on June 30th, 2024 (the "Term").

2. RESPONSIBILITIES OF COMP THERAPY

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A. COMPLIANCE WITH LAWS

a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances, and regulations (including, but not limited to, applicable and active health orders) 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 Education 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 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). Comp Therapy shall fill out the form "Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification" for any Comp Therapy Personnel working with or around students. The certification shall be submitted to Client before any Comp Therapy Personnel is allowed onto a school site. Upon request by Client, Comp Therapy shall submit the most recent certification to Client with five (5) business days of the request. Comp Therapy is required to notify Client in the event of any changes to the Comp Therapy Personnel on a school site and, as necessary, fill out new or updated "Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification" forms. Comp Therapy will request and receive subsequent arrest notifications for the Comp Therapy Personnel from the DOJ to ensure ongoing safety of students.

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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 laws and regulations relating to Special Education.

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

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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.

b. Client shall 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.

c. Client shall 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. 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 in Exhibit A, and will also pay any additional costs or fees set forth in this Agreement for services authorized in writing by Client. Client will not be liable for any costs or expenses (e.g., travel, lodging, per diem) associated with any services not expressly authorized. Each invoice shall include only charges for service described in this Agreement. Invoices shall be submitted to Client's Accounts Payable Department. All communication regarding payment status shall be made to Client's Accounts Payable Department and Comp Therapy.

a. Comp Therapy will provide invoices to Client by the 15th of each month for services provided the preceding month.

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b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of receipt 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.

c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion and Comp Therapy and Client shall use their best reasonably good faith efforts to resolve such dispute within the thirty (30) calendar day period following notice of the dispute. 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.

Comp Therapy will provide Client with following documents with monthly invoice:

i. Copies of Service Logs from Comp Therapy Personnel who provided services at designated Service Location

5. NO HIRING AGREEMENT

A. Client acknowledges 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 acknowledges 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. If the Client uses the services of a Comp Therapy Personnel as its direct employee, independent contractor, or subcontractor 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 $7,500. Comp Therapy reserves the right to modify, waive, or reduce the placement fee, with at least thirty (30) days' prior written notice to Client.

6. CONFIDENTIAL INFORMATION

A. Comp Therapy and Client agree to keep confidential and not to disclose to any third parties any information provided by Comp Therapy or otherwise learned by Client during the course

of this Agreement without the prior written consent of Comp Therapy. This provision shall survive the expiration and termination of this Agreement. Comp Therapy and Client warrant that, to the best of their knowledge, all their operations are compliant with all federal and state laws, rules, and regulations pertaining to the privacy and/or security of personal data. Client further agrees not to share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all pertinent data fields and records to be provided, and receiving written authorization from Comp Therapy permitting 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, agents, 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 in accordance with California law.

C. The maximum amount of damages for which Comp Therapy shall be liable to Client for any claims, losses, liabilities, expenses or damages arising out of or in connection with this Agreement or Comp Therapy's performance hereunder shall not exceed the total fees paid or payable by Client to Comp Therapy under this Agreement, as stipulated by California law.

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. Either party reserves the right to immediately terminate this Agreement in the event:

   a. Client or Comp Therapy breaches any material form, condition or duty under this Agreement, including but not limited to, in the case of Client, 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;

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b. If required by law or regulation; or

c. If Client, or Comp Therapy becomes insolvent or commits any act of bankruptcy, or a petition for involuntary bankruptcy is filed against either party, or either party makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws.

C. Client reserves the right to immediately terminate this Agreement in the event of: (a) the bankruptcy or insolvency of Comp Therapy; (b) sale of business of Comp Therapy; or (c) material breach of any term or condition of this Agreement.

D. 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 in accordance with California Law.

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 parties.

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.

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Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.

D. 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.

E. The provisions of this Agreement shall benefit and bind the parties and their respective heirs, representatives, successors, and assigns.

F. 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.

G. 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.

H. 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.

I. 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.

J. 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 seven (7) 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 and applicable California law.

14. PRESS RELEASES

A. The parties hereto acknowledge and agree to not use the name of or make reference to Client or Comp Therapy for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client and Comp Therapy.

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, including the California Consumer Privacy Act (CCPA).

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.

16. Force Majeure

A. The obligations of the parties to this Agreement are subject to prevention or delay caused by events that are outside of their reasonable control, including, but not limited to, natural disasters, acts of terrorism, riots, wars, epidemics, or any other similar cause, provided that the parties have taken all reasonable steps to avoid or mitigate the effects of any such event.

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.

CLIENT

Printed Name: _____ Title: _____

Signature: _____ Date: _____

Billing address for all sites: 10600 S. Western Ave. LA, CA, 90047

Email Address: accountspayable@teachps.org

Comp Therapy

Printed Name: Niki Daduryan, MS, CCC-SLP Title: Director

Signature: Niki Daduryan Date: 05/24/2023

Comprehensive Therapy Associates, Inc.
TEACH Public Schools
2023-2024 School Year

Exhibit A

ASSESSMENT, SERVICE AND CONSULTATION FEE

Assessment / Service / Consultation Type	Hourly Rate
Program Administrator/Consultation	$ 220
Adapted Physical Education (APE)	$ 145
Assistive Technology (AT)	$ 145
Augmentative Alternative Communication (AAC)	$ 145
Behavior Intervention Implementation (BII) [CPI and ABA Trained]	$ 52
Behavior Intervention Development (BID)	$ 119
Functional Behavior Assessment (FBA) Completed by Board Certified Behavioral Analyst (BCBA)	$ 119
Case Manager / Academic Assessment	$ 106
Marriage and Family Therapist (MFT) **Pupil Personnel Counselor (PPS)**	$ 117 $ 103
Deaf and Hard of Hearing (DHH)	$ 146
Health Services **Certified Nursing Assistant (CNA)** **Licensed Vocational Nurse (LVN)** **School Nurse/Registered Nurse (RN)** **Health Assessment** **Vision, Hearing, and Scoliosis Screening**	 $ 48 $ 58 $ 108 $ 375 flat rate $ 9 per student
Occupational Therapist (OT) **Certified Occupational Therapist Assistant (COTA)**	$ 117 $ 94
Psycho-Educational Assessment **Psycho-Educational Assessment – Bilingual**	$ 117 $ 140
Specialized Academic Instructor (SAI) **Specialized Academic Instructor Aide (SAIA)**	$ 78 $ 52
Speech-Language Pathologist (SLP) **Speech-Language Pathologist Assistant (SLPA)**	$ 117 $ 94
Interpreter Services **Translation Services – Written Reports/IEPs**	$ 100
Independent Education Evaluation - IEE	$ 195

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

For Scheduled Assessments: To avoid a 3-hour service fee, Client must notify the assessor or Comp Therapy at least one business day in advance, if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route or on site, and unable to assess student, Client will be charged a 3-hour service fee.

Off Site Hours: Off-site hours will be billed in 15-minute increments. Assessment Reports, IEP Development, Consultations/Collaboration, or Interviews may be completed off-site.

RUSH Rate: If Client requests an assessment to be completed in less than 40 calendar days or less of deadline. Client will be charged RUSH RATE of $155 per hour. Health Assessment RUSH Rate will be charged at $450 per assessment.

SERVICES

Program Administrator Fee: There is an annual one-time Program Set-up fee of $450 for each school site. This includes the initial meeting and coordination with school personnel for assessments needs and special education services and coordination throughout the school year.

Minimum Service Charge: There is a 3-hour on-site minimum for all service providers, except BII/SAIA services have a 6-hour on-site minimum.

Schedule Change: If Client does not provide Comp Therapy with at least one business days' notice of a student absence or change in the school/student schedule, Client will be charged an amount equal to the scheduled service.

BII/SAIA Student Service: If a student is absent or the schedule is changed without notifying BII/SAIA, the Client will be charged a 6-hour service fee. BII/SAIA must be notified of any changes in the student's schedule prior to them being in-route or at the school site. The Client reserves the right to retain the BII/SAIA on site to carry out other duties within their scope of practice during the student's absence.

Cancellation of Meetings: If a meeting is canceled or postponed, Client must inform provider at least one day in advance. If Client fails to do so, they will be charged a 1-hour service fee.

Off Site Hours: Off-site hours will be billed in 15-minute increments which may include: IEP Development, 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 assigning 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.

Comprehensive Therapy Associates, Inc.
TEACH Public Schools
2023-2024 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 discussion	1 hour	2 hours
IEP Meeting	IEP Meeting	Start to End Time	Start to End Time
Caseload Service	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

The Aptus Group, Inc.

Agreement for Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), is entered into as of the Effective Date set forth in Section 5 below by 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"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

APTUS 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 APTUS 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

APTUS will recruit, interview, select, hire and assign employees to Client to provide education related services requested by Client. APTUS will further conduct any additional screening mutually agreed upon by APTUS and Client.

APTUS and Client hereby expressly agree that APTUS 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 APTUS employee is allowed on Client premises. APTUS 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, APTUS 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 13 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client retains sole discretion to remove APTUS employees. At Client's request, APTUS will promptly replace any of its employees assigned to Client deemed unsatisfactory by Client; and if APTUS is unable to do so, Client will deduct from APTUS costs provided, that this Agreement will in no way affect the right of APTUS, 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, APTUS will comply with all applicable laws, regulations and orders.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of APTUS. APTUS 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) APTUS Guaranty

APTUS guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, APTUS 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 APTUS' indemnity obligations under Section 14 below.

3. CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by APTUS 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 APTUS 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 APTUS 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 APTUS 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 APTUS employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against APTUS 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 APTUS or the failure of APTUS full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of APTUS 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 APTUS 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 APTUS employees' access to such records.

Client agrees to provide APTUS with detailed information about the assignment duties that APTUS employees will have and also agrees to use APTUS employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any APTUS employee's assignment duties without providing three (3) business days advance notice and receiving approval by APTUS. Client agrees that APTUS employees shall not be given any duties to be performed outside of Client's premises without prior approval by APTUS. Further, Client agrees to comply with any restrictions APTUS advises Client of regarding any restrictions on the responsibilities Client assigns to APTUS employees.

Client agrees to give APTUS prompt written notice of any concern or complaint about the conduct of an APTUS 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 APTUS 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 APTUS 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 APTUS 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 performance by APTUS, Client will pay APTUS in accordance with the pricing set forth in Exhibit A. APTUS 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 APTUS invoice. In the event of termination of this Agreement, Client will pay APTUS promptly for services performed up to the time of termination. APTUS timecards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each APTUS employees assigned to Client.

Client expressly understands that Client is responsible for monitoring time worked by an APTUS employee while the APTUS employee is onsite. Client agrees that any additional time worked by the APTUS employee outside of the scheduled time will be billed as a part of the services performed for Client.

5. TERM; TERMINATION

This Agreement shall commence on July 1st, 2023 (the "Effective Date") and shall continue until June 30th, 2024 (the "Term"). This Agreement will be renewed by a signed writing by both Parties. APTUS 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. APTUS TEMP-TO-PERM OPTION

At Client's request, APTUS will provide APTUS Temp-To-Perm Option in which APTUS 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 APTUS'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. APTUS EXPRESS SERVICE

APTUS will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an APTUS 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 APTUS temporary employee outside of APTUS Temp-to-Perm service, Client will pay a fee to APTUS as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by APTUS's employees with invoice billing for corresponding hours. Client will have fifteen (15) calendar days to notify APTUS in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within fifteen (15) calendar days of receipt of invoice.

10. OVERTIME PAY

APTUS temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt". 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. APTUS 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 APTUS for approval prior to the temporary employee working any overtime hours. APTUS will bill the Client for a temporary employee's overtime by applying to APTUS' bill rate the same overtime multiple as APTUS is required to apply to APTUS temporary employee's hourly pay rate.

11. REPORTING TIME PAY

a) Reporting time pay. In addition to the hours the APTUS employee actually works, California law requires that APTUS pay "reporting time pay" for a "Reporting Day" when an APTUS employee reports for his or her regularly scheduled assignment with the Client, but Client does not put the APTUS employee to work. APTUS will bill the Client in the event it must pay a "reporting time pay." APTUS Reporting time pay is not considered wages, and is not counted as hours worked for purposes of determining overtime.

b) A "Reporting Day" is defined in this agreement as days where APTUS personnel shall report into work and shall not include: Saturdays, Sundays or holidays; APTUS Holidays; Client holidays; and Client breaks. Client must provide a copy of the school calendar prior to the commencement of this Agreement identify all Reporting Days. Client will provide a minimum of five (5) Business Days notice prior to any school closures to avoid being charged for missed sessions on a Reporting Day by APTUS.

c) Requirements. The specific requirements for reporting time pay are:

i. Each workday an APTUS 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 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.

ii. If an 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.

d) Exemptions. No reporting time pay is due:

i. The APTUS employee is not fit for duty, report to work on time, is has otherwise been dismissed by the Client for a proper disciplinary action; or
ii. When Client's operation suffers from conditions of force majeure as discussed in Section 17 of this Agreement.

12. REST AND MEAL PERIODS

a) All APTUS employees will be provided with rest periods and meal periods by Client as required by Federal, State, and local laws. Client will ensure that these provisions are observed while APTUS

workers are performing duties on their site. If Client requires specific guidance, APTUS will provide a copy of such guidance to ensure compliance with Labor Code requirements.

13. WORKERS' COMPENSATION AND LIABILITY INSURANCE

APTUS will, at its own expense, provide and keep in full force and effect during the term of this Agreement all required insurance as required by Client.

14. INDEMNIFICATION

a) Indemnification by APTUS. APTUS shall defend, indemnify, and hold harmless Client and its officers, directors, agents and employees from all third party liabilities and claims for damages for death, illness, or injury to persons or damage to property arising from the fulfillment of APTUS' obligations hereunder and resulting from the negligence or willful misconduct of APTUS or its agents, employees, or subcontractors.

b) Indemnification by Client. Client shall defend, indemnify, and hold harmless APTUS and its officers, directors, agents, and employees from all third party liabilities and claims for death, illness, or injury arising to persons or damage to property arising from Client's operation of its business and resulting from the negligence or willful misconduct of Client or its agents, employees, or subcontractors (other than APTUS).

c) Notice, Cooperation, and Opportunity to Defend. The party entitled to be indemnified under this Section 14 (the "Indemnified Party") shall promptly notify in writing the party required to provide indemnification under this Section 14 (the "Indemnifying Party") of any matter giving rise to an obligation to indemnify and the Indemnifying Party shall defend such claim at its expense with counsel reasonably acceptable to the Indemnified Party, provided that the Indemnifying Party may not settle any such claim without the consent of the Indemnified Party, which consent will not be unreasonably withheld, conditioned, or delayed. The Indemnified Party agrees to cooperate with the Indemnifying Party and to make reasonably available to the Indemnifying Party any records or documents in the possession of the Indemnified Party that are relevant to or necessary to defend such claim. If the Indemnified Party desires to participate in the defense of a claim being defended by the Indemnifying Party, it may do so at its sole cost and expense, provided that the Indemnifying Party shall retain control over such defense. In the event the Indemnifying Party does not defend and resolve such claim, the Indemnified Party may do so without the indemnifying Party's participation, in which case the Indemnifying Party shall pay the expenses of such defense and any settlement, award, or judgment arising there from, and the Indemnified Party may settle or compromise such claim without the Indemnifying Party's consent. The failure of any Indemnified Party to give notice as provided herein shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that the Indemnifying Party is actually prejudiced by such failure to give notice.

d) Without in any way limiting the foregoing, each party shall bear responsibility for receiving, replying to, and/or complying with any audit exceptions or compliance investigations made by any State or Federal agencies that are the result of the acts, omissions or conduct of such party or its respective employees or agents.

e) The provisions of this Section 14 shall expressly survive the expiration or termination for any reason of this Agreement.

15. NOTIFICATION OF CLAIMS

Client and APTUS 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 APTUS 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 APTUS must be obtained from Chief Executive Officer of The Aptus Group Inc.

16. 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.

17. FORCE MAJEURE

Parties will not be liable or be considered as breaching this Agreement in the event non-performance occurs as a result of force majeure conditions including but not limited to: force majeure conditions impact the Client's operations, directly or indirectly, arising out of forces beyond its control including; but not limited to: strikes; work stoppages; accidents, acts of war or terrorism; civil or military disturbances; nuclear or natural catastrophes or acts of God; interruptions, loss or malfunctions of utilities; failure of sewage systems; and communications or computer (software and hardware) services. It is understood Client shall use all reasonable efforts which are consistent with the district policies to resume performance as soon as practicable under the circumstances.

18. NOTICES

Any notices required or permitted to be given hereunder by either party to the other shall be in writing and shall be deemed delivered: upon personal delivery or delivery by facsimile or electronic mail:

If to APTUS: The Aptus Group, Inc.
1933 S. Broadway, Suite #1120
Los Angeles, CA 90007
Attention: Cinthya Vodanovich, CEO
E-mail: vodanovich_cinthya@theaptusgroup.com
Phone: (562) 869-0900

the aptus group

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

19. MEDIATION AND ARBITRATION

Except for actions seeking injunctive relief, any controversy, claim, or dispute arising or relating to this Agreement, or the construction, interpretation, breach, termination, and enforceability or validity thereof, shall be resolved by mediation before either JAMS or ADR Services Inc. under normal mediation practices provided by same. In the event mediation is not successful to resolve the matter, Parties agree to undergo binding arbitration before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator shall not award punitive damages.

20. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event of any legal action to enforce or interpret this Agreement, the sole and exclusive venue shall be a court of competent jurisdiction located in Los Angeles County, California, and the parties hereto agree to and do hereby submit to the jurisdiction of such court, notwithstanding Code of Civil Procedure Section 394. Furthermore, the parties specifically agree to waive any and all rights to request that an action be transferred for adjudication to another county.

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 APTUS nor Client may assign this Agreement without prior written consent of the other party; provided that APTUS 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, APTUS will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make APTUS 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

APTUS 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. OFFICIAL LANGUAGE

a) The official text and prevailing language of this Agreement and any appendices, exhibits and schedules hereto, or any notice given or accounts or statements required by this Agreement shall be in English. In the event of any dispute concerning the construction or meaning of this Agreement, reference shall be made only to this Agreement as written in English and not to any other translation into any other language.

b) Any documents or notice not originally written in English will have no effect under this Agreement until they have been translated into English. Parties agree that the English translation will then be the controlling form of the document or notice.

a) Any work product documents including but not limited to updates, progress reports, and annual reports, will be issued in English only. If the Client requests that a document to be translated to a different language.

28. ATTORNEY'S FEES

In any legal or arbitration proceeding involving any dispute or claim arising out of or related to this Agreement, the prevailing party in such proceeding shall recover reasonable attorneys' fees and costs incurred in connection with any such proceeding and the prevailing party's share of the arbitrator's fees and similar costs of the arbitration.

29. ENTIRETY

the aptus group

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.

IN WITNESS WHEREOF, the parties have each caused their duly authorized representatives to execute this Agreement as of the Effective Date.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, CEO

TEACH Tech Charter High

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) Special education aide $37/hr
2) Resource specialist teachers (mild to moderate/moderate to severe) $90/hr
3) Substitute teachers $50/hr
4) Other non-certificated school support $36/hr

An invoice for ATEs, based on hours shown on ATEs timecards or a detail report from time and attendance systems, will be sent to Client. Such an invoice is due within maturity date. A 1% late charge will be added if payments are not received within maturity date.

APTUS will charge Client overtime rate when Client has requested an ATE to work overtime. Overtime rates will be calculated by applying to APTUS 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.

Pricing for services provided under this Agreement does not include travel expenses that may be incurred in the performance of the services. Client shall reimburse APTUS for ordinary and necessary business expenses incurred by an APTUS employee in the course of completing the Client´s work assignments at the current reimbursable mileage IRS rate and Travel time may be included as part of the amounts payable by Client for any services rendered under this Agreement.

All invoices will be mailed out to 10600 S. Western Ave, Los Angeles, CA, 90047 and e-mailed to accountspayable@teachps.org.

2. PAYMENT TERMS
Payment for services is due within thirty (30) calendar 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 the greater of (A) ten-thousand dollars ($10,000.00), or (B) 20% of the Hired APTUS Worker's annual salary 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.

Agreement for Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), is entered into as of the Effective Date set forth in Section 5 below by 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"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

APTUS 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 APTUS 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

APTUS will recruit, interview, select, hire and assign employees to Client to provide education related services requested by Client. APTUS will further conduct any additional screening mutually agreed upon by APTUS and Client.

APTUS and Client hereby expressly agree that APTUS 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 APTUS employee is allowed on Client premises. APTUS 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, APTUS 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 13 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client retains sole discretion to remove APTUS employees. At Client's request, APTUS will promptly replace any of its employees assigned to Client deemed unsatisfactory by Client; and if APTUS is unable to do so, Client will deduct from APTUS costs provided, that this Agreement will in no way affect the right of APTUS, 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, APTUS will comply with all applicable laws, regulations and orders.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of APTUS. APTUS 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) APTUS Guaranty

APTUS guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, APTUS 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 APTUS' indemnity obligations under Section 14 below.

3. CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by APTUS 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 APTUS 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 APTUS 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 APTUS 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 APTUS employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against APTUS 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 APTUS or the failure of APTUS full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of APTUS 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 APTUS 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 APTUS employees' access to such records.

Client agrees to provide APTUS with detailed information about the assignment duties that APTUS employees will have and also agrees to use APTUS employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any APTUS employee's assignment duties without providing three (3) business days advance notice and receiving approval by APTUS. Client agrees that APTUS employees shall not be given any duties to be performed outside of Client's premises without prior approval by APTUS. Further, Client agrees to comply with any restrictions APTUS advises Client of regarding any restrictions on the responsibilities Client assigns to APTUS employees.

Client agrees to give APTUS prompt written notice of any concern or complaint about the conduct of an APTUS 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 APTUS 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 APTUS 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 APTUS 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 performance by APTUS, Client will pay APTUS in accordance with the pricing set forth in Exhibit A. APTUS 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 APTUS invoice. In the event of termination of this Agreement, Client will pay APTUS promptly for services performed up to the time of termination. APTUS timecards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each APTUS employees assigned to Client.

Client expressly understands that Client is responsible for monitoring time worked by an APTUS employee while the APTUS employee is onsite. Client agrees that any additional time worked by the APTUS employee outside of the scheduled time will be billed as a part of the services performed for Client.

5. TERM; TERMINATION

This Agreement shall commence on July 1st, 2023 (the "Effective Date") and shall continue until June 30th, 2024 (the "Term"). This Agreement will be renewed by a signed writing by both Parties. APTUS 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. APTUS TEMP-TO-PERM OPTION

At Client's request, APTUS will provide APTUS Temp-To-Perm Option in which APTUS 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 APTUS'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. APTUS EXPRESS SERVICE

APTUS will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an APTUS 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 APTUS temporary employee outside of APTUS Temp-to-Perm service, Client will pay a fee to APTUS as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by APTUS's employees with invoice billing for corresponding hours. Client will have fifteen (15) calendar days to notify APTUS in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within fifteen (15) calendar days of receipt of invoice.

10. OVERTIME PAY

APTUS temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt". 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. APTUS 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 APTUS for approval prior to the temporary employee working any overtime hours. APTUS will bill the Client for a temporary employee's overtime by applying to APTUS' bill rate the same overtime multiple as APTUS is required to apply to APTUS temporary employee's hourly pay rate.

11. REPORTING TIME PAY

a) Reporting time pay. In addition to the hours the APTUS employee actually works, California law requires that APTUS pay "reporting time pay" for a "Reporting Day" when an APTUS employee reports for his or her regularly scheduled assignment with the Client, but Client does not put the APTUS employee to work. APTUS will bill the Client in the event it must pay a "reporting time pay." APTUS Reporting time pay is not considered wages, and is not counted as hours worked for purposes of determining overtime.

b) A "Reporting Day" is defined in this agreement as days where APTUS personnel shall report into work and shall not include: Saturdays, Sundays or holidays; APTUS Holidays; Client holidays; and Client breaks. Client must provide a copy of the school calendar prior to the commencement of this Agreement identify all Reporting Days. Client will provide a minimum of five (5) Business Days notice prior to any school closures to avoid being charged for missed sessions on a Reporting Day by APTUS.

c) Requirements. The specific requirements for reporting time pay are:

i. Each workday an APTUS 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 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.

ii. If an 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.

d) Exemptions. No reporting time pay is due:

i. The APTUS employee is not fit for duty, report to work on time, is has otherwise been dismissed by the Client for a proper disciplinary action; or
ii. When Client's operation suffers from conditions of force majeure as discussed in Section 17 of this Agreement.

12. REST AND MEAL PERIODS

a) All APTUS employees will be provided with rest periods and meal periods by Client as required by Federal, State, and local laws. Client will ensure that these provisions are observed while APTUS

workers are performing duties on their site. If Client requires specific guidance, APTUS will provide a copy of such guidance to ensure compliance with Labor Code requirements.

13. WORKERS' COMPENSATION AND LIABILITY INSURANCE

APTUS will, at its own expense, provide and keep in full force and effect during the term of this Agreement all required insurance as required by Client.

14. INDEMNIFICATION

a) Indemnification by APTUS. APTUS shall defend, indemnify, and hold harmless Client and its officers, directors, agents and employees from all third party liabilities and claims for damages for death, illness, or injury to persons or damage to property arising from the fulfillment of APTUS' obligations hereunder and resulting from the negligence or willful misconduct of APTUS or its agents, employees, or subcontractors.

b) Indemnification by Client. Client shall defend, indemnify, and hold harmless APTUS and its officers, directors, agents, and employees from all third party liabilities and claims for death, illness, or injury arising to persons or damage to property arising from Client's operation of its business and resulting from the negligence or willful misconduct of Client or its agents, employees, or subcontractors (other than APTUS).

c) Notice, Cooperation, and Opportunity to Defend. The party entitled to be indemnified under this Section 14 (the "Indemnified Party") shall promptly notify in writing the party required to provide indemnification under this Section 14 (the "Indemnifying Party") of any matter giving rise to an obligation to indemnify and the Indemnifying Party shall defend such claim at its expense with counsel reasonably acceptable to the Indemnified Party, provided that the Indemnifying Party may not settle any such claim without the consent of the Indemnified Party, which consent will not be unreasonably withheld, conditioned, or delayed. The Indemnified Party agrees to cooperate with the Indemnifying Party and to make reasonably available to the Indemnifying Party any records or documents in the possession of the Indemnified Party that are relevant to or necessary to defend such claim. If the Indemnified Party desires to participate in the defense of a claim being defended by the Indemnifying Party, it may do so at its sole cost and expense, provided that the Indemnifying Party shall retain control over such defense. In the event the Indemnifying Party does not defend and resolve such claim, the Indemnified Party may do so without the indemnifying Party's participation, in which case the Indemnifying Party shall pay the expenses of such defense and any settlement, award, or judgment arising there from, and the Indemnified Party may settle or compromise such claim without the Indemnifying Party's consent. The failure of any Indemnified Party to give notice as provided herein shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that the Indemnifying Party is actually prejudiced by such failure to give notice.

d) Without in any way limiting the foregoing, each party shall bear responsibility for receiving, replying to, and/or complying with any audit exceptions or compliance investigations made by any State or Federal agencies that are the result of the acts, omissions or conduct of such party or its respective employees or agents.

e) The provisions of this Section 14 shall expressly survive the expiration or termination for any reason of this Agreement.

15. NOTIFICATION OF CLAIMS

Client and APTUS 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 APTUS 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 APTUS must be obtained from Chief Executive Officer of The Aptus Group Inc.

16. 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.

17. FORCE MAJEURE

Parties will not be liable or be considered as breaching this Agreement in the event non-performance occurs as a result of force majeure conditions including but not limited to: force majeure conditions impact the Client's operations, directly or indirectly, arising out of forces beyond its control including; but not limited to: strikes; work stoppages; accidents, acts of war or terrorism; civil or military disturbances; nuclear or natural catastrophes or acts of God; interruptions, loss or malfunctions of utilities; failure of sewage systems; and communications or computer (software and hardware) services. It is understood Client shall use all reasonable efforts which are consistent with the district policies to resume performance as soon as practicable under the circumstances.

18. NOTICES

Any notices required or permitted to be given hereunder by either party to the other shall be in writing and shall be deemed delivered: upon personal delivery or delivery by facsimile or electronic mail:

If to APTUS: The Aptus Group, Inc.
1933 S. Broadway, Suite #1120
Los Angeles, CA 90007
Attention: Cinthya Vodanovich, CEO
E-mail: vodanovich_cinthya@theaptusgroup.com
Phone: (562) 869-0900

the aptus group

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

19. MEDIATION AND ARBITRATION

Except for actions seeking injunctive relief, any controversy, claim, or dispute arising or relating to this Agreement, or the construction, interpretation, breach, termination, and enforceability or validity thereof, shall be resolved by mediation before either JAMS or ADR Services Inc. under normal mediation practices provided by same. In the event mediation is not successful to resolve the matter, Parties agree to undergo binding arbitration before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator shall not award punitive damages.

20. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event of any legal action to enforce or interpret this Agreement, the sole and exclusive venue shall be a court of competent jurisdiction located in Los Angeles County, California, and the parties hereto agree to and do hereby submit to the jurisdiction of such court, notwithstanding Code of Civil Procedure Section 394. Furthermore, the parties specifically agree to waive any and all rights to request that an action be transferred for adjudication to another county.

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 APTUS nor Client may assign this Agreement without prior written consent of the other party; provided that APTUS 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, APTUS will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make APTUS 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

APTUS 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. OFFICIAL LANGUAGE

a) The official text and prevailing language of this Agreement and any appendices, exhibits and schedules hereto, or any notice given or accounts or statements required by this Agreement shall be in English. In the event of any dispute concerning the construction or meaning of this Agreement, reference shall be made only to this Agreement as written in English and not to any other translation into any other language.

b) Any documents or notice not originally written in English will have no effect under this Agreement until they have been translated into English. Parties agree that the English translation will then be the controlling form of the document or notice.

a) Any work product documents including but not limited to updates, progress reports, and annual reports, will be issued in English only. If the Client requests that a document to be translated to a different language.

28. ATTORNEY'S FEES

In any legal or arbitration proceeding involving any dispute or claim arising out of or related to this Agreement, the prevailing party in such proceeding shall recover reasonable attorneys' fees and costs incurred in connection with any such proceeding and the prevailing party's share of the arbitrator's fees and similar costs of the arbitration.

29. ENTIRETY

the aptus group

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.

IN WITNESS WHEREOF, the parties have each caused their duly authorized representatives to execute this Agreement as of the Effective Date.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, CEO

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) Special education aide $37/hr
2) Resource specialist teachers (mild to moderate/moderate to severe) $90/hr
3) Substitute teachers $50/hr
4) Other non-certificated school support $36/hr

An invoice for ATEs, based on hours shown on ATEs timecards or a detail report from time and attendance systems, will be sent to Client. Such an invoice is due within maturity date. A 1% late charge will be added if payments are not received within maturity date.

APTUS will charge Client overtime rate when Client has requested an ATE to work overtime. Overtime rates will be calculated by applying to APTUS 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.

Pricing for services provided under this Agreement does not include travel expenses that may be incurred in the performance of the services. Client shall reimburse APTUS for ordinary and necessary business expenses incurred by an APTUS employee in the course of completing the Client´s work assignments at the current reimbursable mileage IRS rate and Travel time may be included as part of the amounts payable by Client for any services rendered under this Agreement.

All invoices will be mailed out to 10600 S. Western Ave, Los Angeles, CA, 90047 and e-mailed to accountspayable@teachps.org.

2. PAYMENT TERMS
Payment for services is due within thirty (30) calendar 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 the greater of (A) ten-thousand dollars ($10,000.00), or (B) 20% of the Hired APTUS Worker's annual salary 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.

Agreement for Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), is entered into as of the Effective Date set forth in Section 5 below by 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"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

APTUS 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 APTUS 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

APTUS will recruit, interview, select, hire and assign employees to Client to provide education related services requested by Client. APTUS will further conduct any additional screening mutually agreed upon by APTUS and Client.

APTUS and Client hereby expressly agree that APTUS 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 APTUS employee is allowed on Client premises. APTUS 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, APTUS 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 13 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client retains sole discretion to remove APTUS employees. At Client's request, APTUS will promptly replace any of its employees assigned to Client deemed unsatisfactory by Client; and if APTUS is unable to do so, Client will deduct from APTUS costs provided, that this Agreement will in no way affect the right of APTUS, 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, APTUS will comply with all applicable laws, regulations and orders.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of APTUS. APTUS 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) APTUS Guaranty

APTUS guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, APTUS 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 APTUS' indemnity obligations under Section 14 below.

3. CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by APTUS 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 APTUS 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 APTUS 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 APTUS 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 APTUS employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against APTUS 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 APTUS or the failure of APTUS full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of APTUS 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 APTUS 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 APTUS employees' access to such records.

Client agrees to provide APTUS with detailed information about the assignment duties that APTUS employees will have and also agrees to use APTUS employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any APTUS employee's assignment duties without providing three (3) business days advance notice and receiving approval by APTUS. Client agrees that APTUS employees shall not be given any duties to be performed outside of Client's premises without prior approval by APTUS. Further, Client agrees to comply with any restrictions APTUS advises Client of regarding any restrictions on the responsibilities Client assigns to APTUS employees.

Client agrees to give APTUS prompt written notice of any concern or complaint about the conduct of an APTUS 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 APTUS 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 APTUS 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 APTUS 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 performance by APTUS, Client will pay APTUS in accordance with the pricing set forth in Exhibit A. APTUS 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 APTUS invoice. In the event of termination of this Agreement, Client will pay APTUS promptly for services performed up to the time of termination. APTUS timecards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each APTUS employees assigned to Client.

Client expressly understands that Client is responsible for monitoring time worked by an APTUS employee while the APTUS employee is onsite. Client agrees that any additional time worked by the APTUS employee outside of the scheduled time will be billed as a part of the services performed for Client.

5. TERM; TERMINATION

This Agreement shall commence on July 1st, 2023 (the "Effective Date") and shall continue until June 30th, 2024 (the "Term"). This Agreement will be renewed by a signed writing by both Parties. APTUS 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. APTUS TEMP-TO-PERM OPTION

At Client's request, APTUS will provide APTUS Temp-To-Perm Option in which APTUS 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 APTUS'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. APTUS EXPRESS SERVICE

APTUS will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an APTUS 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 APTUS temporary employee outside of APTUS Temp-to-Perm service, Client will pay a fee to APTUS as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by APTUS's employees with invoice billing for corresponding hours. Client will have fifteen (15) calendar days to notify APTUS in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within fifteen (15) calendar days of receipt of invoice.

10. OVERTIME PAY

APTUS temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt". 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. APTUS 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 APTUS for approval prior to the temporary employee working any overtime hours. APTUS will bill the Client for a temporary employee's overtime by applying to APTUS' bill rate the same overtime multiple as APTUS is required to apply to APTUS temporary employee's hourly pay rate.

11. REPORTING TIME PAY

a) Reporting time pay. In addition to the hours the APTUS employee actually works, California law requires that APTUS pay "reporting time pay" for a "Reporting Day" when an APTUS employee reports for his or her regularly scheduled assignment with the Client, but Client does not put the APTUS employee to work. APTUS will bill the Client in the event it must pay a "reporting time pay." APTUS Reporting time pay is not considered wages, and is not counted as hours worked for purposes of determining overtime.

b) A "Reporting Day" is defined in this agreement as days where APTUS personnel shall report into work and shall not include: Saturdays, Sundays or holidays; APTUS Holidays; Client holidays; and Client breaks. Client must provide a copy of the school calendar prior to the commencement of this Agreement identify all Reporting Days. Client will provide a minimum of five (5) Business Days notice prior to any school closures to avoid being charged for missed sessions on a Reporting Day by APTUS.

c) Requirements. The specific requirements for reporting time pay are:

i. Each workday an APTUS 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 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.

ii. If an 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.

d) Exemptions. No reporting time pay is due:

i. The APTUS employee is not fit for duty, report to work on time, is has otherwise been dismissed by the Client for a proper disciplinary action; or
ii. When Client's operation suffers from conditions of force majeure as discussed in Section 17 of this Agreement.

12. REST AND MEAL PERIODS

a) All APTUS employees will be provided with rest periods and meal periods by Client as required by Federal, State, and local laws. Client will ensure that these provisions are observed while APTUS

workers are performing duties on their site. If Client requires specific guidance, APTUS will provide a copy of such guidance to ensure compliance with Labor Code requirements.

13. WORKERS' COMPENSATION AND LIABILITY INSURANCE

APTUS will, at its own expense, provide and keep in full force and effect during the term of this Agreement all required insurance as required by Client.

14. INDEMNIFICATION

a) Indemnification by APTUS. APTUS shall defend, indemnify, and hold harmless Client and its officers, directors, agents and employees from all third party liabilities and claims for damages for death, illness, or injury to persons or damage to property arising from the fulfillment of APTUS' obligations hereunder and resulting from the negligence or willful misconduct of APTUS or its agents, employees, or subcontractors.

b) Indemnification by Client. Client shall defend, indemnify, and hold harmless APTUS and its officers, directors, agents, and employees from all third party liabilities and claims for death, illness, or injury arising to persons or damage to property arising from Client's operation of its business and resulting from the negligence or willful misconduct of Client or its agents, employees, or subcontractors (other than APTUS).

c) Notice, Cooperation, and Opportunity to Defend. The party entitled to be indemnified under this Section 14 (the "Indemnified Party") shall promptly notify in writing the party required to provide indemnification under this Section 14 (the "Indemnifying Party") of any matter giving rise to an obligation to indemnify and the Indemnifying Party shall defend such claim at its expense with counsel reasonably acceptable to the Indemnified Party, provided that the Indemnifying Party may not settle any such claim without the consent of the Indemnified Party, which consent will not be unreasonably withheld, conditioned, or delayed. The Indemnified Party agrees to cooperate with the Indemnifying Party and to make reasonably available to the Indemnifying Party any records or documents in the possession of the Indemnified Party that are relevant to or necessary to defend such claim. If the Indemnified Party desires to participate in the defense of a claim being defended by the Indemnifying Party, it may do so at its sole cost and expense, provided that the Indemnifying Party shall retain control over such defense. In the event the Indemnifying Party does not defend and resolve such claim, the Indemnified Party may do so without the indemnifying Party's participation, in which case the Indemnifying Party shall pay the expenses of such defense and any settlement, award, or judgment arising there from, and the Indemnified Party may settle or compromise such claim without the Indemnifying Party's consent. The failure of any Indemnified Party to give notice as provided herein shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that the Indemnifying Party is actually prejudiced by such failure to give notice.

d) Without in any way limiting the foregoing, each party shall bear responsibility for receiving, replying to, and/or complying with any audit exceptions or compliance investigations made by any State or Federal agencies that are the result of the acts, omissions or conduct of such party or its respective employees or agents.

e) The provisions of this Section 14 shall expressly survive the expiration or termination for any reason of this Agreement.

15. NOTIFICATION OF CLAIMS

Client and APTUS 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 APTUS 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 APTUS must be obtained from Chief Executive Officer of The Aptus Group Inc.

16. 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.

17. FORCE MAJEURE

Parties will not be liable or be considered as breaching this Agreement in the event non-performance occurs as a result of force majeure conditions including but not limited to: force majeure conditions impact the Client's operations, directly or indirectly, arising out of forces beyond its control including; but not limited to: strikes; work stoppages; accidents, acts of war or terrorism; civil or military disturbances; nuclear or natural catastrophes or acts of God; interruptions, loss or malfunctions of utilities; failure of sewage systems; and communications or computer (software and hardware) services. It is understood Client shall use all reasonable efforts which are consistent with the district policies to resume performance as soon as practicable under the circumstances.

18. NOTICES

Any notices required or permitted to be given hereunder by either party to the other shall be in writing and shall be deemed delivered: upon personal delivery or delivery by facsimile or electronic mail:

If to APTUS: The Aptus Group, Inc.
1933 S. Broadway, Suite #1120
Los Angeles, CA 90007
Attention: Cinthya Vodanovich, CEO
E-mail: vodanovich_cinthya@theaptusgroup.com
Phone: (562) 869-0900

the aptus group

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

19. MEDIATION AND ARBITRATION

Except for actions seeking injunctive relief, any controversy, claim, or dispute arising or relating to this Agreement, or the construction, interpretation, breach, termination, and enforceability or validity thereof, shall be resolved by mediation before either JAMS or ADR Services Inc. under normal mediation practices provided by same. In the event mediation is not successful to resolve the matter, Parties agree to undergo binding arbitration before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator shall not award punitive damages.

20. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event of any legal action to enforce or interpret this Agreement, the sole and exclusive venue shall be a court of competent jurisdiction located in Los Angeles County, California, and the parties hereto agree to and do hereby submit to the jurisdiction of such court, notwithstanding Code of Civil Procedure Section 394. Furthermore, the parties specifically agree to waive any and all rights to request that an action be transferred for adjudication to another county.

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 APTUS nor Client may assign this Agreement without prior written consent of the other party; provided that APTUS 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, APTUS will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make APTUS 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

APTUS 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. OFFICIAL LANGUAGE

a) The official text and prevailing language of this Agreement and any appendices, exhibits and schedules hereto, or any notice given or accounts or statements required by this Agreement shall be in English. In the event of any dispute concerning the construction or meaning of this Agreement, reference shall be made only to this Agreement as written in English and not to any other translation into any other language.

b) Any documents or notice not originally written in English will have no effect under this Agreement until they have been translated into English. Parties agree that the English translation will then be the controlling form of the document or notice.

a) Any work product documents including but not limited to updates, progress reports, and annual reports, will be issued in English only. If the Client requests that a document to be translated to a different language.

28. ATTORNEY'S FEES

In any legal or arbitration proceeding involving any dispute or claim arising out of or related to this Agreement, the prevailing party in such proceeding shall recover reasonable attorneys' fees and costs incurred in connection with any such proceeding and the prevailing party's share of the arbitrator's fees and similar costs of the arbitration.

29. ENTIRETY

the aptus group

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.

IN WITNESS WHEREOF, the parties have each caused their duly authorized representatives to execute this Agreement as of the Effective Date.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, CEO

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) Special education aide $37/hr
2) Resource specialist teachers (mild to moderate/moderate to severe) $90/hr
3) Substitute teachers $50/hr
4) Other non-certificated school support $36/hr

An invoice for ATEs, based on hours shown on ATEs timecards or a detail report from time and attendance systems, will be sent to Client. Such an invoice is due within maturity date. A 1% late charge will be added if payments are not received within maturity date.

APTUS will charge Client overtime rate when Client has requested an ATE to work overtime. Overtime rates will be calculated by applying to APTUS 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.

Pricing for services provided under this Agreement does not include travel expenses that may be incurred in the performance of the services. Client shall reimburse APTUS for ordinary and necessary business expenses incurred by an APTUS employee in the course of completing the Client´s work assignments at the current reimbursable mileage IRS rate and Travel time may be included as part of the amounts payable by Client for any services rendered under this Agreement.

All invoices will be mailed out to 10600 S. Western Ave, Los Angeles, CA, 90047 and e-mailed to accountspayable@teachps.org.

2. PAYMENT TERMS
Payment for services is due within thirty (30) calendar 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 the greater of (A) ten-thousand dollars ($10,000.00), or (B) 20% of the Hired APTUS Worker's annual salary 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 EDUCATION TEAM

Corporate Office: 3440 Wilshire Blvd, Suite 1111 • Los Angeles, CA • 90010
Orders: (855) 898-2929 • Inquiries: (213) 986-4718

Greater Los Angeles Price List

****** Effective July 1, 2023 ******

Employee Category	Minimum Qualifications	Hourly Rate
• After School Teacher	• 48 semester units in any courses OR • AA Degree in any subject	29.95
• Degree Only *Teacher Assistant / Para Educator	• Bachelor's Degree in any subject	35.95
• Degree & CBEST	• Bachelor's Degree or higher *and* • CBEST or CSET	38.95
• 30-Day Sub Permit	• Bachelor's Degree or higher *and* • 30-Day Substitute Teacher Permit	40.95
• Multi-Subject	• CTC issued Multiple Subject Credential	42.95
• Single-Subject Credential	• CTC issued Single Subject Credential	44.95
• Special Education Credential	• CTC issued Special Education Credential	63.95

Long-term assignments over one week in duration involving lesson planning or grading will incur a $25 per day surcharge on each day commencing with day six.

NOTE: Prices include all payroll taxes, workers' compensation costs, benefits costs, liability insurance costs (including general, professional, employment practices and sexual misconduct liability), recruitment costs, and HR/administrative costs. There are no additional fees or taxes of any kind.

Terms of Service Addendum

EXHIBIT A
FEES FOR SUBSTITUTES

This Exhibit A is incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2023.

The pricing in Exhibit A is confidential and proprietary. Customer agrees not to disclose the contents of Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Substitutes will be assigned to the following positions and at the following rates:

School bill rate*	Half-day rate (4 hours or less)	Half-day long-term rate (4 hours or less)	Short-term day rate	Long-term day rate#
Teaching Assistant (non-credentialed)	$230	$254	$344	$378
Teacher (Emergency 30-day substitute permit or California credential)	$250	$275	$373	$410
TeachStart ParaPro Fellow	N/A	N/A	$378	$378
TeachStart Scholar or Scholar+ Fellow	N/A	N/A	$410	$410
Special Education Credential in SpEd role	$312	$343	$466	$513

* 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.

TERMS FOR TEMP-TO-PERM

Customer understands and agrees that Scoot employees are assigned to Customer to render temporary services and, absent a written agreement stating otherwise, are not assigned to become employed directly by Customer. Customer acknowledges the considerable expense incurred by Scoot to advertise, recruit, evaluate, train, and place its employees. Customer agrees it will not, without prior written consent from Scoot, hire a Scoot employee, interfere with the employment relationship between Scoot and its employees, or directly or indirectly cause a Scoot employee to become employed by Customer or another temporary service provider.

If Customer, either directly or indirectly, solicits, offers employment, and/or hires a Scoot employee as an employee or consultant in any position, or utilizes the person's services through another temporary or outsourcing service company, or any person or entity affiliated with Customer refers a Scoot employee to any other employer and the employee

becomes employed by that employer: (i) at any time from the date such employee is introduced to or placed with Customer by Scoot until six (6) months thereafter or (ii) within six (6) months after termination of employee's temporary assignment through Scoot with Customer, whichever is later, Customer agrees to pay Scoot a placement fee as outlined in Exhibit A.

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.

PAYMENT FOR SERVICES

Scoot shall invoice Customer on a weekly basis which invoice is to be paid within thirty (30) 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 eighteen (18%) per annum or the maximum amount allowable by applicable law, whichever is less.

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						
		1-5	**6-10**	**11-15**	**16-20**	**21-30**	**31-40**	**41-50**
Bubble length (days)	**1 month**	1%	2%	3%	4%	5%	6%	7%
	3 months	3%	4%	5%	6%	7%	8%	9%
	School year	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 cancelled 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
8. TeachStart fellows cannot be included in a Substitute Bubble

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Coversheet

Approve the 23-24 School Year Custodial Staff Contract

Section:	II. Consent Items
Item:	E. Approve the 23-24 School Year Custodial Staff Contract
Purpose:	Vote
Submitted by:	
Related Material:	Facilities - Night Crew Proposal Evaluation - Sheet2.pdf Cheapest- Harbor Maintenance .pdf

		Vendor 1	Vendor 2	Vendor 3
CRITERIA	**MAXIMUM POINTS**	**CCS**	**Harbor Building Maintenance, Inc.**	**Allstate Maintenance Inc.**
Cost	**20**	15	20	10
Experience with School Maintenance	**15**	15	10	10
Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	**10**	10	10	10
Enhanced Sanitary Procedures	**5**	5	5	5
Grand Total	**50**	**45**	**45**	**35**
Ranking				
Completed by				
Monthy Cost				
TPES		$2,966.00	$3,354.00	$7,766.00
TAT		$6,170.00	$6,155.00	$18,654.00
TTCHS		$6,378.00	$4,472.00	$11,649.00
CMO			$395.00	0
Total Monthly Cost		$15,514.00	$14,376.00	$38,069.00
Total Yearly Cost		$170,654.00	$158,136.00	$418,759.00

JANITORIAL SERVICES PROPOSAL



Harbor Building Maintenance, Inc.

Harbor Building Maintenance, Inc.
5011 Argosy Ave. Suite 11
Huntington Beach, CA 92649
www.harborbm.com
andrew@harborbm.com
310-497-9763

"We maintain it as if we own it"

May 25, 2023

Shawnna Lawson
Teach Public Schools
10616 S. Western Ave.
Los Angeles, CA

Dear Shawnna,

Harbor Building Maintenance, Inc. appreciates this opportunity to present you with this proposal for the maintenance of your facility. Based on our survey of your facility, our understanding of your needs and our experience in the industry, we have formulated a service schedule to provide you with the highest quality cleaning each and every time.

We have attached our proposed service plan and frequencies for each service. The key to success in our industry is our customer's satisfaction with the services provided. This begins with a thorough understanding of our customer's needs, effective communication and a solid quality control program. **Harbor Building Maintenance, Inc.** brings these methods together in our integrated service program.

We are looking forward to adding Teach Public Schools to our list of satisfied customers and if you have any questions please call me immediately.

Sincerely,

Andrew Cunningham
Relationship Manager

About Us

With Harbor Building Maintenance your commercial property will be maintained to the highest standard. Our attention to detail and unsurpassed quality has made us the first and only choice for business owners, property owners, and property managers throughout Southern California. Simply put - "We maintain it as if we own it"

We specialize in sanitization, window cleaning, carpet restoration, floor care, and small and large janitorial services. Our well-trained and experienced personnel use proven methods and techniques that achieve remarkable results. All of our hard working crew members arrive on time, are extremely courteous, and respect the privacy of the customer. Our crew members are always in uniform and well-spoken. We only hire the best!

Harbor Building Maintenance, Inc. is licensed, bonded, and insured. We only use eco-friendly Green cleaning products!

Services Offered

-General Office Cleaning

-Janitorial Services

-Common Area Cleaning

-Floor Stripping, Polishing and Waxing

-Carpet Cleaning

-Day Porter

-Window Washing

-Power/Pressure Washing

-Parking Lot Sweeping

-Duct Cleaning

-Light Bulb Maintenance

-Janitorial Supplies

Insurance

Harbor Building Maintenance, Inc. maintains $2,000,000 in commercial liability insurance in addition to $1,000,000 in workers compensation insurance. In addition, we maintain a fidelity bond (to protect against acts of employee dishonesty). We have had no claims against our insurance policy and are proud of that fact. We maintain this policy not only to protect ourselves, but to protect you, our customer.

Our Approach to cleaning

Education + Training = Quality

Our maintenance technicians have gone through a complete cleaning training program that includes the following:

-General Office Cleaning Training

-Restroom Sanitizing Training

-Specialized Cleaning Training

-Blood Born Pathogen Training

-HAZMAT and MSDS Training

-Personal Protection & Safety Training

-Building Security Procedures

-Effective Communications & Response

-Extensive chemical training

-Carpet Spot and Stain identification

-Floor Covering Identification, maintenance and restoration

Relationship Management

Effective communication is the cornerstone of all our business relationships. Understanding the customer's needs and matching those needs with excellent service is our goal. HBM wants to know how we are doing and if there is a problem we want to resolve it right away.

That is why every customer of HBM is assigned a dedicated "Relationship Manager". Your Relationship Manager knows your building, the job we do there, and who is on your crew. No need to call an 800 number and explain your situation to someone unfamiliar with your account. Relationship Managers visit the job sites regularly and can handle any problems that may arise. Not only can they help with your current service, but they can help with billing, adding additional services, and anything else that may come up. All of our Relationship Managers have cellular phones with e-mail and it is our company's policy to respond to any question or concern, no matter how small within 2 hours.

Location, Days/Time of Service & Pricing

Client: Teach Public Schools

Location: 10616 S. Western Ave. Los Angeles, CA

Contact: Shawnna Lawson

Nightly Cleaning Hours of Service: After Hours

10616 S. Western
5x Week Cleaning Total Monthly Fee: $4,472.00
Strip and Wax VCT Floors $8,195.00 Upon Request

10600 S. Western
3x Week Cleaning Total Monthly Fee: $395.00

10000 S. Western
5x Week Cleaning Total Monthly Fee: $3,354.00
Strip and Wax VCT Floors $3,900.00 Upon Request
Machine Scrub Tile Floors $650.00 Upon Request
Carpet Cleaning of Theatre $595.00 Upon Request

1750 W. Century
5x Week Cleaning Total Monthly Fee: $565.00

10045 S. Western
5x Week Cleaning Total Monthly Fee: $2,236.00
Strip and Wax VCT Floors $2,950.00 Upon Request

8505 S. Western
5x Week Cleaning Total Monthly Fee: $3,354.00
Strip and Wax VCT Floor $4,850.00 Upon Request
Weekly Pressure Wash of Entrances and Lunch Areas at all Facilities- $2,200.00 per month

Harbor Building Maintenance, Inc.

CLEANING AGREEMENT

The undersigned hereby accepts the proposal of Harbor Building Maintenance, Inc. (HBM) to supply services for TEACH Public Schools at your premises located at:

See locations Above

With the following terms:

1. Beginning _____ Harbor Building Maintenance, Inc. will provide services according to our service schedule after business hours: **Nightly Cleaning Total Monthly Fee: See Pricing Above**
2. Our contract price is valid for 1 year from the date of this agreement. We reserve the right to adjust pricing should there be a substantial change in location's occupancy or service requirements. Agreement can be canceled in writing by either party with a 30 day notice. Any changes to this agreement must be done in writing and signed by both parties. Should there be any problems with service we need to know about it so the situation can be rectified. We strive for perfection.
3. Client will be invoiced on the 1st of each month for that month's service, with payment due by the 5th of the month. Payments not received by the 10th of the month in which they are due are delinquent and subject to a service charge. HBM can suspend services pending receipt of late payments without liability. The undersigned agrees to pay all court costs, collection costs, and legal fees incurred in attempt to collect delinquent payments.
4. The listed charges are a total figure, including wages, payroll tax, insurance, all chemicals, and equipment. Should additional Federal, Local or Payroll Taxes be levied or insurance or operating cost increase substantially HBM will request service charges be adjusted accordingly. Toiletries, liners, and paper products are not included in our price. Should these products be desired we have them available for purchase at wholesale pricing.
5. Client agrees that they will not hire, either directly or indirectly any employee of HBM for a period of 3 years from the end date of this contract.
6. Services will not be provided on six nationally recognized holidays (1.New Year's Day 2.Memorial Day 3. Independence Day 4. Labor Day 5. Thanksgiving Day 6. Christmas Day). Should service be required on any of these days an additional fee will apply.
7. Undersigned agree that in the event of disagreement, damage, injury, or any other claim both parties agree to arbitration.
8. By signing this agreement, undersigned confirms that they have the authority to contract for services on behalf of: TEACH Public Schools

_____	_____
TEACH Public Schools	**Harbor Building Maintenance, Inc.**
Title	**Title**
Date	**Date**

Service Schedule

General Office Areas – Offices, Classrooms, And Other Work Areas

Services Performed Each Visit-

- Vacuum designated carpeted areas, including high traffic walk lanes and carpeted mats
- Empty waste containers, clean and reline, and remove trash to the designated area
- Sweep or dust mop hard surface floor areas and spot clean to remove spills and stains
- Spot clean doors, door frames, walls, light switches
- Return chairs, furniture, and waste containers to proper positions

Services Performed Each Week-

- Dust window ledges, tops of partitions
- Dust and remove debris from metal entrance thresholds
- Remove fingerprints from doors and frames
- Remove cobwebs
- Damp mop all accessible hard surface flooring
- Spot clean interior window glass
- Thoroughly vacuum all accessible carpet and perform minor spot cleaning as necessary

Services Performed Each Month-

- Dust high reach areas including shelves, ledges, vents, and HVAC grills
- Clean baseboards, carpet edges and corners
- Vacuum upholstered furniture

RESTROOM AREAS:

Services Performed Each Visit-

- Restock toilet paper, paper towels, hand soap, and other supplies
- Empty trash containers and remove trash to the designated areas
- Sweep or dust mop, and wet mop and sanitize ceramic and resilient floor surfaces
- Clean, polish, and sanitize restroom sinks, counters, and restroom fixtures including toilet bowls, toilet seats, and urinals
- Clean and polish mirrors, glass and chrome
- Spot clean all walls
- Flush any floor drains with hot water or enzymes to help preventing sewer gases from escaping
- Perform high, low, and detail dusting of all reasonably accessible surfaces (to 7 ft.)
- Vacuum air vents

KITCHEN AND OR LUNCH ROOM AREA:

Services Performed Each Visit-

- Damp wipe table tops, countertops, and exteriors of cabinets
- Empty trash containers and remove trash to the designated areas
- Damp wipe exterior and interior of microwave ovens
- Spot clean doors, walls, and cabinetry
- Throw out any food on countertops
- Sweep or dust mop and damp mop resilient flooring to remove spills and stains.
- Clean, polish, and sanitize sinks
- Wipe exterior of refrigerator
- Clean water cooler and water cooler tray
- Restock paper, soap, and other consumables per client's request

Services Performed Each Week-

- Clean inside of refrigerator (extra cost – per customer's request)

Services Performed Each Month-

- Perform high, low, and detail dusting of all reasonably accessible surfaces
- Vacuum air vents

Coversheet

Charter Impact 23-24 Business Services Renewal

Section:	II. Consent Items
Item:	F. Charter Impact 23-24 Business Services Renewal
Purpose:	Vote
Submitted by:	
Related Material:	23-24 Charter Impact Renewal Letter_TEACH.pdf

2023-24 Business Services Renewal

Charter Impact has proudly supported TEACH Public Schools since our mutual inception. Over the past decade, we've been able to provide timely and accurate financial information, empowering the school and board to not only maintain financial stability but also provide a sense of stability during turbulent times.

As a professional service firm, our costs (and therefore fees) are driven by our staff costs and time dedicated to our clients. To account for inflation and the increase in cost of living, we are proposing an increase to the management fee consistent with the 8% proposed increase in your core LCFF funding. Based on that increase, your FY23-24 business management fees would come to $233,604.

Please sign, scan and return a copy of this letter to me via email at dlueck@charterimpact.com. This will confirm your receipt and serve as documentation for your authorizer and auditor.

Thank you for the opportunity to participate in and support your school mission. We look forward to continuing our partnership next year and for many more to come.

Sincerely,

David P. Lueck
Co-CEO
Charter Impact

Acknowledged and Accepted:

_____
Name

_____
Title

_____
Date

Coversheet

Fiscal Report

Section: III. Items Scheduled for Information and Potential Action
Item: C. Fiscal Report
Purpose: Discuss
Submitted by:
Related Material: FY22-23 Financial Report as of 06.30.23 (Soft Close).pdf

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.

Financial Presentation – Through June 30, 2023 (Soft Close)

Highlights (as of 6.30.23-Soft Close)

- TEACH Academy , TEACH Tech & TEACH Prep projected surplus, positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either meet or exceed the 45-Day Cash on Hand Requirement
- TEACH Academy , Teach Tech and Teach Prep all meet the Debt Service Coverage Ratio

TEACH Inc. Board Summaries June 30, 2023 (Soft Close)

	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue @ 6/30/2023	$ 8,763,431	$ 8,069,922	$ 5,056,687	$ 2,096,835
Expenses @6/30/2023	7,824,444	6,902,717	4,393,049	2,324,643
Surplus/Deficit	938,987	1,167,205	663,638	(227,808)
Beginning Fund Balance	5,845,328	6,954,604	2,399,624	541,170
Ending Fund Balance	$ 6,784,315	$ 8,121,809	$ 3,063,262	$ 313,362
Cash @ 6/30/2022	$ 6,166,981.00	$ 7,848,136.00	3,172,553.00	2,038,915.00
Enrollment/ Average Daily Attendance	430/ 376.85	403/ 369.39	261/ 222.67	
Average Daily Cash On Hand (45 req)	288	415	264	
Debt Service Coverage (1.1 req)	3.22	3.42	2.87	

TPS, Inc. –Financial Position 6/30/23-Soft Close

		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	$ 4,494,136	$ 3,210,196	$ 2,459,582	$ 2,038,916	$ 46,719	$ 266,539	$ -		$ 12,516,088
	Certificate Deposit	1,672,845	4,637,941	712,971	-	-	-	-		7,023,757
	Accounts Receivable	636,620	340,369	135,470	6,429	3,323	-	2,337		1,124,549
	Interest Receivable	-	-	-	-	27,346	31,538	-		58,884
	Public Funding Receivables	1,616,701	639,350	713,255	-	-	-	-		2,969,306
	Due To/From Related Parties	321,492	369,798	881,470	(1,489,702)	-	(63,699)	-		19,359
	Prepaid Expenses	55,639	49,265	42,405	8,068	-	-	-		155,377
		8,797,432	**9,246,920**	**4,945,153**	**563,711**	**77,389**	**234,378**	**2,337**		**23,867,320**
	Property & Equipment, Net	1,252,155	202,978	216,822	47,874	9,195,218	19,147,273	-		30,062,320
	Deposits	5,000	162,517	99,750	8,750	-	3,625	-	(141,967)	137,675
	Deferred Lease Asset	-	-	-	-	194,312	(55,997)	-	(138,315)	-
	Investments	-	-	-	-	259,918	550,680	-		810,599
	Securities	-	-	-	-	1,215,108	1,729,963	-		2,945,071
	Securities Premium	-	-	-	-	1,239	(2,199)	-		(960)
Total Long Term Assets		**1,257,155**	**365,495**	**316,572**	**56,624**	**10,865,795**	**21,373,346**	**-**	**(280,282)**	**33,954,704**
Total Assets		**$ 10,054,587**	**$ 9,612,416**	**$ 5,261,724**	**$ 620,334**	**$ 10,943,183**	**$ 21,607,724**	**$ 2,337**	**$ (280,282)**	57,822,024

Page 1

Note- Current Assets are 3.30 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 6/30/23-Soft Close

		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										
	Accounts Payable	$ 229,917	$ 75,416	$ 123,032	$ 559	$ -	$ -	$ -		$ 428,923
	Accrued Liabilities	588,645	103,195	82,348	394,291	-	-	-		1,168,478
	Interest Payable	-	-	-	-	409,489	-	-		409,489
	Deferred Revenue	2,336,727	1,266,319	1,450,053	-	-	111,994	-		5,165,094
	Deferred Rent, Current Portion	9,824	-	(151)	-	-	-	-	(9,673)	-
	Capital Lease, Current Portion	-	1	-	-	-	-	-		1
	Notes Payable, Current Portion	53,194	-	-	-	-	-	-		53,194
Total Current Liabilities		**3,218,307**	**1,444,931**	**1,655,282**	**394,850**	**409,489**	**111,994**	**-**	**(9,673)**	**7,225,179**
Long-Term Liabilities										
	Deferred Rent, Net of Current Portic	184,488	(55,845)	-	-	-	-	-	(128,643)	-
	Notes Payable, Net of Current Porti	62,060	-	-	-	-	141,967	-		204,027
	Bonds Payable	-	-	-	-	11,910,000	21,858,813	-		33,768,813
	Bond Issue Costs	-	-	-	-	(234,433)	(441,109)	-		(675,542)
	Discount on Bonds	-	-	-	-	(190,568)	-	-		(190,568)
	Premium on Bonds				-	-	1,759,420	-		1,759,420
	Other Long-Term Liabilities	-	-	-	-	-	-	-	(141,967)	-
Total Long-Term Liabilities		**246,547**	**(55,845)**	**-**	**-**	**11,484,999**	**23,319,090**	**-**	**(270,610)**	**34,866,148**
Total Liabilities		**$ 3,464,854**	**$ 1,389,086**	**$ 1,655,282**	**$ 394,850**	**$ 11,894,488**	**$ 23,431,084**	**$ -**	**$ (280,283)**	**$ 41,949,361**
Net Assets	Net Assets	6,589,733	8,223,330	3,606,443	225,484	(951,304)	(1,823,360)	2,337	(0)	15,872,662
Total Liabilities and Net Assets		**$ 10,054,587**	**$ 9,612,416**	**$ 5,261,724**	**$ 620,334**	**$ 10,943,183**	**$ 21,607,724**	**$ 2,337**	**$ (280,282)**	**$ 57,822,023**

CHARTER IMPACT

TEACH Academy of Technologies

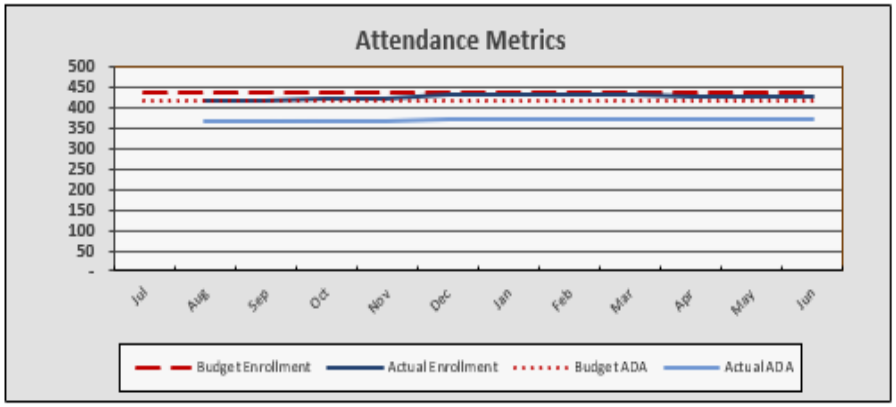
Monthly Financial Presentation – Through June 30, 2023-Soft Close

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	430	430	440
ADA	376.85	376.85	418
Attendance Rate	87.6%	87.6%	95.0%
Unduplicated %	98.3%	98.3%	98.1%
Revenue per ADA	$ 22,389	$23,254	$18,203
Expenses per ADA	$ 20,414	$20,763	$18,171

Attendance Metrics



ADA Based on P-2 Certified Report. Total ADA- 376.85 (-41.15 ADA) vs. Budgeted.

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/23	Budget	Fav/(Unf)	Forecast @ 06/30/2023	Budget @ 6/30/2023	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,982,471	$ 4,663,005	$ 319,466	$ 4,982,471	$ 5,192,704	$ (210,233)
Federal Revenue	1,603,127	1,109,267	493,861	1,661,139	1,182,566	478,574
Other State Revenue	1,815,592	1,016,680	798,912	2,083,726	1,233,777	849,949
Other Local Revenue	36,095	-	36,095	36,095	-	36,095
Total Revenue	**$ 8,437,285**	**$ 6,788,952**	**$ 1,648,333**	**$ 8,763,431**	**$ 7,609,046**	**$ 1,154,385**

Note: Variance explanation(s) on next slide

TAT - Revenue

- **State Aid-Rev: $4.98 MM, Projected decrease of $210.2k-** mainly due to the ADA decrease (-41.15) vs. budget offset by a higher than projected COLA.

- **Federal Revenue: $1.66 MM (projected increase of $478.6k)-** Primarily due to increase in Other Federal monies as part of the Covid Relief funds

- **Other State Revenue: $2.08 MM (projected increase of $849.9k)-** Due primarily to prior year Hold Harmless revenue recognition of $592.7k

- **Other Local Revenue: $36k (is a projected $36k increase over budget)** due to a Covid rebate received for $10k & $26k in interest revenue

TAT – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/23	Budget	Fav/(Unf)	Forecast @ 06/30/2023	Budget @ 6/30/2023	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,835,433	$ 1,843,496	$ 8,062	$ 1,835,433	$ 1,843,496	$ 8,062
Classified Salaries	539,361	738,111	198,750	539,361	738,111	198,750
Benefits	792,600	821,633	29,033	792,600	821,633	29,033
Books and Supplies	799,619	838,984	39,365	842,289	838,984	(3,305)
Subagreement Services	1,000,064	651,200	(348,864)	1,000,064	651,200	(348,864)
Operations	203,714	255,700	51,986	203,714	255,700	51,986
Facilities	958,440	950,759	(7,681)	958,440	950,759	(7,681)
Professional Services	1,413,993	1,313,136	(100,857)	1,492,887	1,335,875	(157,013)
Depreciation	134,196	159,700	25,504	144,196	159,700	15,504
Interest	15,460	-	(15,460)	15,460	-	(15,460)
Total Expenses	**$ 7,692,881**	**$ 7,572,719**	**$ (120,161)**	**$ 7,824,444**	**$ 7,595,458**	**$ (228,987)**

Note: Variance explanation(s) on next slide(s)

TAT - Expense

- **Certificated Salaries: $1.84 MM (Projected savings of $8.1k):** Due to unfilled positions at times throughout the year offset by Salary Increase.
- **Classified Salaries: $539.4k (Projected savings of $198.8k)-** Due primarily to unfilled positions.
- **Benefits: $792.6k (Projected savings of $29.0k) –** Savings due to unfilled classified positions offset by a slightly higher health benefit cost than budgeted.
- **Non-Personnel Related Expenses: $4.66MM (Projected increase of $464.8k)-** largest increases in Subagreement for Services ($348.9k) and Professional Services ($157.0k) which were increased costs due to the additional Covid related dollars

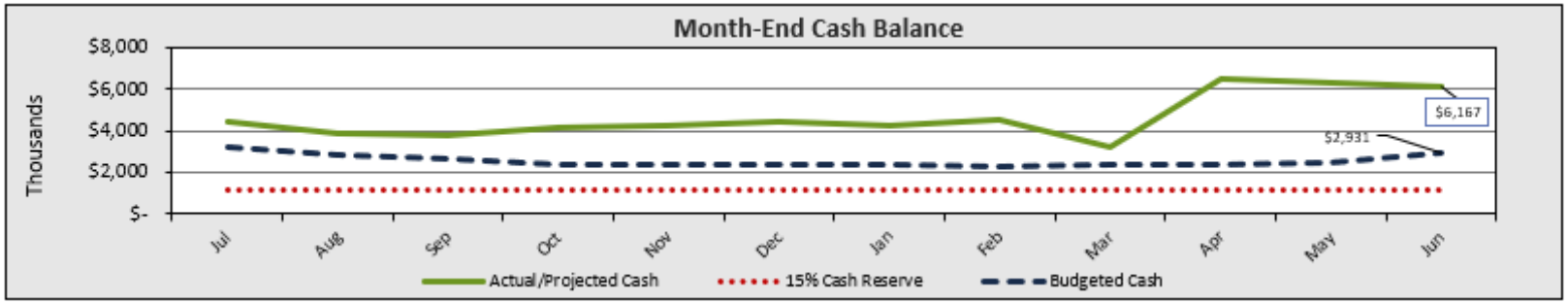
TAT – Fund Balance

- Net assets projected at year-end= 86.7% well over 3% reserve of $227.9k

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/23	Budget	Fav/(Unf)	Forecast @ 06/30/2023	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	$ 744,404	$ (783,767)	$ 1,528,172	$ 938,987	$ 13,588	$ 925,399
Beginning Fund Balance	5,845,328	5,845,328		5,845,328	5,845,328	
Ending Fund Balance	$ 6,589,733	$ 5,061,561		$ 6,784,315	$ 5,858,916	
As a % of Annual Expenses	*84.2%*	*66.6%*		*86.7%*	*77.1%*	

TAT – Cash Balance

- Positive Cash Balance projected at year-end at $6.17MM/ 288 DCOH- which is above 45-DCOH bond requirement
- The debt service coverage ratio is currently forecasted at 3.22- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent)



CHARTER IMPACT

TEACH Tech Charter High School

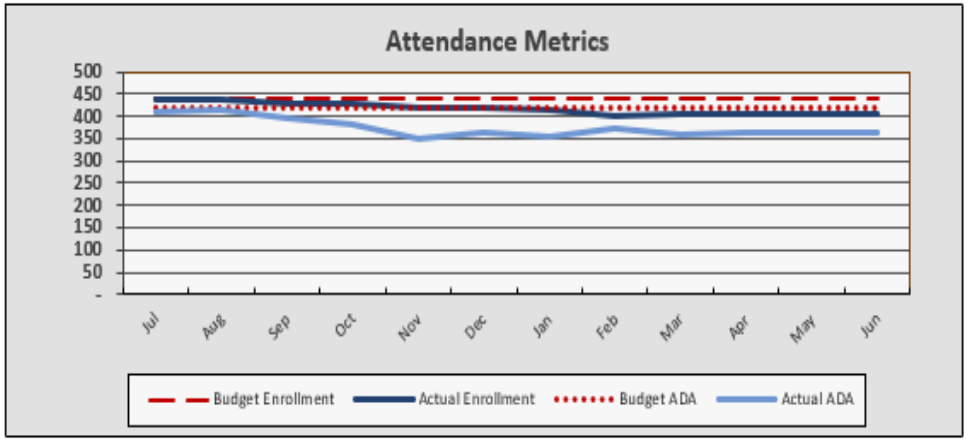
Monthly Financial Presentation – Through June 30, 2023-Soft Close

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	403	403	440
ADA	369.39	369.39	418.00
Attendance Rate	91.7%	91.7%	95.0%
Unduplicated %	96.7%	96.7%	96.1%
Revenue per ADA	$ 21,647	$21,647	$19,868
Expenses per ADA	$ 18,684	$18,684	$18,384

Attendance Metrics



ADA based on P-2 Certified report- 369.39 ADA vs. 418.00 Budgeted (-48.61 ADA)

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2023	Budget @ 418.00	Fav/(Unf)	Forecast @ 6/30/2023	Budget @ 418.00	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 5,885,397	$ 5,674,985	$ 210,412	$ 5,885,397	$ 6,232,033	$ (346,636)
Federal Revenue	1,052,628	914,461	138,167	968,176	985,444	(17,268)
Other State Revenue	1,034,180	889,820	144,360	1,142,631	1,087,307	55,324
Other Local Revenue	73,718	-	73,718	73,718	-	73,718
Total Revenue	**$ 8,045,923**	**$ 7,479,267**	**$ 566,656**	**$ 8,069,922**	**$ 8,304,784**	**$ (234,862)**

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue: $5.89MM (Projected decrease of $346.6k)-** Decrease due to drop in ADA from budget of 48.61 ADA offset by COLA increase
- **Federal Revenue: $968.2k (Projected decrease of $17.2k)-** Due to slightly decreased Covid relief funding recognition (note difference from actuals are revenues to be re-classed to deferred)
- **Other State Revenue: $1.14MM (Projected increase of $55.3k)-** Due to increased recognition of One-time State grants
- **Other Local Revenue: $73.7k (Increase of $73.7k)-** Interest earned to date

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2023	Budget @ 418.00	Fav/(Unf)	Forecast @ 6/30/2023	Budget @ 418.00	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,721,026	$ 2,084,434	$ 363,407	$ 1,721,026	$ 2,084,434	$ 363,407
Classified Salaries	659,204	693,559	34,355	659,204	693,559	34,355
Benefits	643,391	750,515	107,124	643,391	750,515	107,124
Books and Supplies	689,817	1,060,285	370,468	753,167	1,060,285	307,118
Subagreement Services	530,929	389,700	(141,229)	551,702	389,700	(162,002)
Operations	227,463	272,300	44,837	227,463	272,300	44,837
Facilities	890,819	898,478	7,659	890,819	898,478	7,659
Professional Services	1,354,665	1,452,301	97,637	1,395,061	1,474,938	79,877
Depreciation	59,883	60,400	517	59,883	60,400	517
Total Expenses	**$ 6,777,197**	**$ 7,661,973**	**$ 884,776**	**$ 6,901,717**	**$ 7,684,610**	**$ 782,893**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Certificated Salaries:$1.72MM-(Projected savings of $363.4K)-** Savings due to unfilled positions
- **Classified Salaries: $659.2K- (Projected savings of $34.4K)-** Savings due to unfilled position offset by salary increase
- **Benefits: $643.4k –(projected savings of $107.1K)**- Mainly due to unfilled certificated positions
- **Non-Personnel Expenses: $3.88MM- (Projected savings of $278.0k)**- Savings based on run rates with largest savings in Books & Supplies and in Professional Consulting Services

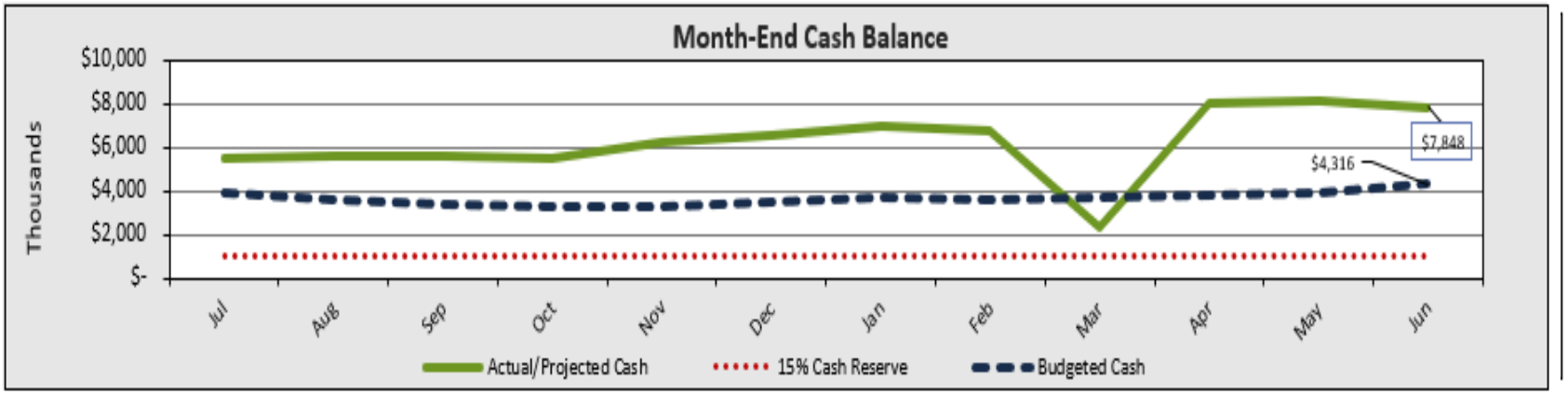
TTHS – Fund Balance

- Net assets projected to end positively at $8.12MM, well above 3% reserve requirement of $230.5K

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2023	Budget @ 418.00	Fav/(Unf)	Forecast @ 6/30/2023	Budget @ 418.00	Fav/(Unfav)
Total Surplus(Deficit)	$ 1,268,726	$ (182,706)	$ 1,451,432	$ 1,168,205	$ 620,174	$ 548,031
Beginning Fund Balance	6,954,604	6,954,604		6,954,604	6,954,604	
Ending Fund Balance	$ 8,223,330	$ 6,771,898		$ 8,122,809	$ 7,574,777	
As a % of Annual Expenses	*119.1%*	*88.1%*		*117.7%*	*98.6%*	

TTHS – Cash Balance

- Positive Cash Balance projected at year-end at $7.85MM/415 DCOH
- The debt service coverage ratio is currently forecasted at 3.42, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent)



CHARTER IMPACT

TEACH Prep Elementary School

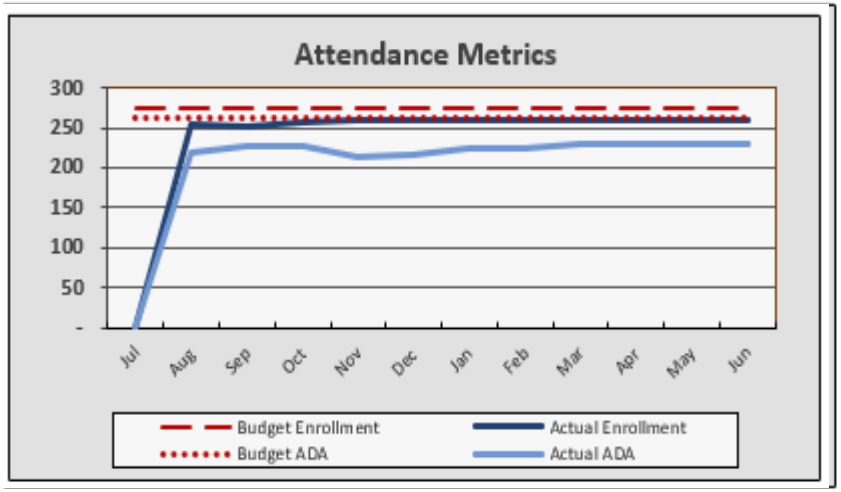
Monthly Financial Presentation – Through June 30, 2023-Soft Close

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	261	261	276
ADA	222.67	222.67	262.20
Attendance Rate	85.3%	85.3%	95.0%
Unduplicated %	97.7%	97.7%	97.5%
Revenue per ADA	$ 25,099	$22,709	$18,840
Expenses per ADA	$ 19,679	$19,729	$18,057

Attendance Metrics



ADA based on P-2 Certified Report at 222.67 which is down (-39.53 ADA) from original Budget ADA of 262.20

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual as of 06/30/23	Budget @ 262.20	Fav/(Unf)	Forecast as of 06/30/23	Budget @ 262.20	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 3,146,756	$ 3,070,214	$ 76,542	$ 3,146,756	$ 3,419,169	$ (272,413)
Federal Revenue	1,739,571	513,593	1,225,978	794,610	559,413	235,197
Other State Revenue	691,288	811,130	(119,842)	1,104,202	961,380	142,821
Other Local Revenue	11,120	-	11,120	11,120	-	11,120
Total Revenue	**$ 5,588,735**	**$ 4,394,937**	**$ 1,193,798**	**$ 5,056,687**	**$ 4,939,962**	**$ 116,726**

- **State- Aid Revenue: $3.15MM (Projected to decrease by $272.4k)-** mainly due to ADA decrease of 39.53 compared to approved budget and a negative prior year re-calculation/the increase to COLA helped to offset some of this difference
- **Federal Revenue: $794.6k (Projected increase of $235.2k)-** Primarily due to higher recognition of Covid related funding
- **Other State Revenue: $1.1MM (Projected increase of $142.8K)-** Primarily due to one-time Covid related funds recognition
- **Other Local Revenue: $11.1k (Projected Increase of $11.1k)-** Due to interest earned

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual as of 06/30/23	Budget @ 262.20	Fav/(Unf)	Forecast as of 06/30/23	Budget @ 262.20	Fav/(Unf)
Expenses						
Certificated Salaries	$ 860,601	$ 1,174,826	$ 314,225	$ 860,601	$ 1,174,826	$ 314,225
Classified Salaries	431,844	405,122	(26,722)	431,844	405,122	(26,722)
Benefits	398,504	453,517	55,013	398,504	453,517	55,013
Books and Supplies	560,586	730,177	169,591	580,640	730,177	149,537
Subagreement Services	504,412	295,800	(208,612)	504,412	295,800	(208,612)
Operations	65,524	127,600	62,076	65,524	127,600	62,076
Facilities	678,321	627,294	(51,027)	678,321	627,294	(51,027)
Professional Services	835,129	859,580	24,451	826,208	874,434	48,227
Depreciation	46,645	45,800	(845)	46,645	45,800	(845)
Interest	349	-	(349)	349	-	(349)
Total Expenses	**$ 4,381,915**	**$ 4,719,716**	**$ 337,801**	**$ 4,393,049**	**$ 4,734,571**	**$ 341,522**

Note: Variance explanation(s) on next slide

TES - Expenses

- **Certificated Salaries: $860.6k- (Projected savings of $314.2k)**-Mainly due to positions budgeted but not filled
- **Classified Salaries: $431.8K- (Projected increase of $26.7k)**-Mainly due to adding a custodial position
- **Benefits: $398.5k- (Projected savings of $48.8k)-** Due to unfilled Certificated positions offset by higher health benefits costs
- **Non-Personnel Expenses: $2.70MM- (Projected increase of $1K)-** Mainly a mix of savings increases that offset

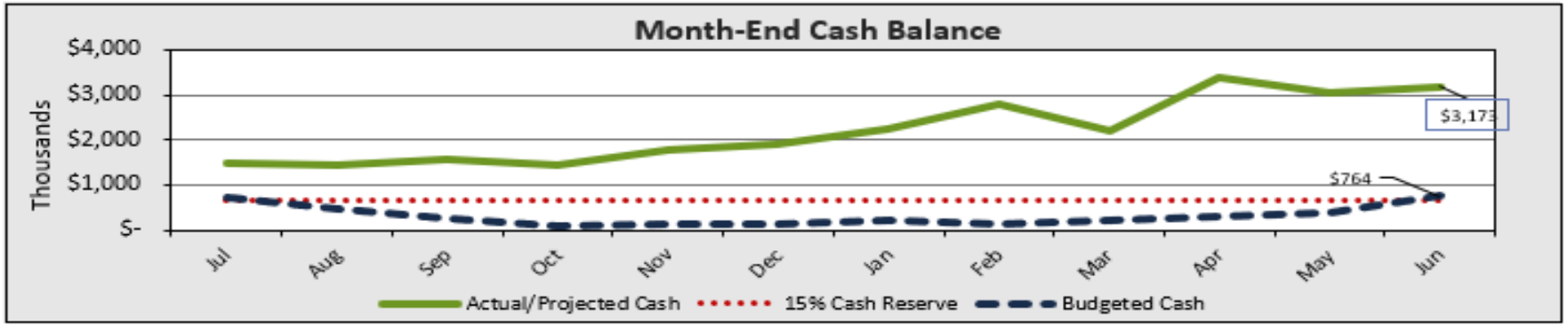
TES – Fund Balance

- Surplus $663.6K forecasted at year-end
- Net assets projected to end positively at $3.06MM which is well above 3% reserve requirement of $142.0K

	Year-to-Date			*Annual/Full Year*		
	Actual as of 06/30/23	Budget @ 262.20	Fav/(Unf)	Forecast as of 06/30/23	Budget @ 262.20	Fav/(Unf)
Total Surplus(Deficit)	**$ 1,206,820**	**$ (324,779)**	**$ 1,531,599**	**$ 663,638**	**$ 205,391**	**$ 458,247**
Beginning Fund Balance	2,399,624	2,399,624		2,399,624	2,399,624	
Ending Fund Balance	**$ 3,606,443**	**$ 2,074,844**		**$ 3,063,262**	**$ 2,605,014**	
As a % of Annual Expenses	*82.1%*	*43.8%*		*69.7%*	*55.0%*	

TES – Cash Balance

- Positive Cash Balance projected at year-end at $3.17MM/264 DCOH
- The debt service coverage ratio is currently forecasted at 2.87- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent)



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – Through June 30, 2023-Soft Close

TPS – Revenue

- Revenue- $2.1MM –Decrease of $121.3k made up of $198k TLV revenue reduction offset by increase in TEACH, Inc. totals

		Year-to-Date			*Annual/Full Year*		
		Actual @ 6/30/23	Approved Budget	Fav/(Unf)	Forecast @ 6/30/2023	Approved Budget	Fav/(Unfav)
Revenue							
	Other Local Revenue	2,096,835	2,010,013	86,822	2,096,835	2,218,123	(121,289)
	Total Revenue	$ 2,096,835	$ 2,010,013	$ 86,822	$ 2,096,835	$ 2,218,123	$ (121,289)

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/23	Approved Budget	Fav/(Unf)	Forecast @ 6/30/2023	Approved Budget	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 937,227	$ 735,881	$ (201,346)	$ 849,350	$ 735,881	$ (113,469)
Classified Salaries	766,800	680,856	(85,944)	766,800	680,856	(85,944)
Benefits	406,506	392,016	(14,490)	406,506	392,016	(14,490)
Books and Supplies	93,044	77,500	(15,544)	93,044	77,500	(15,544)
Subagreement Services	(560)	19,200	19,760	(560)	19,200	19,760
Operations	122,511	78,900	(43,611)	122,511	78,900	(43,611)
Facilities	17,087	42,700	25,613	17,087	42,700	25,613
Professional Services	58,055	86,300	28,245	58,055	86,300	28,245
Depreciation	11,850	15,000	3,150	11,850	15,000	3,150
Interest	-	-	-	-	-	-
Total Expenses	$ 2,412,520	$ 2,128,353	$ (284,167)	$ 2,324,643	$ 2,128,353	$ (196,290)

- Increase of $196.3k overall due to salary and corresponding benefits increases

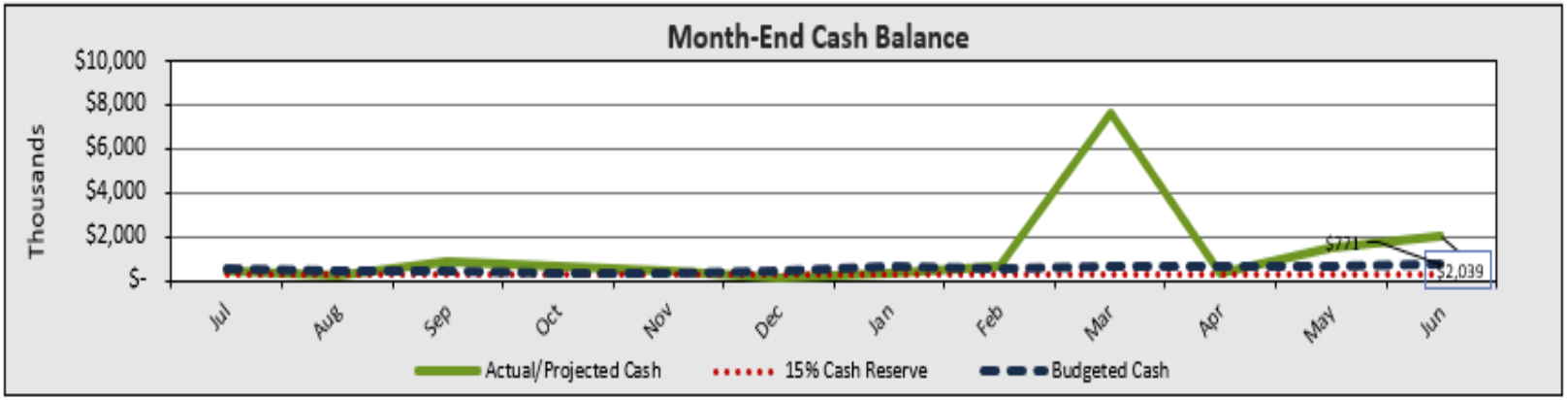
TPS – Fund Balance

- Projected deficit at year-end (-$227.8K) with ending positive fund balance of $313.4K

	Year-to-Date			*Annual/Full Year*		
	Actual @ 6/30/23	Approved Budget	Fav/(Unf)	Forecast @ 6/30/2023	Approved Budget	Fav/(Unfav)
Total Surplus(Deficit)	$ (315,685)	$ (118,340)	$ (197,346)	$ (227,808)	$ 89,770	$ (317,579)
Beginning Fund Balance	541,170	541,170		541,170	541,170	
Ending Fund Balance	$ 225,484	$ 422,830		$ 313,361	$ 630,940	
As a % of Annual Expenses	*9.7%*	*19.9%*		*13.5%*	*29.6%*	

TPS – Cash Balance

- Positive Cash Balance projected at year-end at $2.04MM



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 22/23
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 30-Day Compliance Calendar

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/23

ADA = 376.85

CHARTER IMPACT

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
																ADA =	418.00
Revenues																	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	135,550	135,550	243,991	243,991	487,982	-	243,991	224,302	224,302	224,302	1,187,847	-	**3,351,808**	3,899,383	(547,575)
8012	Education Protection Account	-	-	-	255,867	-	255,868	-	-	-	298,739	-	(497,430)	-	**313,044**	-	313,044
8019	State Aid - Prior Year	109,710	(5,486)	(5,486)	(9,874)	(9,874)	(19,748)	-	(9,874)	(123,688)	67,975	2,115	(1)	-	**(4,231)**	-	(4,231)
8096	In Lieu of Property Taxes	70,891	141,782	94,521	94,520	94,521	94,521	94,521	165,412	133,202	87,180	87,180	163,599	-	**1,321,850**	1,293,321	28,529
		180,601	271,846	224,585	584,504	328,638	818,623	94,521	399,529	233,816	678,196	313,597	854,015	-	**4,982,471**	**5,192,704**	**(210,233)**
Federal Revenue																	
8181	Special Education - Entitlement	5,474	10,948	7,299	7,299	7,299	7,299	7,299	12,773	8,988	4,308	6,429	6,269	-	**91,684**	80,256	11,428
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	31,675	7,722	86,365	-	-	64,953	50,900	-	26,660	30,550	23,926	47,852	**370,601**	340,367	30,234
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	52,678	-	78,888	-	-	84,749	46	-	**216,361**	218,102	(1,741)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	5,830	12,014	-	4,130	-	**21,974**	25,694	(3,720)
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	49	-	-	-	4,148	216,377	-	-	281,613	-	349,698	10,160	**862,045**	518,147	343,898
8299	Prior Year Federal Revenue	-	0	-	60,546	-	-	35,967	-	-	-	-	1,962	-	**98,474**	-	-
		5,474	42,672	15,021	154,210	7,299	64,125	324,595	142,561	14,818	324,594	121,728	386,031	58,012	**1,661,139**	**1,182,566**	**380,099**
Other State Revenue																	
8311	State Special Education	21,902	43,804	29,203	29,203	29,203	29,202	29,203	51,105	18,631	31,552	25,477	24,836	-	**363,321**	303,050	60,271
8520	Child Nutrition	-	-	1,969	25,708	-	-	19,129	14,871	-	7,733	8,876	6,827	13,653	**98,765**	32,217	66,549
8545	School Facilities (SB740)	-	-	-	-	-	-	230,714	-	-	-	115,357	148,733	-	**494,804**	455,578	39,226
8550	Mandated Cost	-	-	-	-	6,840	-	-	-	-	-	-	-	-	**6,840**	6,048	792
8560	State Lottery	8,924	-	-	-	-	-	27,197	-	-	26,342	-	52,099	-	**114,562**	86,526	28,036
8598	Prior Year Revenue	-	-	-	-	-	-	(13,474)	-	-	598,966	-	17,510	-	**603,002**	-	603,002
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	106,853	-	41,097	254,481	**402,431**	350,358	52,073
		30,826	43,804	31,172	54,911	36,043	29,202	292,769	65,976	18,631	771,445	149,709	291,103	268,134	**2,083,726**	**1,233,777**	**849,949**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	26,091	-	-	**26,091**	-	-
8689	Other Fees and Contracts	-	10,004	-	-	-	-	-	-	-	-	-	-	-	**10,004**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	10,004	-	-	-	-	-	-	-	-	26,091	-	-	**36,095**	**-**	**-**
Total Revenue		**216,901**	**368,326**	**270,778**	**793,625**	**371,980**	**911,950**	**711,886**	**608,066**	**267,265**	**1,774,236**	**611,125**	**1,531,148**	**326,146**	**8,763,431**	**7,609,046**	**1,154,385**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	68,885	129,602	130,543	115,920	119,724	118,954	125,710	124,529	110,591	118,787	118,316	118,336	-	**1,399,897**	1,290,051	(109,846)
1170	Teachers' Substitute Hours	-	-	-	-	-	4,800	4,800	4,800	4,800	4,800	4,800	4,800	-	**33,600**	39,118	5,518
1175	Teachers' Extra Duty/Stipends	-	86	500	700	32,924	3,980	-	555	1,200	-	180	26,110	-	**66,235**	-	(66,235)
1200	Pupil Support Salaries	3,029	18,391	14,850	12,333	16,033	12,333	12,950	12,950	12,950	12,950	12,950	16,835	-	**158,555**	74,530	(84,025)
1300	Administrators' Salaries	29,040	29,040	18,750	13,567	13,000	10,000	10,500	10,500	10,500	10,500	10,500	10,500	-	**176,397**	293,147	116,749
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	750	-	-	-	-	**750**	146,650	145,900
		100,954	177,119	164,643	142,521	181,681	150,067	153,960	153,334	140,791	147,037	146,746	176,581	-	**1,835,433**	**1,843,496**	**8,062**
Classified Salaries																	
2100	Instructional Salaries	-	4,834	11,638	6,519	7,397	5,944	4,647	7,606	13,295	9,756	12,221	13,194	-	**97,047**	342,824	245,778
2200	Support Salaries	5,561	7,766	8,531	7,640	10,485	8,061	1,617	3,171	3,287	2,888	3,468	-	-	**62,472**	48,048	(14,424)
2300	Classified Administrators'	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	14,179	14,179
2400	Clerical and Office Staff Salaries	10,521	14,548	16,523	14,319	19,599	15,161	14,115	17,298	18,014	18,330	22,249	24,100	-	**204,773**	194,376	(10,397)
2900	Other Classified Salaries	12,189	13,832	14,990	12,453	15,785	13,400	12,026	13,794	16,987	14,585	16,896	18,132	-	**175,069**	138,684	(36,385)
		28,270	40,979	51,681	40,929	53,266	42,564	32,404	41,869	51,582	45,558	54,833	55,426	-	**539,361**	**738,111**	**198,750**
Benefits																	
3101	STRS	18,576	33,830	31,447	27,222	25,284	28,154	27,573	28,370	25,602	27,167	28,945	28,325	-	**330,494**	352,108	21,614
3202	PERS	7,172	10,309	12,825	10,384	11,492	10,741	8,221	10,622	12,107	11,462	13,470	12,227	-	**131,033**	192,647	61,614
3301	OASDI	1,744	2,532	3,196	2,529	3,294	2,630	2,149	2,885	3,487	3,114	3,540	3,428	-	**34,528**	45,763	11,235
3311	Medicare	1,872	3,160	3,135	2,658	3,405	2,791	2,700	2,828	2,787	2,791	2,921	3,362	-	**34,411**	37,433	3,023
3401	Health and Welfare	11,965	9,910	9,260	14,563	28,748	8,882	17,800	29,019	23,797	20,305	20,640	21,895	-	**216,782**	135,000	(81,782)
3501	State Unemployment	557	2,651	1,238	179	49	235	7,849	2,067	1,167	1,004	448	94	-	**17,539**	22,540	5,001
3601	Workers' Compensation	1,439	1,298	10,203	1,368	1,368	1,439	1,368	1,368	1,368	1,368	1,368	1,367	-	**25,324**	36,142	10,818
3901	Other Benefits	274	350	197	65	83	65	68	68	192	68	68	992	-	**2,490**	-	(2,490)
		43,599	64,040	71,500	58,968	73,723	54,937	67,730	77,228	70,508	67,279	71,400	71,688	-	**792,600**	**821,633**	**29,033**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/23

ADA = 376.85

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	29,152	-	-	-	-	-	-	-	-	-	-	-	-	**29,152**	82,500	53,348
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	700	700
4302	School Supplies	100	25,957	7,878	9,003	2,762	7,501	3,688	3,749	2,246	-	195	11,781	-	**74,860**	28,900	(45,960)
4305	Software	68,013	8,301	2,083	6,269	1,788	28,235	14,000	4,707	1,940	2,739	1,743	12,582	-	**152,401**	101,300	(51,101)
4310	Office Expense	1,372	16,344	(378)	15,289	9,763	13,314	310	5,153	2,662	6,663	8,262	24,064	-	**102,819**	53,000	(49,819)
4311	Business Meals	-	-	127	-	-	-	-	-	116	-	508	164	-	**914**	-	(914)
4312	School Fundraising Expense	-	-	-	-	1,600	-	-	-	-	-	-	-	-	**1,600**	-	(1,600)
4400	Noncapitalized Equipment	-	2,893	609	43,275	3,410	-	516	16,237	6,388	10,719	1,306	13,163	-	**98,517**	200,000	101,483
4700	Food Services	-	-	-	122,413	45,641	-	31,299	(16,226)	13,278	28,226	54,854	59,871	42,670	**382,026**	372,584	(9,442)
		98,637	53,495	10,320	196,249	64,964	49,050	49,813	13,620	26,630	48,348	66,868	121,625	42,670	**842,289**	**838,984**	**(3,305)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	400	400
5102	Special Education	-	-	21,354	10,001	-	20,155	48,830	42,960	-	86,008	29,974	89,670	-	**348,952**	232,900	(116,052)
5103	Substitute Teacher	-	2,903	8,426	12,706	8,882	9,778	1,035	7,626	885	44,094	39,876	63,007	-	**199,217**	187,300	(11,917)
5104	Transportation	-	-	2,900	900	2,400	-	-	1,600	1,300	5,267	2,090	2,860	-	**19,317**	-	(19,317)
5105	Security	1,445	3,545	4,229	2,070	2,076	(1,885)	-	11,554	625	11,404	10,942	4,572	-	**50,577**	30,600	(19,977)
5106	Other Educational Consultants	-	-	8,935	16,860	49,145	34,518	12,814	156,858	-	-	53,719	49,151	-	**382,001**	200,000	(182,001)
		1,445	6,448	45,844	42,537	62,503	62,566	62,679	220,598	2,810	146,772	136,601	209,260	-	**1,000,064**	**651,200**	**(348,864)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	214	3,480	-	190	-	**3,884**	800	(3,084)
5300	Dues & Memberships	-	1,100	-	100	-	-	474	-	-	-	-	261	-	**1,935**	1,700	(235)
5400	Insurance	5,508	6,786	6,147	6,147	6,147	5,508	6,147	6,147	6,147	6,147	6,147	6,147	-	**73,124**	74,400	1,276
5501	Utilities	7,556	2,820	21,811	11,293	7,707	6,853	(3,072)	4,160	3,108	4,515	6,553	7,526	-	**80,831**	89,700	8,869
5502	Janitorial Services	2,533	2,533	2,598	2,696	2,631	2,631	2,757	2,925	2,944	2,801	2,801	-	-	**29,850**	31,900	2,050
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	(771)	595	1,233	1,035	3,776	1,366	936	1,367	-	1,490	349	2,690	-	**14,067**	50,800	36,733
5901	Postage and Shipping	-	-	-	23	-	-	-	-	-	-	-	-	-	**23**	6,400	6,377
		14,826	13,835	31,789	21,294	20,261	16,357	7,243	14,598	12,413	18,433	15,850	16,814	-	**203,714**	**255,700**	**51,986**
Facilities, Repairs and Other Leases																	
5601	Rent	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	-	**861,429**	870,973	9,544
5602	Additional Rent	-	3,651	-	-	-	-	-	-	-	-	-	-	-	**3,651**	(9,514)	(13,165)
5603	Equipment Leases	1,873	5,761	-	5,546	6,085	11,708	3,147	3,745	4,462	4,661	4,248	6,604	-	**57,842**	56,400	(1,442)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	100	100
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	400	400
5610	Repairs and Maintenance	1,096	1,600	1,745	12,634	1,733	(495)	(456)	4,109	642	3,071	5,346	4,493	-	**35,518**	32,400	(3,118)
		74,755	82,798	73,531	89,967	79,604	82,999	74,477	79,640	76,890	79,518	81,380	82,883	-	**958,440**	**950,759**	**(7,681)**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	3,300	3,300
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	6,160	2,293	-	-	**8,453**	14,000	5,548
5803	Legal	-	-	-	219	-	-	-	2,258	-	7,129	1,707	5,883	-	**17,194**	3,300	(13,894)
5804	Professional Development	2,175	2,292	1,021	1,967	8,783	5,665	4,215	-	-	(3,480)	-	1,800	-	**24,438**	48,100	23,662
5805	General Consulting	-	5,000	-	175	2,852	-	1,758	-	-	800	-	53,482	-	**64,066**	11,700	(52,366)
5806	Special Activities/Field Trips	250	-	-	-	-	-	-	720	1,674	1,470	13,738	19,079	-	**36,930**	41,600	4,670
5807	Bank Charges	-	-	15	100	-	15	-	-	-	-	-	-	-	**130**	-	(130)
5808	Printing	-	-	-	3,691	-	-	243	-	-	3,363	-	1,460	-	**8,757**	10,500	1,743
5809	Other taxes and fees	-	1,412	-	19,447	3,484	26	190	987	-	-	3,202	11	-	**28,759**	15,300	(13,459)
5810	Payroll Service Fee	-	926	-	400	387	664	525	690	-	366	319	1,859	-	**6,136**	3,600	(2,536)
5811	Management Fee	28,176	41,611	31,732	72,318	18,216	39,693	114,572	63,321	27,406	135,017	84,022	250,909	78,894	**985,886**	856,018	(129,868)
5812	District Oversight Fee	2,614	5,228	3,485	3,485	3,485	3,486	3,485	6,099	7,840	3,474	3,474	3,712	-	**49,867**	51,927	2,060
5813	County Fees	(2,037)	-	-	-	2,478	-	-	2,212	-	-	2,063	2,180	-	**6,895**	6,700	(195)
5814	SPED Encroachment	15,250	30,500	20,333	20,334	20,333	20,333	20,333	35,583	14,881	17,534	17,534	18,781	-	**251,729**	265,430	13,701
5815	Public Relations/Recruitment	1,167	-	1,167	-	-	983	-	-	-	-	-	333	-	**3,650**	4,400	750
		47,595	86,968	57,753	122,136	60,017	70,865	145,319	111,869	51,801	171,833	128,350	359,487	78,894	**1,492,887**	**1,335,875**	**(157,013)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/23

ADA = 376.85

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Depreciation																
6900 Depreciation Expense	11,311	11,332	11,668	11,414	11,196	11,517	12,488	11,473	11,250	10,189	10,327	10,030	10,000	**144,196**	159,700	15,504
	11,311	11,332	11,668	11,414	11,196	11,517	12,488	11,473	11,250	10,189	10,327	10,030	10,000	**144,196**	**159,700**	**15,504**
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	**422,680**	**538,303**	**520,018**	**727,303**	**608,502**	**542,211**	**607,403**	**725,519**	**445,962**	**736,255**	**713,642**	**1,105,083**	**131,564**	**7,824,444**	**7,595,458**	**(228,987)**
Monthly Surplus (Deficit)	**(205,779)**	**(169,978)**	**(249,240)**	**66,322**	**(236,522)**	**369,739**	**104,483**	**(117,452)**	**(178,697)**	**1,037,980**	**(102,517)**	**426,065**	**194,582**	**938,987**	**13,589**	**925,398**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(205,779)	(169,978)	(249,240)	66,322	(236,522)	369,739	104,483	(117,452)	(178,697)	1,037,980	(102,517)	426,065	194,582	**938,987**		
Cash flows from operating activities																
Depreciation/Amortization	11,311	11,332	11,668	11,414	11,196	11,517	12,488	11,473	11,250	10,189	10,327	10,030	10,000	**144,196**		
Public Funding Receivables	580,599	182,883	231,348	(76,757)	40,102	-	(169,940)	18,311	373,622	(15,777)	45,867	(1,453,960)	(326,146)	**(569,847)**		
Grants and Contributions Rec.	-	(153,649)	-	252,700	-	(2,886)	-	-	(54,208)	-	-	-	-	**41,957**		
Due To/From Related Parties	(221,528)	(113,474)	(291,965)	378,821	(170,879)	(193,874)	(63,688)	251,776	(1,516,478)	1,859,725	(294,313)	12,660	-	**(363,216)**		
Prepaid Expenses	28,748	(68,305)	26,602	(26,423)	20,855	(23,503)	(9,495)	1,391	30,004	17,587	7,869	(32,019)	-	**(26,689)**		
Other Assets	-	-	-	-	-		-	-	-	-	-	-	-	-		
Accounts Payable	(9,480)	(193,964)	-	-	(26,958)	26,958	-	-	-	-	3,675	226,242	131,564	**158,036**		
Accrued Expenses	(155,650)	(8,676)	11,296	(223,946)	(19,040)	(74,457)	47,228	(42,248)	4,029	-	-	501,378	-	**39,915**		
Deferred Revenue			125,817	31,857	471,766	234,987	(187,997)	236,588	44,398	374,770	188,284	164,570				
Other Liabilities	17,833	16,909	(789)	(789)	(787)	(787)	(787)	(787)	(787)	(787)	(787)	(853)	-	**26,806**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	(1,143)	(2,850)	(109,115)	-	(49,697)	-	(49,600)	-	-	-	**(212,405)**		
Notes Receivable	-	(21,914)	(25,494)	-	-	-	-	-	-	-	-	-	-	**(47,408)**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
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)	(4,433)	-	**(53,194)**		
Total Change in Cash	41,621	(523,266)	(165,189)	407,624	82,451	234,145	(272,140)	304,923	(1,291,300)	3,229,655	(146,027)	(150,319)				
Cash, Beginning of Month	4,414,802	4,456,424	3,933,158	3,767,968	4,175,592	4,258,043	4,492,188	4,220,049	4,524,971	3,233,671	6,463,326	6,317,300				
Cash, End of Month	**4,456,424**	**3,933,158**	**3,767,968**	**4,175,592**	**4,258,043**	**4,492,188**	**4,220,049**	**4,524,971**	**3,233,671**	**6,463,326**	**6,317,300**	**6,166,981**				

3.19
Coverage 1.20

288 ADCOH
288 DCOH

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 369.39

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**418.00**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	250,871	250,871	451,568	451,568	451,568	451,568	451,568	405,962	405,962	405,962	520,911	-	**4,498,379**	4,938,711	(440,332)
8012	Education Protection Account	-	17,457	-	20,211	-	-	20,211	-	-	16,614	-	(615)	-	**73,878**	-	73,878
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(204,053)	69,891	44,721	106,898	-	**17,457**	-	17,457
8096	In Lieu of Property Taxes	76,830	153,661	102,441	102,441	102,441	102,440	102,441	179,271	94,173	90,038	90,038	99,468	-	**1,295,683**	1,293,321	2,362
		76,830	421,989	353,312	574,220	554,009	554,008	574,220	630,839	296,082	582,505	540,721	726,662	-	**5,885,397**	**6,232,033**	**(346,636)**
Federal Revenue																	
8181	Special Education - Entitlement	5,933	11,866	7,910	7,910	7,910	7,911	7,910	13,843	5,932	4,450	6,640	1,654	-	**89,869**	81,510	8,359
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	6,739	70,365	-	-	40,536	29,278	-	16,744	19,933	16,146	32,291	**232,032**	333,426	(101,394)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	46,566	-	35,295	-	-	108,938	664	-	**191,463**	181,961	9,502
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	5,511	22,227	-	(3,927)	-	**23,811**	21,793	2,018
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	6,889	-	-	308,477	-	169,819	(116,744)	**368,441**	366,754	1,687
8299	Prior Year Federal Revenue	-	-	-	51,322	-	-	-	-	-	835	-	10,404	-	**62,561**	-	62,561
		5,933	11,866	14,649	129,596	7,910	54,477	55,335	78,416	11,443	352,733	135,511	194,760	(84,452)	**968,176**	**985,444**	**(17,268)**
Other State Revenue																	
8311	State Special Education	23,737	47,474	31,649	31,650	31,649	31,650	31,649	55,387	(28,511)	66,933	26,312	6,550	-	**356,129**	303,050	53,079
8520	Child Nutrition	-	-	1,718	21,430	-	-	12,355	8,952	-	5,126	6,029	4,922	9,844	**70,377**	31,560	38,817
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	236,701	-	118,351	129,957	-	**485,009**	455,578	29,431
8550	Mandated Cost	-	-	-	-	20,607	-	-	-	-	-	-	-	-	**20,607**	19,350	1,257
8560	State Lottery	-	-	-	-	-	-	29,095	-	-	37,726	-	45,474	-	**112,295**	95,304	16,991
8598	Prior Year Revenue	-	-	-	-	-	-	(15,199)	-	-	-	-	14,806	-	**(393)**	-	(393)
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	98,608	**98,608**	182,466	(83,858)
		23,737	47,474	33,367	53,080	52,256	31,650	57,901	64,339	208,190	109,785	150,692	201,709	108,451	**1,142,631**	**1,087,307**	**55,324**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	72,338	-	-	**72,338**	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	1,380	-	-	-	-	**1,380**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	1,380	-	72,338	-	-	**73,718**	**-**	**-**
Total Revenue		**106,500**	**481,329**	**401,329**	**756,896**	**614,175**	**640,135**	**687,455**	**773,594**	**517,095**	**1,045,023**	**899,261**	**1,123,131**	**23,999**	**8,069,922**	**8,304,784**	**(234,862)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	41,418	79,274	88,996	89,678	91,844	91,844	96,187	99,903	102,824	98,678	95,319	95,480	-	**1,071,444**	1,378,831	307,387
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	40,552	40,552
1175	Teachers' Extra Duty/Stipends	150	-	-	280	24,584	9,842	-	675	1,500	-	225	21,139	-	**58,395**	55,000	(3,395)
1200	Pupil Support Salaries	11,309	13,254	13,254	13,254	17,230	13,254	13,917	13,917	16,917	13,917	13,917	18,092	-	**172,233**	165,050	(7,183)
1300	Administrators' Salaries	9,545	8,750	23,684	28,328	48,202	37,078	38,932	39,745	39,745	39,745	39,745	64,508	-	**418,005**	365,967	(52,038)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	950	-	-	-	-	-	**950**	79,035	78,085
		62,422	101,278	125,934	131,541	181,860	152,018	149,036	155,190	160,986	152,340	149,205	199,219	-	**1,721,026**	**2,084,434**	**363,407**
Classified Salaries																	
2100	Instructional Salaries	9,387	16,232	28,059	25,438	28,772	19,661	14,604	26,951	24,094	23,277	31,678	26,377	-	**274,526**	330,022	55,495
2200	Support Salaries	9,483	11,883	11,883	11,883	14,008	11,883	12,238	12,238	12,238	12,238	9,419	5,700	-	**135,094**	48,048	(87,046)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	13,250	13,250
2400	Clerical and Office Staff Salaries	3,501	6,538	6,656	4,647	6,776	3,512	3,720	6,385	5,268	5,337	7,069	7,507	-	**66,914**	193,040	126,126
2900	Other Classified Salaries	16,573	16,317	14,236	11,814	16,073	12,224	11,919	14,585	16,056	16,706	17,635	18,534	-	**182,670**	109,200	(73,470)
		38,943	50,970	60,834	53,782	65,629	47,279	42,480	60,158	57,655	57,557	65,800	58,118	-	**659,204**	**693,559**	**34,355**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 369.39

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	11,894	19,344	23,256	24,327	26,177	26,962	27,668	28,668	29,956	29,097	28,498	30,738	-	**306,583**	398,127	91,543
3202	PERS	1,411	391	-	-	-	-	-	-	-	-	-	-	-	**1,801**	-	(1,801)
3301	OASDI	2,410	3,156	3,767	3,330	4,065	2,927	2,630	3,726	3,570	3,564	4,075	3,599	-	**40,820**	43,001	2,181
3311	Medicare	1,465	2,205	2,705	2,684	3,586	2,887	2,774	3,119	3,167	3,040	3,115	3,728	-	**34,476**	40,281	5,805
3401	Health and Welfare	16,223	7,650	3,581	7,349	28,929	16,161	19,012	20,828	18,183	17,999	19,252	18,350	-	**193,517**	170,500	(23,017)
3501	State Unemployment	513	2,618	1,122	436	637	141	7,632	2,532	1,090	291	81	-	-	**17,092**	24,990	7,898
3601	Workers' Compensation	1,439	1,687	10,397	1,563	1,563	1,439	1,687	2,877	1,563	1,563	1,563	124	-	**27,463**	38,892	11,429
3901	Other Benefits	1,151	945	1,126	1,266	2,056	1,641	1,695	1,558	2,641	2,485	2,363	2,710	-	**21,638**	34,725	13,087
		36,506	37,995	45,954	40,955	67,012	52,158	63,097	63,307	60,172	58,040	58,947	59,249	-	**643,391**	**750,515**	**107,124**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 369.39

CHARTER IMPACT

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	24,950	7,167	31,543	207	-	-	1,741	-	-	-	1,152	-	**66,759**	125,000	58,241
4200	Books and Reference Materials	-	-	-	-	600	13,175	-	-	-	-	-	-	-	**13,775**	77,600	63,825
4302	School Supplies	100	4,926	5,970	15,262	3,219	4,308	4,308	7,483	429	2,420	5,215	4,261	-	**57,904**	100,000	42,096
4305	Software	31,211	17,494	2,083	29,754	10,956	2,396	16,450	4,707	1,385	4,239	1,743	12,582	-	**134,999**	200,000	65,001
4310	Office Expense	3,841	13,699	91	6,943	10,326	5,048	2,009	5,556	2,491	5,919	11,640	20,978	-	**88,540**	42,500	(46,040)
4311	Business Meals	-	-	-	-	-	125	-	13	10	310	-	-	-	**458**	200	(258)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	301	2,078	48,310	460	1,368	-	18,581	-	4,195	2,657	8,699	63,350	**150,000**	150,000	-
4700	Food Services	-	-	-	125,690	37,041	-	7,820	(27,049)	-	18,274	38,953	40,003	-	**240,732**	364,985	124,253
		35,152	61,370	17,391	257,502	62,808	26,420	30,588	11,032	4,315	35,357	60,209	87,675	63,350	**753,167**	**1,060,285**	**307,118**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	578	13,890	16,056	-	21,439	61,902	37,351	-	57,821	17,796	42,866	20,773	**290,471**	258,500	(31,971)
5103	Substitute Teacher	-	-	8,888	21,378	11,877	11,959	5,016	20,467	4,594	36,662	20,147	43,414	-	**184,403**	80,900	(103,503)
5104	Transportation	-	-	2,900	900	4,557	-	-	1,600	1,300	6,276	8,886	2,860	-	**29,278**	28,000	(1,278)
5105	Security	1,520	-	3,886	2,138	1,960	(1,960)	1,960	11,779	80	9,786	10,708	5,694	-	**47,550**	17,100	(30,450)
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	5,200	5,200
		1,520	578	29,563	40,472	18,395	31,438	68,879	71,197	5,974	110,545	57,536	94,833	20,773	**551,702**	**389,700**	**(162,002)**
Operations and Housekeeping																	
5201	Auto and Travel	-	754	-	-	-	1,029	-	273	315	-	-	-	-	**2,371**	300	(2,071)
5300	Dues & Memberships	-	1,100	-	100	-	-	474	-	-	-	-	5,261	-	**6,935**	1,600	(5,335)
5400	Insurance	5,508	7,744	6,626	6,626	6,626	5,508	7,744	11,016	6,626	6,626	6,626	1,118	-	**78,395**	70,900	(7,495)
5501	Utilities	10,416	10,635	14,497	12,478	8,804	7,029	5,918	6,090	6,153	6,437	7,797	8,255	-	**104,508**	90,800	(13,708)
5502	Janitorial Services	2,155	6,270	2,234	-	1,195	1,675	-	1,675	1,675	1,842	3,517	-	-	**22,238**	27,100	4,862
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	379	553	409	211	3,429	761	719	1,503	-	3,434	1,460	159	-	**13,016**	80,800	67,784
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	800	800
		18,458	27,056	23,765	19,416	20,054	16,002	14,856	20,557	14,769	18,340	19,400	14,793	-	**227,463**	**272,300**	**44,837**
Facilities, Repairs and Other Leases																	
5601	Rent	105,763	96,670	62,049	61,464	61,756	64,129	61,756	61,758	61,754	61,756	61,756	61,756	-	**822,370**	740,013	(82,357)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,065	1,065
5603	Equipment Leases	1,873	2,016	-	1,801	2,028	-	-	1,872	-	2,063	276	1,797	-	**13,726**	200	(13,526)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	(0)	-	-	-	-	-	-	-	**(0)**	600	600
5610	Repairs and Maintenance	-	45	1,154	2,211	16,263	520	6,670	6,545	770	10,981	2,360	7,205	-	**54,723**	156,600	101,877
		107,636	98,731	63,203	65,475	80,048	64,649	68,426	70,174	62,524	74,800	64,392	70,758	-	**890,819**	**898,478**	**7,659**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	390	-	-	-	**390**	300	(90)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	6,160	2,293	-	-	**8,453**	12,100	3,648
5803	Legal	-	-	-	219	-	-	-	2,258	-	-	630	-	-	**3,106**	1,000	(2,106)
5804	Professional Development	19,824	292	1,021	12,225	8,865	(7,115)	7,500	8,500	-	-	-	1,800	-	**52,911**	67,200	14,289
5805	General Consulting	-	5,000	3,591	175	175	-	-	-	601	-	463	1,542	-	**11,546**	19,100	7,554
5806	Special Activities/Field Trips	-	-	-	4,340	2,300	-	-	350	1,150	1,413	9,562	37,673	-	**56,787**	77,600	20,813
5807	Bank Charges	21	21	56	-	-	-	-	-	-	-	-	(0)	-	**98**	-	(98)
5808	Printing	-	-	484	1,872	-	-	-	-	-	3,429	-	1,460	-	**7,245**	17,800	10,555
5809	Other taxes and fees	1,175	1,426	402	18,378	1,827	-	434	-	-	-	-	11	-	**23,651**	6,000	(17,651)
5810	Payroll Service Fee	-	-	-	400	387	664	525	690	-	366	319	368	-	**3,719**	3,400	(319)
5811	Management Fee	17,508	51,458	44,135	70,575	40,546	60,813	65,308	71,312	58,694	63,236	114,080	209,804	40,397	**907,866**	934,288	26,422
5812	District Oversight Fee	3,392	6,783	4,522	4,522	4,522	4,522	4,522	7,914	7,910	4,307	4,307	1,456	-	**58,679**	62,320	3,641
5813	County Fees	-	-	-	-	1,575	-	-	1,751	-	-	1,718	1,673	-	**6,716**	5,200	(1,516)
5814	SPED Encroachment	16,528	33,055	22,037	22,037	22,037	22,036	22,037	38,564	6,033	18,108	18,108	6,165	-	**246,745**	265,430	18,685
5815	Public Relations/Recruitment	1,167	-	1,167	3,500	-	983	-	-	-	-	-	333	-	**7,150**	3,200	(3,950)
		59,614	98,034	77,413	138,242	82,234	81,904	100,326	131,338	74,388	97,409	151,479	262,283	40,397	**1,395,061**	**1,474,938**	**79,877**
Depreciati	Parent Coordinator- Move to TPS																
6900	Depreciation Expense	5,420	5,451	5,718	5,718	5,718	5,728	5,272	4,803	4,013	4,013	4,013	4,013	-	**59,883**	60,400	517

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 369.39

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5,420	5,451	5,718	5,718	5,718	5,728	5,272	4,803	4,013	4,013	4,013	4,013	-	**59,883**	**60,400**	**517**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 369.39

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**365,670**	**481,463**	**449,776**	**753,102**	**583,757**	**477,596**	**542,959**	**587,755**	**444,796**	**608,401**	**630,982**	**850,941**	**124,520**	**6,901,717**	**7,684,610**	**782,893**
Monthly Surplus (Deficit)	**(259,170)**	**(134)**	**(48,447)**	**3,794**	**30,418**	**162,539**	**144,496**	**185,839**	**72,300**	**436,622**	**268,279**	**272,190**	**(100,521)**	**1,168,205**	**620,174**	**548,031**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(259,170)	(134)	(48,447)	3,794	30,418	162,539	144,496	185,839	72,300	436,622	268,279	272,190	(100,521)	**1,168,205**		
Cash flows from operating activities																
Depreciation/Amortization	5,420	5,451	5,718	5,718	5,718	5,728	5,272	4,803	4,013	4,013	4,013	4,013	-	**59,883**		
Public Funding Receivables	329,332	131,578	279,631	(45,077)	67,394	-	135,421	14,661	257,726	(101,011)	25,186	(331,777)	(23,999)	**739,066**		
Grants and Contributions Rec.	-	(107,037)	-	275,460	-	(4,625)	-	(5,355)	-	-	-	-	-	**158,443**		
Due To/From Related Parties	(16,570)	149,185	(384,672)	(38,933)	176,053	59,674	60,323	(308,087)	(4,809,973)	4,876,687	(241,557)	(133,726)	-	**(611,595)**		
Prepaid Expenses	17,639	(1,696)	40	140	(1,977)	(23,277)	6,697	(580)	(12)	14,974	(7,251)	(35,977)	-	**(31,279)**		
Accounts Payable	(21,599)	(51,684)	(143)	-	(14,732)	14,732	-	-	-	-	3,741	71,675	124,520	**126,510**		
Accrued Expenses	59,327	(61,891)	3,060	(267,295)	(4,970)	(1,960)	1,288	(51,734)	7,388	-		27,066	-	**(289,721)**		
Deferred Revenue	-	-	163,255	-	463,585	134,621	-	-	37,000	464,266	-	(109,531)	-			
Other Liabilities	293	293	293	293	(4,453)	2,666	293	294	294	294	294	294	-	**1,147**		
Cash flows from investing activities								-								
Purchases of Prop. And Equip.	-	-	(10,213)	-	-	(1,825)	-	-	-	-	-	(463)	-	**(12,500)**		
Notes Receivable	-	(7,703)	-	-	-	-	-	-	-	-	-	-	-	**(7,703)**		
Total Change in Cash	114,673	56,362	8,523	(65,901)	717,036	348,274	353,790	(160,158)	(4,431,263)	5,695,845	52,705	(236,236)				
Cash, Beginning of Month	5,394,486	5,509,160	5,565,522	5,574,044	5,508,144	6,225,180	6,573,453	6,927,243	6,767,085	2,335,821	8,031,667	8,084,372				
Cash, End of Month	**5,509,160**	**5,565,522**	**5,574,044**	**5,508,144**	**6,225,180**	**6,573,453**	**6,927,243**	**6,767,085**	**2,335,821**	**8,031,667**	**8,084,372**	**7,848,136**				

415 ADCOH
415 **DCOH**

TEACH Prep

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 222.67

CHARTER IMPACT

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
																ADA =	262.20
Revenues																	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	116,432	116,432	209,577	209,577	209,577	209,577	209,577	209,340	209,340	209,340	382,985	-	**2,291,754**	2,607,903	(316,149)
8012	Education Protection Account	-	-	-	11,048	-	-	11,048	-	-	10,161	-	12,277	-	**44,534**	-	44,534
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(161,663)	79,788	37,000	74,299	-	**29,424**	-	29,424
8096	In Lieu of Property Taxes	41,998	83,996	176,748	55,998	55,997	55,997	1	153,993	(42,522)	51,588	51,588	95,662	-	**781,044**	811,265	(30,221)
		41,998	200,428	293,180	276,623	265,574	265,574	220,626	363,570	5,155	350,877	297,928	565,223	-	**3,146,756**	**3,419,169**	**(272,413)**
Federal Revenue																	
8181	Special Education - Entitlement	3,243	6,486	4,324	4,324	4,324	4,324	4,324	7,567	5,274	2,549	3,804	3,630	-	**54,173**	51,129	3,044
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	4,296	63,588	-	-	54,185	48,728	-	30,001	34,650	25,093	50,187	**310,729**	212,284	98,445
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	27,092	-	27,751	-	-	56,162	1,057	-	**112,062**	84,322	27,740
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	2,861	3,386	-	7,295	-	145	-	**13,687**	10,048	3,639
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	737	-	(737)	-	**-**	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	5,000	640,311	-	159,596	-	471,913	(995,148)	**281,671**	201,630	80,041
8299	Prior Year Federal Revenue	-	-	-	16,236	-	-	-	-	-	-	-	6,052	-	**22,288**	-	22,288
		3,243	6,486	8,620	84,148	4,324	31,416	66,370	727,743	5,274	200,178	94,616	507,154	(944,961)	**794,610**	**559,413**	**235,197**
Other State Revenue																	
8311	State Special Education	12,975	25,951	17,301	17,301	17,301	17,301	17,300	30,276	(40,009)	69,522	15,076	14,381	-	**214,676**	190,095	24,581
8520	Child Nutrition	-	-	1,095	18,705	-	-	15,807	14,124	-	8,720	10,024	7,294	14,588	**90,357**	20,093	70,264
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	139,756	-	69,878	82,732	-	**292,366**	285,772	6,594
8550	Mandated Cost	-	-	-	-	4,052	-	-	-	-	-	-	-	-	**4,052**	3,803	249
8560	State Lottery	-	-	-	-	-	-	16,164	-	-	20,959	-	30,569	-	**67,692**	59,782	7,910
8598	Prior Year Revenue	-	-	-	-	-	-	(43,317)	-	-	-	-	15,666	-	**(27,651)**	-	(27,651)
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	89,332	-	(24,948)	398,326	**462,710**	401,836	60,874
		12,975	25,951	18,396	36,006	21,353	17,301	5,955	44,400	99,747	188,532	94,978	125,694	412,914	**1,104,202**	**961,380**	**142,821**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	11,120	-	-	**11,120**	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	11,120	-	-	**11,120**	**-**	**-**
Total Revenue		**58,216**	**232,865**	**320,197**	**396,777**	**291,251**	**314,291**	**292,950**	**1,135,713**	**110,176**	**739,587**	**498,642**	**1,198,071**	**(532,048)**	**5,056,687**	**4,939,962**	**116,726**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	33,423	62,590	65,211	63,413	63,413	57,026	67,094	60,330	59,092	56,048	57,067	57,067	-	**701,775**	835,353	133,578
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	23,336	23,336
1175	Teachers' Extra Duty/Stipends	-	-	-	-	17,598	2,500	-	-	-	-	-	12,952	-	**33,050**	15,000	(18,050)
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1300	Administrators' Salaries	9,739	9,739	9,739	9,739	12,660	9,739	10,226	10,226	10,226	10,226	10,226	13,293	-	**125,776**	231,136	105,360
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	70,000	70,000
		43,162	72,328	74,950	73,152	93,672	69,265	77,319	70,556	69,318	66,274	67,293	83,313	-	**860,601**	**1,174,826**	**314,225**
Classified Salaries																	
2100	Instructional Salaries	7,488	12,087	17,364	12,349	18,188	12,428	11,367	21,299	21,436	20,980	24,713	23,601	-	**203,297**	210,600	7,303
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	40,000	40,000
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	7,922	7,922
2400	Clerical and Office Staff Salaries	6,436	9,839	13,739	12,903	17,021	12,903	12,861	14,161	13,781	13,827	14,874	17,944	-	**160,286**	86,600	(73,686)
2900	Other Classified Salaries	4,595	6,015	6,051	5,262	6,169	4,947	3,324	5,842	6,258	5,283	6,789	7,726	-	**68,261**	60,000	(8,261)
		18,519	27,940	37,154	30,513	41,378	30,277	27,552	41,302	41,475	40,090	46,375	49,271	-	**431,844**	**405,122**	**(26,722)**

TEACH Prep

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		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	7,929	13,815	14,315	13,972	12,409	12,752	14,768	13,476	13,240	12,658	12,853	14,143	-	**156,330**	224,392	68,062
3202	PERS	-	705	1,411	1,411	1,411	1,411	1,481	1,481	1,481	1,481	1,481	1,481	-	**15,234**	-	(15,234)
3301	OASDI	1,140	1,720	2,287	1,897	2,557	1,869	1,700	2,553	2,563	2,478	2,867	3,047	-	**26,679**	25,118	(1,561)
3311	Medicare	881	1,435	1,605	1,488	1,940	1,425	1,502	1,604	1,588	1,524	1,630	1,904	-	**18,528**	22,909	4,381
3401	Health and Welfare	11,824	8,980	10,851	10,173	9,214	11,342	10,631	11,086	14,600	11,675	11,743	12,040	-	**134,159**	127,500	(6,659)
3501	State Unemployment	-	625	399	128	145	33	4,319	1,288	712	240	783	134	-	**8,806**	15,680	6,874
3601	Workers' Compensation	1,439	81	9,594	760	760	1,439	2,198	760	760	760	760	(679)	-	**18,631**	22,119	3,489
3901	Other Benefits	897	1,489	1,489	1,489	1,915	1,489	1,563	1,684	1,908	1,834	1,992	2,388	-	**20,138**	15,799	(4,338)
		24,110	28,849	41,952	31,317	30,351	31,759	38,164	33,931	36,853	32,650	34,109	34,459	-	**398,504**	**453,517**	**55,013**
Books and Supplies																	
4100	Textbooks and Core Materials	9,374	4,775	-	1,223	-	892	-	-	-	-	-	-	-	**16,263**	118,700	102,437
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	47,500	47,500
4302	School Supplies	2,585	11,771	-	4,347	1,409	3,180	351	7,289	287	668	-	1,597	-	**33,484**	81,600	48,116
4305	Software	26,155	15,589	2,438	6,269	2,811	-	14,000	4,707	1,940	2,739	2,298	12,582	-	**91,528**	123,900	32,372
4310	Office Expense	3,048	6,228	494	12,735	5,366	1,127	706	4,494	-	2,228	5,455	16,949	-	**58,832**	33,100	(25,732)
4311	Business Meals	-	-	147	-	-	-	59	-	-	-	2,725	255	-	**3,187**	-	(3,187)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	175	148	22,192	1,655	-	-	2,299	130	-	1,755	707	-	**29,062**	93,000	63,938
4700	Food Services	-	-	-	113,119	37,146	-	75,357	(60,694)	-	31,607	60,850	70,845	20,054	**348,285**	232,377	(115,908)
		41,162	38,537	3,227	159,885	48,388	5,199	90,473	(41,903)	2,357	37,242	73,083	102,935	20,054	**580,640**	**730,177**	**149,537**

TEACH Prep

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 222.67

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	-	-	17,913	-	14,405	13,223	16,007	-	47,627	21,083	61,562	-	**191,819**	146,600	(45,219)
5103	Substitute Teacher	-	-	1,920	5,310	5,910	7,446	6,038	11,453	2,401	10,013	17,719	24,205	-	**92,416**	15,500	(76,916)
5104	Transportation	-	-	2,900	900	2,400	-	-	1,600	1,300	1,764	3,685	4,059	-	**18,608**	-	(18,608)
5105	Security	90	-	1,903	1,070	1,070	(890)	1,070	3,451	175	7,072	4,678	2,555	-	**22,243**	13,000	(9,243)
5106	Other Educational Consultants	-	-	2,032	8,290	16,802	16,271	16,750	23,658	-	-	45,296	50,227	-	**179,326**	120,700	(58,626)
		90	-	8,755	33,483	26,183	37,232	37,081	56,169	3,876	66,475	92,461	142,609	-	**504,412**	**295,800**	**(208,612)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	342	-	-	-	-	-	723	-	**1,065**	200	(865)
5300	Dues & Memberships	-	660	830	60	-	-	474	-	-	-	-	261	-	**2,285**	3,000	715
5400	Insurance	5,508	1,994	3,751	3,751	3,751	5,508	9,259	3,751	3,751	3,751	3,751	(1,757)	-	**46,768**	40,900	(5,868)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,600	12,600
5502	Janitorial Services	1,850	5,550	-	-	-	-	-	-	-	-	-	-	-	**7,400**	8,800	1,400
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	379	553	379	181	2,923	509	159	1,582	-	683	349	234	-	**7,929**	61,800	53,871
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	76	-	-	**76**	300	224
		7,737	8,757	4,960	3,992	6,674	6,359	9,892	5,333	3,751	4,434	4,176	(540)	-	**65,524**	**127,600**	**62,076**
Facilities, Repairs and Other Leases																	
5601	Rent	121,977	46,486	46,606	46,486	46,486	48,157	46,486	46,486	46,486	46,486	46,486	46,486	-	**635,118**	558,394	(76,724)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	2,965	662	662	662	1,303	326	657	875	-	1,046	2,692	2,208	-	**14,059**	11,500	(2,559)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	300
5610	Repairs and Maintenance	11,663	581	-	756	1,187	655	775	2,410	423	4,074	1,167	5,452	-	**29,144**	57,100	27,956
		136,605	47,730	47,268	47,905	48,977	49,139	47,918	49,771	46,910	51,607	50,346	54,146	-	**678,321**	**627,294**	**(51,027)**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	500	500
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	6,160	7,123	-	-	**13,283**	12,200	(1,083)
5803	Legal	-	-	-	219	-	-	-	2,258	-	-	(2,570)	-	-	**(94)**	1,100	1,194
5804	Professional Development	-	292	1,021	-	4,892	2,833	1,750	-	-	-	147	-	-	**10,934**	57,500	46,566
5805	General Consulting	-	5,000	-	175	1,979	-	-	-	-	-	-	354	-	**7,508**	13,100	5,592
5806	Special Activities/Field Trips	800	-	-	728	375	-	-	-	-	1,108	3,174	2,730	-	**8,915**	-	(8,915)
5807	Bank Charges	-	-	-	-	-	15	15	-	-	-	-	-	-	**30**	-	(30)
5808	Printing	-	-	-	1,854	-	-	-	143	-	3,363	-	1,460	-	**6,821**	16,300	9,479
5809	Other taxes and fees	-	46	-	18,378	1,667	-	-	-	-	-	(1,222)	11	-	**18,879**	3,000	(15,879)
5810	Payroll Service Fee	-	-	-	400	387	664	525	690	-	366	319	368	-	**3,719**	4,200	481
5811	Management Fee	8,595	7,421	24,956	26,505	55,957	29,858	27,830	104,518	16,905	52,720	61,847	160,685	(8,921)	**568,877**	555,746	(13,132)
5812	District Oversight Fee	1,627	3,254	2,169	2,170	2,169	2,169	1	5,966	5,034	2,176	2,176	2,262	-	**31,173**	34,192	3,019
5813	County Fees	-	-	-	-	1,439	-	-	1,491	-	-	1,452	1,452	-	**5,832**	5,900	68
5814	SPED Encroachment	9,035	18,069	12,046	12,045	12,046	12,046	12,047	21,081	6,619	10,375	10,375	10,897	-	**146,681**	166,497	19,816
5815	Public Relations/Recruitment	1,167	-	1,167	-	-	983	-	-	-	-	-	333	-	**3,650**	4,200	550
		21,223	34,082	41,358	62,473	80,910	48,568	42,168	136,147	28,558	76,268	82,821	180,552	(8,921)	**826,208**	**874,434**	**48,227**
Depreciation																	
6900	Depreciation Expense	3,681	3,591	3,752	3,951	3,951	3,951	3,953	3,953	3,953	3,953	3,953	4,004	-	**46,645**	45,800	(845)
		3,681	3,591	3,752	3,951	3,951	3,951	3,953	3,953	3,953	3,953	3,953	4,004	-	**46,645**	**45,800**	**(845)**
Interest																	
7438	Interest Expense	-	-	259	30	23	19	12	6	-	-	-	-	-	**349**	-	(349)
		-	-	259	30	23	19	12	6	-	-	-	-	-	**349**	**-**	**(349)**
Total Expenses		**296,288**	**261,814**	**263,632**	**446,702**	**380,507**	**281,766**	**374,532**	**355,264**	**237,050**	**378,992**	**454,618**	**650,749**	**11,133**	**4,393,049**	**4,734,571**	**341,522**
Monthly Surplus (Deficit)		**(238,072)**	**(28,949)**	**56,564**	**(49,926)**	**(89,256)**	**32,525**	**(81,581)**	**780,449**	**(126,875)**	**360,595**	**44,024**	**547,321**	**(543,181)**	**663,639**	**205,391**	**458,247**

TEACH Prep

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 222.67

CHARTER IMPACT

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															3.27	
Monthly Surplus (Deficit)	(238,072)	(28,949)	56,564	(49,926)	(89,256)	32,525	(81,581)	780,449	(126,875)	360,595	44,024	547,321	(543,181)	**663,639**	Coverage 1.20	
Cash flows from operating activities																
Depreciation/Amortization	3,681	3,591	3,752	3,951	3,951	3,951	3,953	3,953	3,953	3,953	3,953	4,004	-	**46,645**		
Public Funding Receivables	261,565	45,773	153,238	(58,647)	(31,022)	(77,622)	373,834	(107,074)	288,354	(218,187)	218,545	(379,523)	532,048	**1,001,280**		
Grants and Contributions Rec.	-	(28,264)	-	152,633	-	-	-	-	352	-	-	-	-	**124,721**		
Due To/From Related Parties	(6,476)	57,542	(118,958)	(96,194)	156,741	47,215	11,063	(184,664)	(852,088)	864,790	(574,193)	(305,329)	-	**(1,000,552)**		
Prepaid Expenses	9,803	7,267	40	100	14	(17,717)	6,961	(7,037)	3,443	10,718	(7,251)	(31,452)	-	**(25,112)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(29,534)	(74,615)	(9)	-	(11,755)	12,097	(342)	-	-	-	1,838	121,194	11,133	**30,007**		
Accrued Expenses	87,909	(32,036)	4,992	(142,809)	(7,253)	13,235	(32,982)	(31,945)	31,906	12,551	(54,212)	3,297	-	**(147,347)**		
Deferred Revenue		28,809	86,204	51,439	323,624	125,027	51,439	108,525	61,871	137,779	51,439	164,190				
Other Liabilities	18,285	119	119	119	(1,552)	(345)	119	121	120	120	120	120	-	**17,466**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(55,820)	-	-	(550)	-	-	-	-	(3,045)	-	-	**(59,415)**		
Notes Receivable	-	(4,913)	-	-	-	-	-	-	-	-	-	-	-	**(4,913)**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,339)	-	-	-	-	-	**(20,004)**		
Total Change in Cash	107,161	(25,676)	126,788	(142,667)	340,160	134,482	329,130	558,988	(588,964)	1,172,319	(318,782)	123,821				
Cash, Beginning of Month	1,355,792	1,462,953	1,437,278	1,564,065	1,421,398	1,761,559	1,896,041	2,225,170	2,784,159	2,195,194	3,367,514	3,048,731				
Cash, End of Month	**1,462,953**	**1,437,278**	**1,564,065**	**1,421,398**	**1,761,559**	**1,896,041**	**2,225,170**	**2,784,159**	**2,195,194**	**3,367,514**	**3,048,731**	**3,172,553**	264	DCOH		

FY22-23 Teach Public Schools

Monthly Cash Flow/Forecast FY22-23

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	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	49,664	(49,664)	-	-	-	-	-
8689 Other Fees and Contracts	36,254	82,466	82,797	151,373	96,694	112,338	189,685	220,300	84,981	232,649	241,174	566,123	-	**2,096,835**	2,218,123	(121,289)
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	36,254	82,466	82,797	151,373	96,694	112,338	189,685	220,300	84,981	282,313	191,510	566,123	-	**2,096,835**	**2,218,123**	**(121,289)**
Total Revenue	**36,254**	**82,466**	**82,797**	**151,373**	**96,694**	**112,338**	**189,685**	**220,300**	**84,981**	**282,313**	**191,510**	**566,123**	**-**	**2,096,835**	**2,218,123**	**(121,289)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17,948	17,948
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	104,232	81,201	72,528	67,884	84,987	73,099	59,099	59,099	59,099	59,099	59,099	157,802	(87,877)	**849,350**	717,933	(131,417)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	104,232	81,201	72,528	67,884	84,987	73,099	59,099	59,099	59,099	59,099	59,099	157,802	(87,877)	**849,350**	**735,881**	**(113,469)**
Classified Salaries																
2100 Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	3,719	17,049	-	**20,768**	16,606	(4,162)
2300 Classified Administrators' Salaries	39,869	36,404	36,404	36,504	47,335	47,335	38,309	38,309	38,309	38,309	38,309	82,848	-	**518,247**	365,250	(152,997)
2400 Clerical and Office Staff Salaries	16,095	12,427	12,427	12,427	16,095	16,095	13,039	13,039	13,039	13,039	13,039	29,630	-	**180,390**	214,000	33,610
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	11,667	11,667	11,667	12,396	-	**47,396**	85,000	37,604
	55,964	48,831	48,831	48,931	63,431	63,431	51,348	51,348	63,015	63,015	66,733	141,922	-	**766,800**	**680,856**	**(85,944)**
Benefits																
3101 STRS	18,560	14,663	13,776	12,889	15,659	13,905	11,231	11,231	11,231	11,231	11,231	17,969	-	**163,575**	140,553	(23,022)
3202 PERS	0	-	-	-	-	-	-	-	-	-	-	-	-	**0**	-	(0)
3301 OASDI	3,448	3,006	3,006	3,012	3,911	3,911	3,158	3,155	3,878	3,878	4,109	8,770	-	**47,242**	42,213	(5,029)
3311 Medicare	2,286	1,848	1,738	1,672	2,131	1,958	1,579	1,578	1,747	1,747	1,801	4,323	-	**24,410**	20,543	(3,867)
3401 Health and Welfare	7,628	7,984	7,792	7,517	16,746	316	8,499	6,836	10,079	8,656	8,703	8,656	-	**99,414**	120,000	20,586
3501 State Unemployment	-	215	51	-	-	-	2,318	90	465	164	164	146	-	**3,613**	6,370	2,757
3601 Workers' Compensation	-	1,252	626	626	626	-	626	626	626	626	626	626	-	**6,886**	19,834	12,949
3901 Other Benefits	5,675	4,395	3,837	3,697	5,160	4,009	4,345	4,517	4,517	4,517	4,722	11,972	-	**61,365**	42,502	(18,863)
	37,598	33,364	30,826	29,414	44,233	24,099	31,757	28,033	32,544	30,820	31,356	52,463	-	**406,506**	**392,016**	**(14,490)**
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	-	-	-	-	1,094	(1)	-	-	-	-	-	-	-	**1,093**	7,200	6,107
4305 Software	1,788	-	155	115	48	(233)	2,100	11,337	178	9	954	745	-	**17,196**	15,000	(2,196)
4310 Office Expense	6,591	2,837	4,198	3,209	2,638	296	2,940	2,409	10,398	6,929	4,363	5,352	-	**52,161**	39,200	(12,961)
4311 Business Meals	719	2,716	796	77	366	785	593	803	1,156	514	2,730	3,012	-	**14,267**	5,500	(8,767)
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	263	1,753	551	-	834	-	2,212	742	1,446	527	-	-	-	**8,327**	10,600	2,273
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	9,361	7,306	5,699	3,402	4,980	846	7,845	15,292	13,179	7,979	8,046	9,109	-	**93,044**	**77,500**	**(15,544)**

FY22-23 Teach Public Schools

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 123.50

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	1,800	-	-	**1,800**	100	(1,700)
5105	Security	-	-	116	(3,625)	-	-	1,150	-	-	-	-	-	-	**(2,360)**	19,100	21,460
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	116	(3,625)	-	-	1,150	-	-	-	1,800	-	-	**(560)**	**19,200**	**19,760**
Operations and Housekeeping																	
5201	Auto and Travel	4,269	1,025	1,628	3,483	8,011	2,347	2,475	168	4,364	6,680	2,297	17,988	-	**54,735**	14,100	(40,635)
5300	Dues & Memberships	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,700	3,700
5400	Insurance	-	45	-	-	-	-	-	-	-	175	60	-	-	**280**	6,200	5,920
5501	Utilities	1,124	1,290	1,290	1,441	1,068	769	11,818	379	958	910	944	825	-	**22,814**	14,400	(8,414)
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	1,675	-	**1,675**	7,400	5,725
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	3,078	1,946	2,473	1,604	3,724	1,760	3,248	5,560	3,575	2,009	3,624	3,624	-	**36,225**	29,300	(6,925)
5901	Postage and Shipping	618	18	225	118	1,591	840	318	429	918	18	420	1,270	-	**6,783**	3,800	(2,983)
		9,088	4,323	5,615	6,645	14,395	5,716	17,858	6,536	9,815	9,793	7,345	25,382	-	**122,511**	**78,900**	**(43,611)**
Facilities, Repairs and Other Leases																	
5601	Rent	5,000	5,000	5,000	5,000	-	-	-	-	(5,000)	-	-	-	-	**15,000**	20,000	5,000
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200	1,200
5603	Equipment Leases	-	-	-	-	-	-	1,237	-	-	-	-	-	-	**1,237**	3,700	2,463
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,700	6,700
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,300	4,300
5610	Repairs and Maintenance	125	-	-	250	475	-	-	-	-	-	-	-	-	**850**	6,800	5,950
		5,125	5,000	5,000	5,250	475	-	1,237	-	(5,000)	-	-	-	-	**17,087**	**42,700**	**25,613**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,700	3,700
5802	Audit & Taxes	-	3,518	4,883	-	-	-	4,515	-	-	-	1,050	-	-	**13,965**	6,500	(7,465)
5803	Legal	-	-	-	40	-	59	647	-	-	-	4,200	-	-	**4,946**	12,000	7,054
5804	Professional Development	3,245	2,740	-	-	4,694	155	-	1,695	-	3,480	-	7,740	-	**23,749**	16,800	(6,949)
5805	General Consulting	-	-	-	2,969	2,095	500	-	-	-	-	-	-	-	**5,563**	6,000	437
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	-	977	-	-	-	-	**977**	1,800	823
5807	Bank Charges	110	110	110	125	125	310	145	115	120	125	130	130	-	**1,655**	3,900	2,245
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	600	600
5809	Other taxes and fees	141	1,345	819	722	236	-	(935)	113	-	684	1,254	47	-	**4,426**	4,000	(426)
5810	Payroll Service Fee	20	-	1,190	20	-	-	-	25	-	-	44	-	-	**1,299**	2,700	1,401
5811	Management Fee	-	-	150	-	675	-	-	-	-	-	-	-	-	**825**	28,000	27,175
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	-	150	-	-	-	364	-	-	136	-	-	-	-	**650**	300	(350)
		3,516	7,863	7,151	3,876	7,825	1,388	4,372	1,948	1,233	4,289	6,678	7,917	-	**58,055**	**86,300**	**28,245**
Depreciation																	
6900	Depreciation Expense	974	995	1,018	985	985	985	985	985	985	985	985	985	-	**11,850**	15,000	3,150
		974	995	1,018	985	985	985	985	985	985	985	985	985	-	**11,850**	**15,000**	**3,150**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**225,858**	**188,882**	**176,784**	**162,761**	**221,309**	**169,563**	**175,651**	**163,241**	**174,870**	**175,979**	**182,042**	**395,581**	**(87,877)**	**2,324,643**	**2,128,353**	**(196,290)**
Monthly Surplus (Deficit)		**(189,605)**	**(106,416)**	**(93,987)**	**(11,388)**	**(124,615)**	**(57,225)**	**14,035**	**57,060**	**(89,889)**	**106,334**	**9,468**	**170,543**	**87,877**	**(227,809)**	**89,770**	**(317,579)**
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(189,605)	(106,416)	(93,987)	(11,388)	(124,615)	(57,225)	14,035	57,060	(89,889)	106,334	9,468	170,543	87,877	**(227,809)**		
	Cash flows from operating activities																
	Depreciation/Amortization	974	995	1,018	985	985	985	985	985	985	985	985	985	-	**11,850**		
	Public Funding Receivables	-	-	-	-	-	-		-	-	-	-	-	-	-		

FY22-23 Teach Public Schools

Monthly Cash Flow/Forecast FY22-23

Revised 07/31/2023

ADA = 123.50

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Grants and Contributions Rec.	-	-	-	-	-	(6,429)	-	-	-	-	-	-	-	**(6,429)**		
Due To/From Related Parties	244,574	(201,560)	795,594	(243,693)	(161,915)	86,985	(13,403)	247,029	7,178,539	(7,601,202)	1,153,495	426,395	-	**1,910,837**		
Prepaid Expenses	6,788	(5,000)	-	-	5,000	(8,068)	-	(1,423)	1,423	8,068	-	(8,068)	-	**(1,279)**		
Other Assets	-	-	-	-	-	-	12,145	-	-	-	-	-	-	**12,145**		
Accounts Payable	(836)	(8,611)	(720)	-	-	-	-	-	-	-	-	559	(87,877)	**(97,486)**		
Accrued Expenses	(107)	63,753	8,352	(9,248)	84,652	(314,187)	223,956	(12,593)	(141,937)	196,593	2,789	(65,164)	-	**36,858**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Purchases of Prop. And Equip.	-	-	(5,550)	-	-	-	1,311	-	-	-	-	-	-	**(4,239)**		
Notes Receivable	-	(1,259)	-	-	-	-	-	-	-	-	-	-	-	**(1,259)**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	61,788	(258,098)	704,708	(263,344)	(195,894)	(297,939)	239,028	291,057	6,949,121	(7,289,223)	1,166,737	525,249				
Cash, Beginning of Month	405,726	467,515	209,416	914,124	650,779	454,886	156,946	395,975	687,032	7,636,153	346,930	1,513,666				
Cash, End of Month	**467,515**	**209,416**	**914,124**	**650,779**	**454,886**	**156,946**	**395,975**	**687,032**	**7,636,153**	**346,930**	**1,513,666**	**2,038,915**				

Teach Academy of Technology

Budget vs Actual

For the period ended June 30, 2023

	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	$ 1,187,847	$ 838,511	$ 349,336	$ 3,351,808	3,899,383	$ (547,575)	$ 3,899,383
Education Protection Account	(497,430)	-	(497,430)	313,044	-	313,044	-
State Aid - Prior Year	(1)	-	(1)	(4,231)	-	(4,231)	-
In Lieu of Property Taxes	163,599	220,886	(57,287)	1,321,850	1,293,321	28,529	1,293,321
Total State Aid - Revenue Limit	854,015	1,059,397	(205,382)	4,982,471	5,192,704	(210,233)	5,192,704
Federal Revenue							
Special Education - Entitlement	6,269	17,258	(10,989)	91,684	80,256	11,428	80,256
Federal Child Nutrition	23,926	97,005	(73,079)	322,749	340,367	(17,618)	340,367
Title I, Part A - Basic Low Income	46	-	46	216,361	218,102	(1,741)	218,102
Title II, Part A - Teacher Quality	4,130	-	4,130	21,974	25,694	(3,720)	25,694
Other Federal Revenue	349,698	518,147	(168,449)	851,885	518,147	333,738	518,147
Prior Year Federal Revenue	1,962	-	1,962	98,474	-	98,474	-
Total Federal Revenue	386,031	632,409	(246,379)	1,603,127	1,182,566	420,562	1,182,566
Other State Revenue							
State Special Education	24,836	65,167	(40,331)	363,321	303,050	60,271	303,050
State Child Nutrition	6,827	9,182	(2,355)	85,112	32,217	52,896	32,217
School Facilities (SB740)	148,733	113,895	34,839	494,804	455,578	39,226	455,578
Mandated Cost	-	-	-	6,840	6,048	792	6,048
State Lottery	52,099	50,153	1,946	114,562	86,526	28,036	86,526
Prior Year Revenue	17,510	-	17,510	603,002	-	603,002	-
Other State Revenue	41,097	14,345	26,753	147,950	350,358	(202,408)	350,358
Total Other State Revenue	291,103	252,741	38,362	1,815,592	1,233,777	581,815	1,233,777
Other Local Revenue							
Interest Revenue	-	-	-	26,091	-	26,091	-
Other Fees and Contracts	-	-	-	10,004	-	10,004	-
Total Other Local Revenue	-	-	-	36,095	-	36,095	-
Total Revenues	**$ 1,531,148**	**$1,944,547**	**$ (413,399)**	**$ 8,437,285**	**$ 7,609,046**	**$ 828,239**	**$ 7,609,046**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 118,336	$ 117,277	$ (1,059)	$ 1,399,897	$ 1,290,051	$ (109,846)	$ 1,290,051
Teachers' Substitute Hours	4,800	39,118	34,318	33,600	39,118	5,518	39,118
Teachers' Extra Duty/Stipends	26,110	-	(26,110)	66,235	-	(66,235)	-
Pupil Support Salaries	16,835	6,775	(10,060)	158,555	74,530	(84,025)	74,530
Administrators' Salaries	10,500	24,429	13,929	176,397	293,147	116,749	293,147
Other Certificated Salaries	-	13,332	13,332	750	146,650	145,900	146,650
Total Certificated Salaries	176,581	200,931	24,350	1,835,433	1,843,496	8,062	1,843,496
Classified Salaries							
Instructional Salaries	13,194	29,151	15,957	97,047	342,824	245,777	342,824
Support Salaries	-	4,004	4,004	62,472	48,048	(14,424)	48,048
Supervisors' and Administrators' Salaries	-	14,179	14,179	-	14,179	14,179	14,179
Clerical and Office Staff Salaries	24,100	16,198	(7,902)	204,773	194,376	(10,397)	194,376
Other Classified Salaries	18,132	11,557	(6,575)	175,069	138,684	(36,385)	138,684
Total Classified Salaries	55,426	75,089	19,663	539,361	738,111	198,750	738,111
Benefits							
State Teachers' Retirement System, certificated pos	28,325	38,378	10,053	330,494	352,108	21,614	352,108
Public Employees' Retirement System, classified po	12,227	19,598	7,371	131,033	192,647	61,614	192,647
OASDI/Medicare/Alternative, certificated positions	3,428	4,655	1,228	34,528	45,763	11,235	45,763
Medicare/Alternative, certificated positions	3,362	4,002	640	34,411	37,433	3,023	37,433
Health and Welfare Benefits, certificated positions	21,895	11,250	(10,645)	216,782	135,000	(81,782)	135,000
State Unemployment Insurance, certificated positic	94	1,127	1,033	17,539	22,540	5,001	22,540
Workers' Compensation Insurance, certificated pos	1,367	3,864	2,498	25,324	36,143	10,818	36,143
Other Benefits, certificated positions	992	-	(992)	2,490	-	(2,490)	-
Total Benefits	71,688	82,875	11,187	792,600	821,633	29,033	821,633

Teach Academy of Technology

Budget vs Actual

For the period ended June 30, 2023

	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	-	-	-	29,152	82,500	53,348	82,500
Books and Reference Materials	-	-	-	-	700	700	700
School Supplies	11,781	2,408	(9,373)	74,860	28,900	(45,960)	28,900
Software	12,582	8,442	(4,140)	152,401	101,300	(51,101)	101,300
Office Expense	24,064	4,417	(19,647)	102,819	53,000	(49,819)	53,000
Business Meals	164	-	(164)	914	-	(914)	-
School Fundraising Expense	-	-	-	1,600	-	(1,600)	-
Noncapitalized Equipment	13,163	-	(13,163)	98,517	200,000	101,483	200,000
Food Services	59,871	33,871	(26,000)	339,356	372,584	33,228	372,584
Total Books & Supplies	121,625	49,138	(72,487)	799,619	838,984	39,365	838,984
Subagreement Services							
Nursing	-	33	33	-	400	400	400
Special Education	89,670	21,173	(68,497)	348,952	232,900	(116,052)	232,900
Substitute Teacher	63,007	17,027	(45,980)	199,217	187,300	(11,917)	187,300
Transportation	2,860	-	(2,860)	19,317	-	(19,317)	-
Security	4,572	2,782	(1,790)	50,577	30,600	(19,977)	30,600
Other Educational Consultants	49,151	20,000	(29,151)	382,001	200,000	(182,001)	200,000
Total Subagreement Services	209,260	61,015	(148,245)	1,000,064	651,200	(348,864)	651,200
Operations & Housekeeping							
Auto and Travel	190	73	(117)	3,884	800	(3,084)	800
Dues & Memberships	261	142	(119)	1,935	1,700	(235)	1,700
Insurance	6,147	6,200	53	73,124	74,400	1,276	74,400
Utilities	7,526	7,475	(51)	80,831	89,700	8,869	89,700
Janitorial Services	-	2,658	2,658	29,850	31,900	2,050	31,900
Communications	2,690	4,233	1,543	14,067	50,800	36,732	50,800
Postage and Shipping	-	640	640	23	6,400	6,377	6,400
Total Operations & Housekeeping	16,814	21,421	4,607	203,714	255,700	51,986	255,700
Facilities, Repairs & Other Leases							
Rent	71,786	72,581	795	861,429	870,973	9,544	870,973
Additional Rent	-	(793)	(793)	3,651	(9,514)	(13,165)	(9,514)
Equipment Leases	6,604	4,700	(1,904)	57,842	56,400	(1,442)	56,400
Other Leases	-	8	8	-	100	100	100
Real/Personal Property Taxes	-	33	33	-	400	400	400
Repairs and Maintenance	4,493	2,700	(1,793)	35,518	32,400	(3,118)	32,400
Total Facilities, Repairs & Other Leases	82,883	79,230	(3,653)	958,440	950,759	(7,681)	950,759
Professional/Consulting Services							
IT	-	275	275	-	3,300	3,300	3,300
Audit & Taxes	-	-	-	9,713	14,000	4,288	14,000
Legal	5,883	275	(5,608)	15,934	3,300	(12,634)	3,300
Professional Development	1,800	4,810	3,010	24,438	48,100	23,662	48,100
General Consulting	53,482	1,170	(52,312)	64,066	11,700	(52,366)	11,700
Special Activities/Field Trips	19,079	-	(19,079)	36,930	41,600	4,670	41,600
Bank Charges	-	-	-	130	-	(130)	-
Printing	1,460	1,050	(410)	8,757	10,500	1,743	10,500
Other Taxes and Fees	11	1,530	1,519	28,759	15,300	(13,459)	15,300
Payroll Service Fee	1,859	300	(1,559)	6,136	3,600	(2,536)	3,600
Management Fee	250,909	71,335	(179,574)	906,992	856,018	(50,974)	856,018
District Oversight Fee	3,712	10,594	6,882	49,867	51,927	2,060	51,927
County Fees	2,180	1,675	(505)	6,895	6,700	(195)	6,700
SPED Encroachment	18,781	44,433	25,652	251,729	265,430	13,701	265,430
Public Relations/Recruitment	333	440	107	3,650	4,400	750	4,400
Total Professional/Consulting Services	359,487	137,887	(221,600)	1,413,993	1,335,875	(78,119)	1,335,875

Teach Academy of Technology

Budget vs Actual

For the period ended June 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	10,030	13,308	3,278	134,196	159,700	25,504	159,700
Total Depreciation	10,030	13,308	3,278	134,196	159,700	25,504	159,700
Interest							
Interest Expense	1,288	-	(1,288)	15,460	-	(15,460)	-
Total Interest	1,288	-	(1,288)	15,460	-	(15,460)	-
Total Expenses	**$ 1,105,083**	**$ 720,894**	**$ (384,189)**	**$ 7,692,881**	**$ 7,595,458**	**$ (97,423)**	**$ 7,595,458**
Change in Net Assets	**426,065**	**1,223,653**	**(797,588)**	**744,405**	**13,588**	**730,816**	**13,588**
Net Assets, Beginning of Period	6,163,667			5,845,328			
Net Assets, End of Period	**6,589,733**			**6,589,733**			

Teach Tech High School

Budget vs Actual

For the period ended June 30, 2023

	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	$ 520,911	$ 924,787	$ (403,876)	$ 4,498,379	$ 4,938,711	$ (440,332)	$ 4,938,711
Education Protection Account	(615)	-	(615)	73,878	-	73,878	-
State Aid - Prior Year	106,898	-	106,898	17,457	-	17,457	-
In Lieu of Property Taxes	99,468	189,308	(89,840)	1,295,683	1,293,321	2,362	1,293,321
Total State Aid - Revenue Limit	726,662	1,114,095	(387,433)	5,885,397	6,232,033	(346,636)	6,232,033
Federal Revenue							
Special Education - Entitlement	1,654	15,263	(13,609)	89,869	81,510	8,359	81,510
Federal Child Nutrition	16,146	95,026	(78,881)	199,740	333,426	(133,686)	333,426
Title I, Part A - Basic Low Income	664	-	664	191,463	181,961	9,502	181,961
Title II, Part A - Teacher Quality	(3,927)	-	(3,927)	23,811	21,793	2,018	21,793
Other Federal Revenue	169,819	288,495	(118,676)	485,185	366,754	118,431	366,754
Prior Year Federal Revenue	10,404	-	10,404	62,561	-	62,561	-
Total Federal Revenue	194,760	398,784	(204,024)	1,052,628	985,444	67,185	985,444
Other State Revenue							
State Special Education	6,550	56,747	(50,197)	356,129	303,050	53,079	303,050
State Child Nutrition	4,922	8,994	(4,073)	60,533	31,560	28,973	31,560
School Facilities (SB740)	129,957	113,895	16,063	485,009	455,578	29,431	455,578
Mandated Cost	-	-	-	20,607	19,350	1,257	19,350
State Lottery	45,474	49,223	(3,749)	112,295	95,304	16,991	95,304
Prior Year Revenue	14,806	-	14,806	(393)	-	(393)	-
Other State Revenue	-	182,466	(182,466)	-	182,466	(182,466)	182,466
Total Other State Revenue	201,709	411,324	(209,615)	1,034,180	1,087,307	(53,127)	1,087,307
Other Local Revenue							
Interest Revenue	-	-	-	72,338	-	72,338	-
School Fundraising	-	-	-	1,380	-	1,380	-
Total Other Local Revenue	-	-	-	73,718	-	73,718	-
Total Revenues	**$ 1,123,131**	**$1,924,203**	**$ (801,072)**	**$ 8,045,923**	**$ 8,304,784**	**$ (258,861)**	**$ 8,304,784**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 95,480	$ 122,425	$ 26,945	$ 1,071,444	$ 1,378,831	$ 307,387	$ 1,378,831
Teachers' Substitute Hours	-	40,552	40,552	-	40,552	40,552	40,552
Teachers' Extra Duty/Stipends	21,139	4,583	(16,555)	58,395	55,000	(3,395)	55,000
Pupil Support Salaries	18,092	15,005	(3,087)	172,233	165,050	(7,183)	165,050
Administrators' Salaries	64,508	31,340	(33,167)	418,005	365,967	(52,038)	365,967
Other Certificated Salaries	-	7,185	7,185	950	79,035	78,085	79,035
Total Certificated Salaries	199,219	221,090	21,872	1,721,026	2,084,434	363,407	2,084,434
Classified Salaries							
Instructional Salaries	26,377	27,326	949	274,526	330,022	55,495	330,022
Support Salaries	5,700	4,004	(1,696)	135,094	48,048	(87,046)	48,048
Supervisors' and Administrators' Salaries	-	13,250	13,250	-	13,250	13,250	13,250
Clerical and Office Staff Salaries	7,507	16,087	8,580	66,914	193,040	126,126	193,040
Other Classified Salaries	18,534	9,596	(8,938)	182,670	109,200	(73,470)	109,200
Total Classified Salaries	58,118	70,262	12,145	659,204	693,559	34,355	693,559
Benefits							
State Teachers' Retirement System, certifica	30,738	42,228	11,491	306,583	398,127	91,543	398,127
Public Employees' Retirement System, classif	-	-	-	1,801	-	(1,801)	-
OASDI/Medicare/Alternative, certificated po	3,599	4,356	757	40,820	43,001	2,181	43,001
Medicare/Alternative, certificated positions	3,728	4,225	496	34,476	40,281	5,804	40,281
Health and Welfare Benefits, certificated pos	18,350	14,208	(4,142)	193,517	170,500	(23,017)	170,500
State Unemployment Insurance, certificated	-	1,250	1,250	17,092	24,990	7,898	24,990
Workers' Compensation Insurance, certificat	124	4,079	3,955	27,463	38,892	11,429	38,892
Other Benefits, certificated positions	2,710	3,642	932	21,638	34,725	13,087	34,725

Teach Tech High School

Budget vs Actual

For the period ended June 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Benefits	59,249	73,988	14,739	643,391	750,515	107,124	750,515

Teach Tech High School

Budget vs Actual

For the period ended June 30, 2023

	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	1,152	-	(1,152)	66,759	125,000	58,241	125,000
Books and Reference Materials	-	-	-	13,775	77,600	63,825	77,600
School Supplies	4,261	8,333	4,072	57,904	100,000	42,096	100,000
Software	12,582	16,667	4,085	134,999	200,000	65,001	200,000
Office Expense	20,978	3,542	(17,436)	88,540	42,500	(46,040)	42,500
Business Meals	-	17	17	458	200	(258)	200
Noncapitalized Equipment	8,699	-	(8,699)	86,650	150,000	63,350	150,000
Food Services	40,003	33,180	(6,823)	240,732	364,985	124,253	364,985
Total Books & Supplies	87,675	61,739	(25,936)	689,817	1,060,285	370,468	1,060,285
Subagreement Services							
Special Education	42,866	23,500	(19,366)	269,698	258,500	(11,198)	258,500
Substitute Teacher	43,414	7,355	(36,059)	184,403	80,900	(103,503)	80,900
Transportation	2,860	2,545	(315)	29,278	28,000	(1,278)	28,000
Security	5,694	1,555	(4,139)	47,550	17,100	(30,450)	17,100
Other Educational Consultants	-	520	520	-	5,200	5,200	5,200
Total Subagreement Services	94,833	35,475	(59,359)	530,929	389,700	(141,229)	389,700
Operations & Housekeeping							
Auto and Travel	-	27	27	2,371	300	(2,071)	300
Dues & Memberships	5,261	133	(5,128)	6,935	1,600	(5,335)	1,600
Insurance	1,118	5,908	4,790	78,395	70,900	(7,495)	70,900
Utilities	8,255	7,567	(688)	104,508	90,800	(13,708)	90,800
Janitorial Services	-	2,258	2,258	22,238	27,100	4,862	27,100
Communications	159	6,733	6,575	13,016	80,800	67,784	80,800
Postage and Shipping	-	80	80	-	800	800	800
Total Operations & Housekeeping	14,793	22,707	7,914	227,463	272,300	44,836	272,300
Facilities, Repairs & Other Leases							
Rent	61,756	61,668	(89)	822,370	740,013	(82,357)	740,013
Additional Rent	-	89	89	-	1,065	1,065	1,065
Equipment Leases	1,797	17	(1,780)	13,726	200	(13,526)	200
Real/Personal Property Taxes	-	50	50	(0)	600	600	600
Repairs and Maintenance	7,205	13,050	5,845	54,723	156,600	101,877	156,600
Total Facilities, Repairs & Other Leases	70,758	74,873	4,115	890,819	898,478	7,659	898,478
Professional/Consulting Services							
IT	-	25	25	390	300	(90)	300
Audit & Taxes	-	-	-	9,083	12,100	3,017	12,100
Legal	-	83	83	2,476	1,000	(1,476)	1,000
Professional Development	1,800	6,720	4,920	52,911	67,200	14,289	67,200
General Consulting	1,542	1,910	368	11,546	19,100	7,554	19,100
Special Activities/Field Trips	37,673	-	(37,673)	56,787	77,600	20,813	77,600
Bank Charges	(0)	-	0	98	-	(98)	-
Printing	1,460	1,780	320	7,245	17,800	10,555	17,800
Other Taxes and Fees	11	600	589	23,651	6,000	(17,651)	6,000
Payroll Service Fee	368	283	(84)	3,719	3,400	(319)	3,400
Management Fee	209,804	77,857	(131,947)	867,469	934,288	66,819	934,288
District Oversight Fee	1,456	11,141	9,685	58,679	62,320	3,641	62,320
County Fees	1,673	1,300	(373)	6,716	5,200	(1,516)	5,200
SPED Encroachment	6,165	44,433	38,268	246,745	265,430	18,685	265,430
Public Relations/Recruitment	333	320	(13)	7,150	3,200	(3,950)	3,200
Total Professional/Consulting Services	262,283	146,453	(115,831)	1,354,665	1,474,938	120,274	1,474,938

Teach Tech High School

Budget vs Actual

For the period ended June 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	4,013	5,033	1,020	59,883	60,400	517	60,400
Total Depreciation	4,013	5,033	1,020	59,883	60,400	517	60,400
Total Expenses	**$ 850,941**	**$ 711,621**	**$ (139,321)**	**$ 6,777,197**	**$ 7,684,610**	**$ 907,413**	**$ 7,684,610**
Change in Net Assets	**272,190**	**1,212,582**	**(940,393)**	**1,268,726**	**620,174**	**648,552**	**620,174**
Net Assets, Beginning of Period	7,951,140			6,954,604			
Net Assets, End of Period	**$ 8,223,330**			**$ 8,223,330**			

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

Budget vs Actual

For the period ended June 30, 2023

	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	$ 382,985	$ 559,663	$ (176,678)	$ 2,291,754	$ 2,607,903	$ (316,149)	$ 2,607,903
Education Protection Account	12,277	-	12,277	44,534	-	44,534	-
State Aid - Prior Year	74,299	-	74,299	29,424	-	29,424	-
In Lieu of Property Taxes	95,662	138,246	(42,584)	781,044	811,265	(30,221)	811,265
Total State Aid - Revenue Limit	565,223	697,909	(132,686)	3,146,756	3,419,169	(272,413)	3,419,169
Federal Revenue							
Special Education - Entitlement	3,630	10,972	(7,342)	54,173	51,129	3,044	51,129
Federal Child Nutrition	25,093	60,501	(35,407)	260,542	212,284	48,258	212,284
Title I, Part A - Basic Low Income	1,057	-	1,057	112,062	84,322	27,740	84,322
Title II, Part A - Teacher Quality	145	-	145	13,687	10,048	3,639	10,048
Other Federal Revenue	471,913	201,630	270,283	1,276,820	201,630	1,075,190	201,630
Prior Year Federal Revenue	6,052	-	6,052	22,288	-	22,288	-
Total Federal Revenue	507,891	273,103	234,787	1,739,571	559,413	1,180,158	559,413
Other State Revenue							
State Special Education	14,381	40,795	(26,414)	214,676	190,095	24,581	190,095
State Child Nutrition	7,294	5,727	1,567	75,769	20,093	55,676	20,093
School Facilities (SB740)	82,732	71,443	11,289	292,366	285,772	6,594	285,772
Mandated Cost	-	-	-	4,052	3,803	249	3,803
State Lottery	30,569	34,592	(4,023)	67,692	59,782	7,910	59,782
Prior Year Revenue	15,666	-	15,666	(27,651)	-	(27,651)	-
Other State Revenue	(24,948)	221,836	(246,784)	64,384	401,836	(337,452)	401,836
Total Other State Revenue	125,694	374,393	(248,699)	691,288	961,380	(270,093)	961,380
Other Local Revenue							
Interest Revenue	-	-	-	11,120	-	11,120	-
Total Other Local Revenue	-	-	-	11,120	-	11,120	-
Total Revenues	**$1,198,808**	**$1,345,405**	**$ (146,598)**	**$ 5,588,735**	**$ 4,939,962**	**$ 648,773**	**$ 4,939,962**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 57,067	$ 74,236	$ 17,169	$ 701,775	$ 835,353	$ 133,578	$ 835,353
Teachers' Substitute Hours	-	23,336	23,336	-	23,336	23,336	23,336
Teachers' Extra Duty/Stipends	12,952	1,364	(11,588)	33,050	15,000	(18,050)	15,000
Administrators' Salaries	13,293	19,261	5,968	125,776	231,136	105,360	231,136
Other Certificated Salaries	-	5,833	5,833	-	70,000	70,000	70,000
Total Certificated Salaries	83,313	124,031	40,718	860,601	1,174,826	314,225	1,174,826
Classified Salaries							
Instructional Salaries	23,601	17,564	(6,037)	203,297	210,600	7,303	210,600
Support Salaries	-	3,333	3,333	-	40,000	40,000	40,000
Supervisors' and Administrators' Salaries	-	7,922	7,922	-	7,922	7,922	7,922
Clerical and Office Staff Salaries	17,944	7,217	(10,728)	160,286	86,600	(73,686)	86,600
Other Classified Salaries	7,726	5,000	(2,726)	68,261	60,000	(8,261)	60,000
Total Classified Salaries	49,271	41,036	(8,235)	431,844	405,122	(26,722)	405,122
Benefits							
State Teachers' Retirement System, certificated pc	14,143	23,690	9,547	156,330	224,392	68,062	224,392
Public Employees' Retirement System, classified p	1,481	-	(1,481)	15,234	-	(15,234)	-
OASDI/Medicare/Alternative, certificated position	3,047	2,544	(503)	26,679	25,118	(1,561)	25,118
Medicare/Alternative, certificated positions	1,904	2,393	489	18,528	22,909	4,381	22,909
Health and Welfare Benefits, certificated positions	12,040	10,625	(1,415)	134,159	127,500	(6,659)	127,500
State Unemployment Insurance, certificated posit	134	784	650	8,806	15,680	6,874	15,680
Workers' Compensation Insurance, certificated po	(679)	2,311	2,990	18,631	22,119	3,489	22,119
Other Benefits, certificated positions	2,388	1,651	(738)	20,138	15,800	(4,338)	15,800
Total Benefits	34,459	43,998	9,539	398,504	453,517	55,013	453,517

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

Budget vs Actual

For the period ended June 30, 2023

	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	-	-	-	16,263	118,700	102,437	118,700
Books and Reference Materials	-	-	-	-	47,500	47,500	47,500
School Supplies	1,597	6,800	5,203	33,484	81,600	48,116	81,600
Software	12,582	10,325	(2,257)	91,528	123,900	32,372	123,900
Office Expense	16,949	2,758	(14,191)	58,832	33,100	(25,732)	33,100
Business Meals	255	-	(255)	3,187	-	(3,187)	-
Noncapitalized Equipment	707	-	(707)	29,062	93,000	63,938	93,000
Food Services	70,845	21,125	(49,720)	328,230	232,377	(95,853)	232,377
Total Books & Supplies	102,935	41,009	(61,927)	560,586	730,177	169,591	730,177
Subagreement Services							
Special Education	61,562	13,327	(48,235)	191,819	146,600	(45,219)	146,600
Substitute Teacher	24,205	1,409	(22,796)	92,416	15,500	(76,916)	15,500
Transportation	4,059	-	(4,059)	18,608	-	(18,608)	-
Security	2,555	1,182	(1,373)	22,243	13,000	(9,243)	13,000
Other Educational Consultants	50,227	12,070	(38,157)	179,326	120,700	(58,626)	120,700
Total Subagreement Services	142,609	27,988	(114,621)	504,412	295,800	(208,612)	295,800
Operations & Housekeeping							
Auto and Travel	723	18	(705)	1,065	200	(865)	200
Dues & Memberships	261	250	(11)	2,285	3,000	715	3,000
Insurance	(1,757)	3,408	5,165	46,768	40,900	(5,868)	40,900
Utilities	-	1,050	1,050	-	12,600	12,600	12,600
Janitorial Services	-	733	733	7,400	8,800	1,400	8,800
Communications	234	5,150	4,916	7,929	61,800	53,871	61,800
Postage and Shipping	-	30	30	76	300	224	300
Total Operations & Housekeeping	(540)	10,640	11,179	65,524	127,600	62,076	127,600
Facilities, Repairs & Other Leases							
Rent	46,486	46,533	46	635,118	558,394	(76,724)	558,394
Equipment Leases	2,208	958	(1,250)	14,059	11,500	(2,559)	11,500
Real/Personal Property Taxes	-	25	25	-	300	300	300
Repairs and Maintenance	5,452	4,758	(694)	29,144	57,100	27,956	57,100
Total Facilities, Repairs & Other Leases	54,146	52,274	(1,872)	678,321	627,294	(51,028)	627,294
Professional/Consulting Services							
IT	-	42	42	-	500	500	500
Audit & Taxes	-	-	-	13,283	12,200	(1,082)	12,200
Legal	-	92	92	(94)	1,100	1,194	1,100
Professional Development	-	5,750	5,750	10,934	57,500	46,566	57,500
General Consulting	354	1,310	956	7,508	13,100	5,592	13,100
Special Activities/Field Trips	2,730	-	(2,730)	8,915	-	(8,915)	-
Bank Charges	-	-	-	30	-	(30)	-
Printing	1,460	1,630	170	6,821	16,300	9,479	16,300
Other Taxes and Fees	11	300	289	18,879	3,000	(15,879)	3,000
Payroll Service Fee	368	350	(18)	3,719	4,200	481	4,200
Management Fee	160,685	46,312	(114,373)	577,798	555,746	(22,053)	555,746
District Oversight Fee	2,262	6,979	4,717	31,173	34,192	3,019	34,192
County Fees	1,452	1,475	24	5,832	5,900	68	5,900
SPED Encroachment	10,897	27,872	16,975	146,681	166,497	19,816	166,497
Public Relations/Recruitment	333	420	87	3,650	4,200	550	4,200
Total Professional/Consulting Services	180,552	92,531	(88,021)	835,129	874,434	39,306	874,434

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

Budget vs Actual

For the period ended June 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	4,004	3,817	(187)	46,645	45,800	(845)	45,800
Total Depreciation	4,004	3,817	(187)	46,645	45,800	(845)	45,800
Interest							
Interest Expense	-	-	-	349	-	(349)	-
Total Interest	-	-	-	349	-	(349)	-
Total Expenses	**$ 650,749**	**$ 437,324**	**$ (213,426)**	**$ 4,381,915**	**$ 4,734,570**	**$ 352,655**	**$ 4,734,570**
Change in Net Assets	**548,058**	**908,082**	**(360,024)**	**1,206,819**	**205,391**	**1,001,428**	**205,391**
Net Assets, Beginning of Period	3,058,385			2,399,624			
Net Assets, End of Period	**$3,606,443**			**$ 3,606,443**			

Teach Public Schools

Budget vs Actual

For the period ended June 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Interest Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Fees and Contracts	566,123	515,096	51,027	2,096,835	2,218,123	(121,289)	2,218,123
Total Other Local Revenue	566,123	515,096	51,027	2,096,835	2,218,123	(121,289)	2,218,123
Total Revenues	**$ 566,123**	**$ 515,096**	**$ 51,027**	**$ 2,096,835**	**$ 2,218,123**	**$ (121,289)**	**$ 2,218,123**
Expenses							
Certificated Salaries							
Teachers' Substitute Hours	$ -	$ 17,948	$ 17,948	$ -	$ 17,948	$ 17,948	$ 17,948
Administrators' Salaries	157,802	59,828	(97,974)	937,227	717,933	(219,294)	717,933
Total Certificated Salaries	157,802	77,776	(80,026)	937,227	735,881	(201,346)	735,881
Classified Salaries							
Support Salaries	17,049	16,606	(443)	20,768	16,606	(4,162)	16,606
Supervisors' and Administrators' Salaries	82,848	30,438	(52,410)	518,247	365,250	(152,997)	365,250
Clerical and Office Staff Salaries	29,630	17,833	(11,797)	180,390	214,000	33,610	214,000
Other Classified Salaries	12,396	7,083	(5,313)	47,396	85,000	37,604	85,000
Total Classified Salaries	141,922	71,960	(69,962)	766,800	680,856	(85,944)	680,856
Benefits							
State Teachers' Retirement System, certificated positions	17,969	14,855	(3,114)	163,575	140,553	(23,022)	140,553
OASDI/Medicare/Alternative, certificated positions	8,770	4,462	(4,309)	47,242	42,213	(5,029)	42,213
Medicare/Alternative, certificated positions	4,323	2,171	(2,152)	24,410	20,543	(3,867)	20,543
Health and Welfare Benefits, certificated positions	8,656	10,000	1,344	99,414	120,000	20,586	120,000
State Unemployment Insurance, certificated positions	146	319	172	3,613	6,370	2,757	6,370
Workers' Compensation Insurance, certificated positions	626	2,096	1,470	6,886	19,834	12,949	19,834
Other Benefits, certificated positions	11,972	4,492	(7,480)	61,365	42,502	(18,863)	42,502
Total Benefits	52,463	38,395	(14,068)	406,506	392,016	(14,490)	392,016
Books & Supplies							
School Supplies	-	600	600	1,093	7,200	6,107	7,200
Software	745	1,250	505	17,196	15,000	(2,196)	15,000
Office Expense	5,352	3,267	(2,085)	52,161	39,200	(12,961)	39,200
Business Meals	3,012	458	(2,554)	14,267	5,500	(8,767)	5,500
Noncapitalized Equipment	-	-	-	8,327	10,600	2,273	10,600
Total Books & Supplies	9,109	5,575	(3,534)	93,044	77,500	(15,544)	77,500
Subagreement Services							
Transportation	-	9	9	1,800	100	(1,700)	100
Security	-	1,736	1,736	(2,360)	19,100	21,459	19,100
Total Subagreement Services	-	1,745	1,745	(560)	19,200	19,759	19,200
Operations & Housekeeping							
Auto and Travel	17,988	1,282	(16,706)	54,735	14,100	(40,635)	14,100
Dues & Memberships	-	308	308	-	3,700	3,700	3,700
Insurance	-	517	517	280	6,200	5,920	6,200
Utilities	825	1,200	375	22,814	14,400	(8,414)	14,400
Janitorial Services	1,675	617	(1,058)	1,675	7,400	5,725	7,400
Communications	3,624	2,442	(1,182)	36,225	29,300	(6,925)	29,300
Postage and Shipping	1,270	380	(890)	6,783	3,800	(2,983)	3,800
Total Operations & Housekeeping	25,382	6,745	(18,637)	122,511	78,900	(43,611)	78,900
Facilities, Repairs & Other Leases							
Rent	-	-	-	15,000	20,000	5,000	20,000
Additional Rent	-	100	100	-	1,200	1,200	1,200
Equipment Leases	-	308	308	1,237	3,700	2,463	3,700
Other Leases	-	558	558	-	6,700	6,700	6,700
Real/Personal Property Taxes	-	358	358	-	4,300	4,300	4,300
Repairs and Maintenance	-	567	567	850	6,800	5,950	6,800
Total Facilities, Repairs & Other Leases	-	1,892	1,892	17,087	42,700	25,613	42,700

Teach Public Schools

Budget vs Actual

For the period ended June 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	-	308	308	-	3,700	3,700	3,700
Audit & Taxes	-	-	-	13,965	6,500	(7,465)	6,500
Legal	-	1,000	1,000	4,946	12,000	7,054	12,000
Professional Development	7,740	1,680	(6,060)	23,749	16,800	(6,949)	16,800
General Consulting	-	600	600	5,563	6,000	437	6,000
Special Activities/Field Trips	-	-	-	977	1,800	823	1,800
Bank Charges	130	390	260	1,655	3,900	2,245	3,900
Printing	-	60	60	-	600	600	600
Other Taxes and Fees	47	400	353	4,426	4,000	(426)	4,000
Payroll Service Fee	-	225	225	1,299	2,700	1,401	2,700
Management Fee	-	2,333	2,333	825	28,000	27,175	28,000
SPED Encroachment	-	-	-	-	-	-	-
Public Relations/Recruitment	-	30	30	650	300	(350)	300
Total Professional/Consulting Services	7,917	7,027	(890)	58,055	86,300	28,245	86,300
Depreciation							
Depreciation Expense	985	1,250	265	11,850	15,000	3,150	15,000
Total Depreciation	985	1,250	265	11,850	15,000	3,150	15,000
Total Expenses	**$ 395,581**	**$ 212,365**	**$ (183,215)**	**$ 2,412,520**	**$ 2,128,353**	**$ (284,167)**	**$ 2,128,353**
Change in Net Assets	**170,543**	**302,731**	**(132,188)**	**(315,686)**	**89,770**	**(405,456)**	**89,770**
Net Assets, Beginning of Period	54,942			541,170			
Net Assets, End of Period	**$ 225,484**			**$ 225,484**			

C & M LLC

Statement of Activities

For the period ended June 30, 2023

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 937,860
Interest Revenue	8,612	48,825
Unrealized Gain/Loss on FMV of Investments	(4,605)	(8,903)
Total Other Local Revenue	75,793	977,782
Total Revenues	**$ 75,793**	**$ 977,782**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 8,542
Total Operations & Housekeeping	712	8,542
Facilities, Repairs & Other Leases		
Real/Personal Property Taxes	-	(3,323)
Total Facilities, Repairs & Other Leases	-	(3,323)
Professional/Consulting Services		
General Consulting	-	1,500
Other Taxes and Fees	-	5,000
Total Professional/Consulting Services	-	6,500
Depreciation		
Depreciation Expense	24,561	294,727
Total Depreciation	24,561	294,727
Interest		
Interest Expense	58,318	708,246
Total Interest	58,318	708,246
Total Expenses	**$ 83,590**	**$ 1,014,692**
Change in Net Assets	**(7,797)**	**(36,909)**
Net Assets, Beginning of Period	(943,507)	(914,395)
Net Assets, End of Period	**$ (951,304)**	**$ (951,304)**

Wooten Avila

Statement of Activities

For the period ended June 30, 2023

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 108,243	$ 1,296,542
Interest Revenue	10,757	74,207
Unrealized Gain/Loss on FMV of Investments	(11,106)	(15,224)
Total Other Local Revenue	107,893	1,355,525
Total Revenues	**$ 107,893**	**$ 1,355,525**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 1,050	$ 12,603
Total Operations & Housekeeping	1,050	12,603
Professional/Consulting Services		
General Consulting	-	3,000
Bank Charges	-	-
Other Taxes and Fees	-	5,000
Total Professional/Consulting Services	-	8,000
Depreciation		
Depreciation Expense	59,294	711,530
Total Depreciation	59,294	711,530
Interest		
Interest Expense	87,546	1,050,549
Total Interest	87,546	1,050,549
Total Expenses	**$ 147,890**	**$ 1,782,683**
Change in Net Assets	**(39,997)**	**(427,158)**
Net Assets, Beginning of Period	(1,783,363)	(1,396,202)
Net Assets, End of Period	**$ (1,823,360)**	**$ (1,823,360)**

TEACH Foundation, Inc

Statement of Activities

For the period ended June 30, 2023

	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

June 30, 2023

	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	$ 4,494,136	$ 3,210,196	$ 2,459,582	$ 2,038,916	$ 46,719	$ 266,539	$ -		$ 12,516,088
Certificate Deposit	1,672,845	4,637,941	712,971	-	-	-	-		7,023,757
Accounts Receivable	636,620	340,369	135,470	6,429	3,323	-	2,337		1,124,549
Interest Receivable	-	-	-	-	27,346	31,538	-		58,884
Public Funding Receivables	1,616,701	639,350	713,255	-	-	-	-		2,969,306
Due To/From Related Parties	321,492	369,798	881,470	(1,489,702)	-	(63,699)	-		19,359
Prepaid Expenses	55,639	49,265	42,405	8,068	-	-	-		155,377
	8,797,432	**9,246,920**	**4,945,153**	**563,711**	**77,389**	**234,378**	**2,337**		**23,867,320**
Property & Equipment, Net	1,252,155	202,978	216,822	47,874	9,195,218	19,147,273	-		30,062,320
Deposits	5,000	162,517	99,750	8,750	-	3,625	-	(141,967)	137,675
Deferred Lease Asset	-	-	-	-	194,312	(55,997)	-	(138,315)	-
Investments	-	-	-	-	259,918	550,680	-		810,599
Securities	-	-	-	-	1,215,108	1,729,963	-		2,945,071
Securities Premium	-	-	-	-	1,239	(2,199)	-		(960)
Total Long Term Assets	**1,257,155**	**365,495**	**316,572**	**56,624**	**10,865,795**	**21,373,346**	**-**	**(280,282)**	**33,954,704**
Total Assets	**$ 10,054,587**	**$ 9,612,416**	**$5,261,724**	**$ 620,334**	**$ 10,943,183**	**$ 21,607,724**	**$ 2,337**	**$ (280,282)**	57,822,024
Liabilities									
Current Liabilities									
Accounts Payable	$ 229,917	$ 75,416	$ 123,032	$ 559	$ -	$ -	$ -		$ 428,923
Accrued Liabilities	588,645	103,195	82,348	394,291	-	-	-		1,168,478
Interest Payable	-	-	-	-	409,489	-	-		409,489
Deferred Revenue	2,336,727	1,266,319	1,450,053	-	-	111,994	-		5,165,094
Deferred Rent, Current Portion	9,824	-	(151)	-	-	-	-	(9,673)	-
Capital Lease, Current Portion	-	1	-	-	-	-	-		1
Notes Payable, Current Portion	53,194	-	-	-	-	-	-		53,194
Total Current Liabilities	**3,218,307**	**1,444,931**	**1,655,282**	**394,850**	**409,489**	**111,994**	**-**	**(9,673)**	**7,225,179**
Long-Term Liabilities									
Deferred Rent, Net of Current Port	184,488	(55,845)	-	-	-	-	-	(128,643)	-
Notes Payable, Net of Current Port	62,060	-	-	-	-	141,967	-		204,027
Bonds Payable	-	-	-	-	11,910,000	21,858,813	-		33,768,813
Bond Issue Costs	-	-	-	-	(234,433)	(441,109)	-		(675,542)
Discount on Bonds	-	-	-	-	(190,568)	-	-		(190,568)
Premium on Bonds				-	-	1,759,420	-		1,759,420
Other Long-Term Liabilities	-	-	-	-	-	-	-	(141,967)	-
Total Long-Term Liabilities	**246,547**	**(55,845)**	**-**	**-**	**11,484,999**	**23,319,090**	**-**	**(270,610)**	**34,866,148**
Total Liabilities	**$ 3,464,854**	**$ 1,389,086**	**$1,655,282**	**$ 394,850**	**$ 11,894,488**	**$ 23,431,084**	**$ -**	**$ (280,283)**	**$ 41,949,361**
Net Assets Net Assets	6,589,733	8,223,330	3,606,443	225,484	(951,304)	(1,823,360)	2,337	(0)	15,872,662
Total Liabilities and Net Assets	**$ 10,054,587**	**$ 9,612,416**	**$5,261,724**	**$ 620,334**	**$ 10,943,183**	**$ 21,607,724**	**$ 2,337**	**$ (280,282)**	**$ 57,822,023**

TEACH, Inc.

Statement of Cash Flows

For the period ended June 30, 2023

	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	YTD Ended 06/30/23
Cash Flows from Operating Activities							
Change in Net Assets	$ 426,065	$ 272,190	$ 547,321	$ 170,543	$ (7,797)	$ (39,997)	$ 1,368,324
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	10,030	4,013	4,004	985	24,561	59,294	102,887
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	(1,453,960)	(331,777)	(379,523)	-	-	-	(2,165,260)
Grants, Contributions & Pledges Receivable	-	-	-	-	(5,199)	(5,738)	(10,937)
Due from Related Parties	12,660	(133,726)	(305,329)	426,395	-	(19,359)	(19,359)
Prepaid Expenses	(32,019)	(35,977)	(31,452)	(8,068)	-	-	(107,516)
Other Assets	-	-	-	-	446,282	613,613	1,059,895
(Decrease)/Increase in Operating Liabilities:							
Accounts Payable	226,242	71,675	121,194	559	-	-	419,670
Accrued Expenses	501,378	27,066	3,297	(65,164)	-	-	466,576
Deferred Revenue	164,570	(109,531)	164,190	-	-	-	219,230
Other Liabilities	(853)	294	120	-	59,210	(457,700)	(398,929)
Total Cash Flows from Operating Activities	**(145,886)**	**(235,773)**	**123,821**	**525,249**	**517,057**	**150,113**	**934,581**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	(463)	-	-	-	(17)	(480)
Purchase of Securities	-	-	-	-	(357,096)	11,106	(345,989)
Total Cash Flows from Investing Activities	**-**	**(463)**	**-**	**-**	**(357,096)**	**11,089**	**(346,469)**
Cash Flows from Financing Activities							
Proceeds from (payments on) Long-Term Debt	(4,433)	-	-	-	(159,961)	(161,202)	(325,596)
Total Cash Flows from Financing Activities	**(4,433)**	**-**	**-**	**-**	**(159,961)**	**(161,202)**	**(325,596)**
Change in Cash & Cash Equivalents	(150,319)	(236,236)	123,821	525,249	-	-	262,516
Cash & Cash Equivalents, Beginning of Period	6,317,300	8,084,373	3,048,731	1,513,667	46,719	266,539	19,277,329
Cash and Cash Equivalents, End of Period	**$ 6,166,981**	**$ 7,848,137**	**$ 3,172,553**	**$ 2,038,916**	**$ 46,719**	**$ 266,539**	19,539,845

Teach Academy of Technology

Accounts Payable Aging

June 30, 2023

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
AT&T	000020147434	6/28/2023	8/4/2023	$ 50	$ -	$ -	$ -	$ -	$ 50
ReadyRefresh	03F6703327043	6/14/2023	7/2/2023	276	-	-	-	-	276
ReadyRefresh	03G6702961325	7/8/2023	7/28/2023	60	-	-	-	-	60
Revolution Foods, PBC	0623-C002668	6/30/2023	7/30/2023	9,986	-	-	-	-	9,986
Revolution Foods, PBC	0623-C002669	6/30/2023	7/30/2023	13,716	-	-	-	-	13,716
Flow Rate Transportation	063023	6/30/2023	7/30/2023	1,650	-	-	-	-	1,650
Pacific Business Technologies North	11310	6/30/2023	7/30/2023	1,050	-	-	-	-	1,050
Pacific Business Technologies North	11311	6/30/2023	7/30/2023	707	-	-	-	-	707
Amazon Capital Services	1196-T43L-14WC	6/12/2023	7/12/2023	6,126	-	-	-	-	6,126
Amazon Capital Services	134X-T9LK-GCWN	6/10/2023	7/10/2023	497	-	-	-	-	497
Charter Impact, Inc.	13961	3/1/2023	3/1/2023	-	-	-	-	18,025	18,025
ReadyRefresh	13F6702961325	6/24/2023	7/14/2023	120	-	-	-	-	120
Charter Impact, Inc.	14599	6/30/2023	7/30/2023	825	-	-	-	-	825
Helios Ed	15818	6/1/2023	7/1/2023	18,996	-	-	-	-	18,996
Palms Tree Care	1598	7/11/2023	8/10/2023	960	-	-	-	-	960
Delta Distributing	160869	6/22/2023	7/22/2023	3,619	-	-	-	-	3,619
The School Planner Company	1919347	6/20/2023	7/20/2023	5,116	-	-	-	-	5,116
Amazon Capital Services	1FPN-GFL9-YFMR	6/27/2023	7/27/2023	1,874	-	-	-	-	1,874
Amazon Capital Services	1LXQ-TLTX-7N6Y	6/22/2023	7/22/2023	1,277	-	-	-	-	1,277
Amazon Capital Services	1N6L-PF7L-JGNH	6/19/2023	7/19/2023	319	-	-	-	-	319
Charter Impact, Inc.	1PR063023	6/30/2023	6/30/2023	1,491	-	-	-	-	1,491
Bay Alarm Company	20668150	6/16/2023	7/11/2023	13	-	-	-	-	13
Bay Alarm Company	20672384	6/27/2023	7/22/2023	20	-	-	-	-	20
Bay Alarm Company	20672951	6/28/2023	7/23/2023	3	-	-	-	-	3
CPM Educational Program	2302034-IN	6/28/2023	7/28/2023	3,600	-	-	-	-	3,600
After-School All-Stars, Los Angeles	26673	6/16/2023	7/16/2023	9,157	-	-	-	-	9,157
Scoot Education Inc.	35692	2/22/2023	3/1/2023	-	-	-	-	1,452	1,452
Kidder Mathews of California	38475	5/5/2023	6/4/2023	-	9,500	-	-	-	9,500
Scoot Education Inc.	38550	3/22/2023	3/29/2023	-	-	-	-	363	363
Scoot Education Inc.	42607	5/10/2023	5/17/2023	-	-	2,561	-	-	2,561
Scoot Education Inc.	46407	6/21/2023	6/28/2023	-	6,801	-	-	-	6,801
Scoot Education Inc.	46481	6/21/2023	6/28/2023	-	7,114	-	-	-	7,114
Scoot Education Inc.	46578	6/27/2023	7/4/2023	1,295	-	-	-	-	1,295
Scoot Education Inc.	46584	6/27/2023	7/4/2023	1,378	-	-	-	-	1,378

Teach Academy of Technology

Accounts Payable Aging

June 30, 2023

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
Comprehensive Therapy Associates Inc	5556	5/31/2023	5/31/2023	-	47,814	-	-	-	47,814
Comprehensive Therapy Associates Inc	5646	6/30/2023	6/30/2023	41,856	-	-	-	-	41,856
The Education Team	627877	6/16/2023	6/16/2023	-	938	-	-	-	938
The Education Team	630879	6/30/2023	6/30/2023	232	-	-	-	-	232
State of CA Department of Justice	668369	6/30/2023	6/30/2023	32	-	-	-	-	32
Antonio Camacho	8122201-01	6/12/2023	6/12/2023	-	700	-	-	-	700
Spectrum	8843355062623	6/26/2023	7/13/2023	1,234	-	-	-	-	1,234
Marisela Gomez	GOME062123	6/21/2023	6/21/2023	-	49	-	-	-	49
Trafera, LLC	I000696131	4/20/2023	5/20/2023	-	-	239	-	-	239
TASC	IN2699451	3/17/2023	3/17/2023	-	-	-	-	783	783
Trafera, LLC	l000696131	4/20/2023	5/20/2023	-	-	239	-	-	239
S.P. Entertainment, LLc	SPEN061523	6/15/2023	6/15/2023	-	5,500	-	-	-	5,500
Suzette Torres	TORR063023	6/30/2023	6/30/2023	304	-	-	-	-	304
Total Outstanding Invoices				$ 127,838	$ 78,416	$ 3,039	$ -	$ 20,623	$ 229,917

Teach Tech High School

Accounts Payable Aging

June 30, 2023

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
ReadyRefresh	03G6702961328	7/8/2023	7/28/2023	$ 340	$ -	$ -	$ -	$ -	$ 340
Revolution Foods, PBC	0623-C002670	6/30/2023	7/30/2023	13,731	-	-	-	-	13,731
Reiss Brown Ekmekji, Inc	11187	7/7/2023	7/7/2023	463	0	0	0	0	463
Pacific Business Technologies North	11312	6/30/2023	7/30/2023	644	0	0	0	0	644
ReadyRefresh	13F6702961328	6/24/2023	7/14/2023	300	0	0	0	0	300
Amazon Capital Services	1MKK-GNFP-KGT6	6/11/2023	7/11/2023	278	0	0	0	0	278
Amazon Capital Services	1Q16-4N3L-7JG9	6/20/2023	7/20/2023	338	0	0	0	0	338
Bay Alarm Company	20672722	6/28/2023	7/23/2023	13	0	0	0	0	13
Bay Alarm Company	20673221	6/28/2023	7/23/2023	93	0	0	0	0	93
Orkin	245107255	6/23/2023	7/23/2023	151	0	0	0	0	151
Orkin	245107927	6/22/2023	7/22/2023	129	0	0	0	0	129
Orkin	245107928	6/19/2023	7/19/2023	201	0	0	0	0	201
Avante Technologies	26784	6/27/2023	6/27/2023	0	1,630	0	0	0	1,630
Jostens	31667747	6/21/2023	7/21/2023	744	0	0	0	0	744
Jostens	31683643	6/30/2023	8/14/2023	19	0	0	0	0	19
Scoot Education Inc.	46539	6/21/2023	6/28/2023	0	4,599	0	0	0	4,599
Scoot Education Inc.	46601	6/27/2023	7/4/2023	1,458	0	0	0	0	1,458
Comprehensive Therapy Associates Inc	5558	5/31/2023	5/31/2023	0	26,762	0	0	0	26,762
Comprehensive Therapy Associates Inc	5648	6/30/2023	6/30/2023	16,104	0	0	0	0	16,104
The Education Team	627879	6/16/2023	6/16/2023	0	408	0	0	0	408
The Education Team	630881	6/30/2023	6/30/2023	160	0	0	0	0	160
Fotorama	6697	12/12/2022	12/12/2022	0	0	0	0	1,406	1,406
Teachers on Reserve	94993	6/16/2023	6/16/2023	0	2,667	0	0	0	2,667
Teachers on Reserve	95013	6/23/2023	6/23/2023	0	1,206	0	0	0	1,206
Apple Inc.	AL30041553	6/10/2023	7/10/2023	1,320	0	0	0	0	1,320
Trafera, LLC	I000721556	5/17/2023	6/16/2023	-	253	-	-	-	253
			Total Outstanding Invoices	$ 35,165	$ 33,399	$ -	$ -	$ -	$ 75,416

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

Accounts Payable Aging

June 30, 2023

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
Revolution Foods, PBC	0623-C002778	6/30/2023	7/30/2023	$ 28,224	$ -	$ -	$ -	$ -	$ 28,224
Pacific Business Technologies North	10646	2/27/2023	3/29/2023	-	-	-	-	1,309	1,309
Pacific Business Technologies North	11313	6/30/2023	7/30/2023	561	-	-	-	-	561
Amazon Capital Services	1DTJ-3DJV-4WKH	6/13/2023	7/13/2023	862	-	-	-	-	862
Amazon Capital Services	1P6L-9Q4J-7YYL	6/16/2023	7/16/2023	59	-	-	-	-	59
Bay Alarm Company	20670477	6/23/2023	7/18/2023	119	-	-	-	-	119
Bay Alarm Company	20670802	6/23/2023	7/18/2023	24	-	-	-	-	24
Bay Alarm Company	20670826	6/23/2023	7/18/2023	13	-	-	-	-	13
Bay Alarm Company	20670944	6/23/2023	7/18/2023	325	-	-	-	-	325
After-School All-Stars, Los Angeles	26314	2/23/2023	3/25/2023	-	-	-	-	5,985	5,985
After-School All-Stars, Los Angeles	26394	3/21/2023	4/20/2023	-	-	-	5,985	-	5,985
After-School All-Stars, Los Angeles	26668	6/21/2023	7/21/2023	5,195	-	-	-	-	5,195
After-School All-Stars, Los Angeles	26672	6/16/2023	7/16/2023	5,985	-	-	-	-	5,985
Comprehensive Therapy Associates Inc	5557	5/31/2023	5/31/2023	-	34,420	-	-	-	34,420
Comprehensive Therapy Associates Inc	5647	6/30/2023	6/30/2023	27,142	-	-	-	-	27,142
The Education Team	627878	6/16/2023	6/16/2023	-	4,244	-	-	-	4,244
The Education Team	630880	6/30/2023	6/30/2023	1,079	-	-	-	-	1,079
Staples	8070645338	6/17/2023	7/17/2023	216	-	-	-	-	216
Apple Inc.	AL28711790	6/5/2023	7/5/2023	434	-	-	-	-	434
Shawnna Lawson	LAWS062723-01	6/27/2023	6/27/2023	-	853	-	-	-	853
			Total Outstanding Invoices	$ 69,802	$ 38,664	$ -	$ 5,985	$ 7,294	$ 123,032

Teach Public Schools

Accounts Payable Aging

June 30, 2023

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
Amazon Capital Services	1JDL-7F17-LKQK	06/25/23	07/25/23	$ 142	$ -	$ -	$ -	$ -	$ 142
Shawnna Lawson	LAWS062723	06/27/23	06/27/23	-	316	-	-	-	316
Cecilia Sandoval	SAND062723	06/27/23	06/27/23	-	100	-	-	-	100
			Total Outstanding Invoices	$ 142	$ 416	$ -	$ -	$ -	$ 559

C & M LLC

Accounts Payable Aging

June 30, 2023

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 June 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
63646	A B Print	Apparel	6/5/2023	$ 2,329.58
63647	Amazon Capital Services	Ladder (1), Office Supplies & School Supplies	6/5/2023	4,196.88
63648	Bay Alarm Company	Security Svcs - 06/01/23 - 06/30/23	6/5/2023	300.00
63649	CF - Fitness	Consulting Svcs 10/01/22 - 06/30/23	6/5/2023	49,302.50
63650	Consulting Collective	Consulting Svcs - 10/19/21 - 03/25/22	6/5/2023	3,825.00
63651	Daniel Rivera	Reimb - 05/19/23	6/5/2023	14.98
63652	Diaz Locksmith	Locksmith Svcs	6/5/2023	388.76
63653	EMCOR Services Mesa Energy Systems, Inc.	HVAC Svcs - 05/01/23 - 07/31/23	6/5/2023	2,850.00
63654	Flow Rate Transportation	Bus Transportation - 05/22/23 - 05/26/23	6/5/2023	1,650.00
63655	Hope4Families	Legal Svcs - 11/22 - 03/23	6/5/2023	5,605.00
63656	iKreate Design & Print LLC	Banners	6/5/2023	1,171.65
63657	KS Statebank	Rent - 07/23	6/5/2023	5,721.22
63658	Los Angeles Executive Security Group, Inc.	Crosswalk Safety Ambassador - 04/10/23 - 04/28/23	6/5/2023	3,675.00
63659	Orkin	Pest Control Svcs	6/5/2023	93.99
63660	OutFront	Bus & Mobile Ads 04/24/23-06/18/23 & Bus Ext. Production	6/5/2023	33,449.00
63661	ReadyRefresh	Office Expense	6/5/2023	169.83
63662	Scoot Education Inc.	Sub Svcs - 05/15/23 - 05/19/23	6/5/2023	7,864.00
63663	The Education Team	Sub Svcs - 05/01/23 - 05/05/23	6/5/2023	1,197.06
63664	After-School All-Stars, Los Angeles	Enrichment Svcs - 01/23 & 02/23	6/8/2023	39,993.51
63665	Asset Panda, LLC	Subscription - 06/10/23 - 06/09/24	6/8/2023	5,522.27
63666	Charter Impact, Inc.	Business Mgmt Svcs - 06/23	6/8/2023	18,025.00
63667	Flow Rate Transportation	Bus Transportation - 05/30/23 - 06/02/23	6/8/2023	1,320.00
63668	Orkin	Pest Control Svcs	6/8/2023	242.99
63669	Pacific Business Technologies North	Copier Lease - 05/20/23 - 06/20/23	6/8/2023	1,101.95
63670	The Education Team	Sub Svcs - 05/08/23 - 05/12/23 & 05/15/23 - 05/19/23	6/8/2023	1,809.42
63671	Amazon Capital Services	Office Supplies, Tree Pruner (2) & Yealink IP Phone (2)	6/16/2023	4,534.78
63672	Charter Impact, Inc.	Payroll Processing Fee 05/23 & Rush Processing Fee 05/23	6/16/2023	1,478.00
63673	FCOC Transportation	Field Trip - 06/02/23	6/16/2023	792.50
63674	Flow Rate Transportation	Bus Transportation - 06/05/23 - 06/09/23	6/16/2023	1,650.00
63675	Fotorama	Diplomas	6/16/2023	1,984.50
63676	Liminex, Inc.	Licenses - 07/01/23 - 06/30/25	6/16/2023	17,177.20
63677	Malka Moore	Photo License Usage	6/16/2023	1,000.00
63678	Orkin	Pest Control Svcs	6/16/2023	336.98
63679	PowerSchool Group LLC	Software Subscription - 05/25/23 - 06/30/24	6/16/2023	13,436.26
63680	ReadyRefresh	Office Expense	6/16/2023	86.60
63681	Renaissance	License (2,604)	6/16/2023	16,616.00
63682	Revolution Foods, PBC	Meals - 02/23 & Meals - 05/23	6/16/2023	36,169.80
63683	Scoot Education Inc.	Sub Svcs - 05/22/23 - 05/26/23 & 05/30/23 - 06/02/23	6/16/2023	17,969.75
63684	The Education Team	Sub Svcs - 05/22/23 - 05/26/23	6/16/2023	979.90
63685	Trafera, LLC	LCD Display Repair	6/16/2023	477.98
63686	Young, Minney & Corr LLP	Legal Svcs as of 06/02/23	6/16/2023	277.50
63687	Amazon Capital Services	Office Supplies	6/27/2023	678.80
63688	AT&T	Communication Svcs - 04/28/23 - 05/27/23	6/27/2023	50.35
63689	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
63690	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
63691	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
63692	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
63693	Bay Alarm Company	Security Svcs - 01/13/23 - 01/31/23 & 07/01/23 - 07/31/23	6/27/2023	367.42
63694	Bay Alarm Company	Alarm Svcs - 06/01/23 - 06/30/23 & 07/01/23 - 07/31/23	6/27/2023	317.88
63695	FCOC Transportation	Field Trip - 06/09/23	6/27/2023	3,232.50
63696	Flow Rate Transportation	Transportation Svcs - 06/12/23 - 06/23/23	6/27/2023	2,310.00
63697	iKreate Design & Print LLC	Photography Svcs	6/27/2023	1,062.15
63698	Keyona Williams	Reimb. - 06/09/23	6/27/2023	35.00
63699	PowerSchool Group LLC	Software Subscription - 07/01/23 - 06/30/24	6/27/2023	17,819.40

Teach Academy of Technology

Check Register

For the period ended June 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
63700	Scoot Education Inc.	Sub Svcs - 06/05/23 - 06/09/23	6/27/2023	11,053.00
63701	Spectrum	Communication Svcs - 05/26/23 - 06/25/23	6/27/2023	1,191.75
63702	TELESPEX	Telecom Hosting Svcs - 06/19/23 - 07/18/23	6/27/2023	163.50
63703	iKreate Design & Print LLC	Printing Svcs - Graduation Programs	6/29/2023	4,380.00
63704	Los Angeles Executive Security Group, Inc.	Crosswalk Safety Ambassador - 06/01/23 - 06/23/23	6/29/2023	3,502.00
63705	Outfront Media LLC	Settlement - 07/23	6/29/2023	2,778.00
63706	PowerSchool Group LLC	Software Subscription - 07/01/23 - 06/30/24	6/29/2023	7,282.00
63707	Teach Public Schools	Business Mgmt Svcs - 07/23	6/29/2023	18,025.00
ACH	PlanConnect	403B & 457 Pay Date: 05/15/23	6/1/2023	10,404.56
ACH	Kaiser Foundation Health Plan	Health Ins - 06/23	6/1/2023	55,357.07
ACH	CALPERS	TAT PERS 05/23	6/1/2023	19,514.23
ACH	CALSTRS	TAT STRS 05/23	6/1/2023	61,675.65
ACH	Cell Business Equipment	Copier Lease - 06/23	6/2/2023	3,745.37
ACH	The Lincoln National Life Insurance Company	Life Ins - 06/23	6/2/2023	6,216.49
ACH	Aflac	Supplemental Ins - 05/23	6/5/2023	1,555.32
ACH	LADWP - 0000	Utility Svcs - 04/27/23 - 05/29/23	6/14/2023	383.86
ACH	LADWP - 7788	Utility Svcs - 04/27/23 - 05/30/23	6/14/2023	517.11
ACH	LADWP - 4569	Utility Svcs - 04/27/23 - 05/30/23	6/14/2023	2,067.37
ACH	LADWP - 1536	Utility Svcs - 04/28/23 - 05/30/23	6/15/2023	1,888.54
ACH	PlanConnect	403B & 457 Pay Date: 05/31/23	6/15/2023	10,403.53
ACH	LADWP - 4653	Utility Svcs - 04/27/23 - 05/26/23	6/20/2023	2,632.69
ACH	PlanConnect	403B & 457 Pay Date: 06/22/23	6/26/2023	31,035.18
ACH	Kaiser Foundation Health Plan	Health Ins - 07/23	6/29/2023	55,357.07
			Total Payments Issued in June	**$ 643,840.13**

Imprest Account

1135	Legends Hospitality LLC	Field Trip (Sofi Stadium)	6/28/2023	$ 6,760.00
1136	SoCal Characters	PBIS Carnival	6/16/2023	1,645.00
1137	Tacos Los Machettes	Jr. Prom Food	6/6/2023	1,210.00
1138	Chester Washington Golf Course	5th Graduation	6/9/2023	2,688.50
ACH	SoCalGas	Utility Svcs - 04/11/23 - 05/10/23	6/1/2023	36.56
			Total Payments Issued in June	**$ 12,340.06**

Teach Tech High School

Check Register

For the period ended June 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
72429	Amazon Capital Services	Gym Mat (2), Office Supplies & School Supplies	6/5/2023	$ 4,634.49
72430	Avante Technologies	Deposit for quote	6/5/2023	1,629.82
72431	Bay Alarm Company	Security Svcs - 06/01/23 - 06/30/23	6/5/2023	180.00
72432	CBE	Copier Lease - 04/05/23 - 05/04/23	6/5/2023	383.77
72433	EMCOR Services Mesa Energy Systems, I	HVAC Svcs - 05/01/23 - 07/31/23	6/5/2023	1,825.00
72434	iKreate Design & Print LLC	Printing Svcs	6/5/2023	3,575.18
72435	Los Angeles Executive Security Group, In	Crosswalk Safety Ambassador - 04/10/23 - 04/28/23	6/5/2023	3,675.00
72436	PRN Nursing Consultants LLC	Audio Screenings	6/5/2023	1,012.50
72437	Robert's Custom Printing Services	Apparel	6/5/2023	1,354.50
72438	Scoot Education Inc.	Sub Svcs - 05/15/23 - 05/19/23	6/5/2023	4,356.00
72439	Staples	Office Supplies	6/5/2023	31.70
72440	Teachers on Reserve	Sub Svcs - 05/15/23 - 05/19/23	6/5/2023	5,684.80
72441	The Education Team	Sub Svcs - 05/01/23 - 05/05/23	6/5/2023	1,627.96
72442	Entourage Yearbooks	Yearbooks	6/8/2023	65.59
72443	Interquest Detection Canines	Consulting Svcs - 05/04/23	6/8/2023	175.00
72444	Orkin	Pest Control Svcs	6/8/2023	128.99
72445	Pacific Business Technologies North	Copier Lease - 05/20/23 - 06/20/23	6/8/2023	401.96
72446	Scoot Education Inc.	Sub Svcs - 05/22/23 - 05/26/23	6/8/2023	1,452.00
72447	Teachers on Reserve	Sub Svcs - 05/22/23 - 05/26/23	6/8/2023	5,505.13
72448	The Education Team	Sub Svcs - 05/08/23 - 05/12/23 & 05/15/23 - 05/19/23	6/8/2023	2,567.93
72449	Abel Glass and Screen, Inc.	Window Replacement	6/16/2023	635.00
72450	Amazon Capital Services	Office Supplies & Yealink IP Phone (30)	6/16/2023	5,608.83
72451	Cell Business Equipment	Copier Lease - 05/05/23 - 06/04/23	6/16/2023	367.15
72452	Jazmin Haydel	Reimb - 06/02/23	6/16/2023	26.46
72453	Loyola Marymount University	Registration Fee	6/16/2023	5,000.00
72454	ReadyRefresh	Office Expense	6/16/2023	66.68
72455	Revolution Foods, PBC	Meals - 05/23	6/16/2023	26,272.05
72456	Scoot Education Inc.	Sub Svcs - 05/30/23 - 06/02/23	6/16/2023	1,089.00
72457	Steven Menduke	Reimb - 06/02/23	6/16/2023	200.00
72458	The Education Team	Sub Svcs - 05/22/23 - 05/26/23	6/16/2023	1,425.64
72459	Barnes & Noble, Inc.	Textbooks	6/27/2023	1,152.05
72460	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
72461	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
72462	Bay Alarm Company	Security Svcs - 07/01/23 - 07/31/23	6/27/2023	180.00
72463	Bay Alarm Company	Alarm Svcs - 06/01/23 - 06/30/23 & 07/01/23 - 07/31/23	6/27/2023	1,772.78
72464	Mike Green Fire Equipment	Fire Extinguisher Svcs	6/27/2023	595.00
72465	Orkin	Pest Control Svcs	6/27/2023	120.00
72466	Scoot Education Inc.	Sub Svcs - 06/05/23 - 06/09/23	6/27/2023	3,630.00
72467	Teachers on Reserve	Sub Svcs - 05/29/23 - 06/02/23 & 06/05/23 - 06/09/23	6/27/2023	5,577.24
72468	TELESPEX	Telecom Hosting Svcs - 06/19/23 - 07/18/23	6/27/2023	158.69
72469	Asmin G Quintero	Reimb - 06/20/23	6/27/2023	182.00
72470	Los Angeles Executive Security Group, In	Crosswalk Safety Ambassador - 06/01/23 - 06/21/23	6/29/2023	3,430.00
ACH	CALSTRS	TTHS STRS 05/23	6/1/2023	43,747.09
ACH	Golden State Water Company	Utility Svcs - 04/11/23 - 05/11/23	6/5/2023	25.58
ACH	The Gas Company	Utility Svcs - 04/19/23 - 05/18/23	6/8/2023	16.63
ACH	Golden State Water Company	Utility Svcs - 04/14/23 - 05/15/23	6/12/2023	24.15
ACH	Golden State Water Company	Utility Svcs - 04/14/23 - 05/15/23	6/12/2023	523.94
ACH	Southern California Edison	Utility Svcs - 05/08/23 - 06/06/23	6/23/2023	7,664.56
			Total Payments Issued in June	**$ 149,782.84**

Imprest Account

Teach Tech High School

Check Register

For the period ended June 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
1151	Chester Washington Golf Course	Senior dinner - Remaining Balance	6/1/2023	$ 14,100.42
1153	Six Flags	Grad Night	6/1/2023	9,394.74
1158	Thompson Trophy Mfg. Inc.	Sports Banquet	6/6/2023	192.83
1159	Jayro Alonso	Prom Photographer	6/6/2023	400.00
1160	City of Santa Monica	Pier Parking	6/5/2023	180.00
1161	Reyes Ramos	Food for Prom	6/5/2023	1,150.00
1162	Joshua Geballos	DJ for Prom	6/7/2023	300.00
1164	Reyes Ramos	Remaning Balance - food	6/5/2023	75.00
1165	Wealthy Minds LLC	Mr. Fries Man (test scores incentive)	6/8/2023	5,523.73
1167	Reyes Ramos	Sports Banquet	6/20/2023	840.00
ACH	Facilitron Inc.	Facilitron Inc.	6/1/2023	1,560.45
			Total Payments Issued in June	**$ 33,717.17**

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

Check Register

For the period ended June 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10953	Amazon Capital Services	Office Supplies & School Supplies	6/5/2023	$ 726.77
10954	Bay Alarm Company	Security Svcs - 06/01/23 - 06/30/23	6/5/2023	135.00
10955	EMCOR Services Mesa Energy Systems, Inc.	HVAC Svcs - 05/01/23 - 07/31/23	6/5/2023	550.00
10956	FCOC Transportation	Field Trip - 06/07/22	6/5/2023	685.00
10957	Los Angeles Executive Security Group, Inc.	Crosswalk Safety Ambassador - 04/10/23 - 04/28/23	6/5/2023	1,837.50
10958	Staples	Office Supplies	6/5/2023	159.34
10959	Texthelp Inc	Communication Svcs - 05/24/23 - 05/24/24	6/5/2023	75.00
10960	The Education Team	Sub Svcs - 05/01/23 - 05/08/23	6/5/2023	3,667.44
10961	After-School All-Stars, Los Angeles	Enrichment Svcs - 01/23 & 02/23	6/8/2023	27,078.18
10962	ArtReach Plays	Performance License	6/8/2023	99.95
10963	Flow Rate Transportation	Bus Transportation - 06/02/23 - Final Payment	6/8/2023	495.00
10964	Orkin	Pest Control Svcs	6/8/2023	196.99
10965	Teachers on Reserve	Sub Svcs - 05/22/23 - 05/26/23	6/8/2023	383.48
10966	Amazon Capital Services	Office Supplies	6/16/2023	147.60
10967	EMCOR Services Mesa Energy Systems, Inc.	Replace Thermostats	6/16/2023	4,485.00
10968	Revolution Foods, PBC	Meals - 02/23 & 05/23	6/16/2023	42,621.30
10969	Sharon Rhee	Reimb - 04/28/23	6/16/2023	124.09
10970	Staples	Office Supplies	6/16/2023	775.93
10971	The Education Team	Sub Svcs - 05/08/23 - 05/26/23	6/16/2023	14,831.99
10972	Amy Wang	Reimb - 06/02/23	6/27/2023	252.74
10973	Bay Alarm Company	Alarm Svcs - Deposit	6/27/2023	12.50
10974	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
10975	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
10976	Bay Alarm Company	Alarm Svcs - Deposit for Installation	6/27/2023	12.50
10977	Bay Alarm Company	Security Svcs - 07/01/23 - 07/31/23	6/27/2023	175.00
10978	David Ortiz	Reimb - 06/14/23	6/27/2023	100.00
10979	De Lage Landen Financial Services, Inc.	Copier Lease - 06/01/23 - 06/30/23	6/27/2023	338.00
10980	Flow Rate Transportation	Transportation Svcs	6/27/2023	704.00
10981	Staples	Upright Vacuum (1) & Office Supplies	6/27/2023	474.52
10982	TELESPEX	Telecom Hosting Svcs - 06/19/23 - 07/18/23	6/27/2023	158.68
10983	Los Angeles Executive Security Group, Inc.	Crosswalk Safety Ambassador - 06/01/23 - 06/21/23	6/29/2023	1,715.00
ACH	CALSTRS	TES STRS 05/23	6/1/2023	19,735.33
			Total Payments Issued in June	**$ 122,778.83**
Imprest Account				
1521	Chester Washington Golf Course	Graduation Final Payment	6/9/2023	1,344.25
1530	Cindy Puentes	Graduation Balloons	6/27/2023	601.00
			Total Payments Issued in June	**$ 1,945.25**

Teach Public Schools

Check Register

For the period ended June 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
81747	Amazon Capital Services	Office Supplies	6/5/2023	$ 391.60
81748	Franchise Tax Board	Confidential	6/5/2023	769.66
81749	Frank Williams	Reimb - 03/15/23 - 03/17/23	6/5/2023	1,623.30
81750	Matthew Brown	Reimb - 04/28/23	6/5/2023	622.04
81751	National Charter Schools Conference	2023 Conference Registration	6/5/2023	7,740.00
81752	Employment Security Dept.	UI Tax	6/8/2023	47.07
81753	Beth Bulgeron	Reimb - 04/26/23	6/16/2023	643.46
81754	Cecilia Sandoval	Reimb - 05/02/23	6/16/2023	387.96
81755	Maricela Williams	Reimb - 06/02/23	6/16/2023	327.50
81756	Franchise Tax Board	Confidential	6/20/2023	769.66
81757	MCD Apparel LLC	Polo Shirts (38)	6/27/2023	1,664.40
81758	Raul Carranza	Reimb - 06/14/23	6/27/2023	340.38
81759	Beth Bulgeron	Reimb - 06/18/23 - 06/21/23	6/27/2023	416.91
81760	Enrique Robles	Reimb - 06/18/23 - 06/21/23	6/27/2023	698.14
81761	Frank Williams	Reimb - 06/08/23 - 06/21/23	6/27/2023	2,036.20
81762	Maria Pimienta	Reimb - 06/17/23 - 06/21/23	6/27/2023	128.30
81763	Matthew Brown	Reimb - 06/18/23 - 06/21/23	6/27/2023	1,520.44
81764	Raul Carranza	Reimb - 06/13/23 - 06/20/23	6/27/2023	628.92
81765	Raul Carranza	Reimb - 06/13/23 - 06/20/23	6/29/2023	628.92
ACH	The UPS Store	The UPS Store	6/1/2023	48.14
ACH	Waste Management	Waste Mgmt	6/1/2023	1,674.90
ACH	Home Depot	Home Depot	6/1/2023	1,309.42
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 05/31/23	6/1/2023	219.35
ACH	Southern California Edison	Utility Svcs - 04/18/23 - 05/16/23	6/1/2023	825.28
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 05/31/23	6/1/2023	14,256.64
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 05/31/23	6/1/2023	54,026.36
ACH	Mosyle Corporation	Mosyle Corp	6/2/2023	1.17
ACH	Tumby's Pizza Express	Tumbys Pizza	6/2/2023	158.87
ACH	Google	Google Voice	6/2/2023	1,982.34
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 06/01/23S	6/2/2023	3.15
ACH	TASC	FSA Payment - 06/23	6/2/2023	617.99
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 06/12/23S	6/2/2023	4,221.55
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 06/01/23S	6/2/2023	17,328.61
ACH	Stamps.com	USPS Stamps	6/5/2023	19.99
ACH	Home Depot	Home Depot	6/5/2023	103.91
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 06/02/23S	6/5/2023	11,403.17
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 06/05/23S	6/5/2023	36,328.20
ACH	Docusign, Inc.	Docusign Inc	6/6/2023	600.00
ACH	Home Depot	Home Depot	6/7/2023	634.21
ACH	United States Postal Service	USPS Stamps	6/9/2023	300.00
ACH	Home Depot	Home Depot	6/12/2023	281.00
ACH	Verizon Wireless	Communication Svcs - 04/22/23 - 05/21/23	6/13/2023	730.83
ACH	Verizon Wireless	Communication Svcs - 04/22/23 - 05/21/23	6/13/2023	910.80
ACH	Ralphs	Ralphs	6/15/2023	236.34
ACH	Home Depot	Home Depot	6/15/2023	42.82
ACH	Pacific Western Bank	Bank Fee	6/15/2023	130.00
ACH	Little Caesars	Little Caesars	6/16/2023	42.84
ACH	Stamps.com	USPS Stamps	6/16/2023	50.00
ACH	Stamps.com	USPS Stamps	6/16/2023	300.00
ACH	Stamps.com	USPS Stamps	6/16/2023	300.00
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 06/15/23	6/16/2023	128.09
ACH	TASC	FSA Payment - 06/23	6/16/2023	617.99
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 06/15/23	6/16/2023	13,966.05
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 06/15/23	6/16/2023	54,365.51
ACH	Officebooks.com	Officebooks.com	6/20/2023	9.00
ACH	Little Caesars	Little Caesars	6/20/2023	142.13
ACH	Marriott Austin	Marriott Austin	6/20/2023	316.38
ACH	El Pollo Loco	El Pollo Loco	6/20/2023	416.08
ACH	Marriott Austin	Marriott Austin	6/22/2023	316.38
ACH	Amazon	Amazon Prime	6/23/2023	16.41
ACH	Marriott Austin	Marriott Austin	6/23/2023	949.14
ACH	Marriott Austin	Marriott Austin	6/23/2023	949.14
ACH	Marriott Austin	Marriott Austin	6/23/2023	949.14
ACH	Marriott Austin	Marriott Austin	6/23/2023	949.14
ACH	Marriott Austin	Marriott Austin	6/23/2023	949.14
ACH	Marriott Austin	Marriott Austin	6/23/2023	949.14
ACH	Marriott Austin	Marriott Austin	6/23/2023	1,265.52
ACH	Marriott Austin	Marriott Austin	6/23/2023	1,265.52
ACH	Marriott Austin	Marriott Austin	6/23/2023	1,265.52
		Total Payments Issued in June		**$ 315,366.05**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Aug-15	**SB 740 Facility Grant Program: Deadline to Submit Eligible 2022/23 "Other" Costs for Reimbursement -** Applicants requesting reimbursement for Charter School costs associated with remodeling buildings, deferred maintenance, initially installing or extending service systems and other built-in equipment, improving sites and common area maintenance charges must file by Aug 15th.	Charter Impact with TEACH support	No	Yes	https://www.treasurer.ca.gov/csfa/csfgp/index.asp
FINANCE	Aug-15	**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	Aug-25	**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. (2023/24 budget funding per PY ADA K-8 $19.85, 9-12 $55.17).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp
DATA TEAM	Aug-25	**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 8/25/2023.	TEACH	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Aug-31	**Facility Incentive Grant Recertification (CSFA)** - The State Charter School Facilities Incentive Grants Program is a federal grant program designed to assist high-performing charter schools with rent, lease, debt service, and Proposition 39 pro-rata payments or costs related to purchase, acquisition, design, new construction, and renovation. Subgrantees must re-certify eligibility twice annually in February and August. Failure to do so will result in the loss of grant funds and can result in the award being rescinded.	Charter Impact	No	No	http://www.treasurer.ca.gov/csfa/charter/faq.pdf
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/
FINANCE	Aug-31	**End-of-Year Reconciliation LAUSD's special education end-of-year (EOY)** - reconciliation for grants and assistance pool funding due 8/31. Reporting links to be provided by LAUSD directly.	Charter Impact with TEACH support	No	No	https://bit.ly/EOY-Reconciliation-Impact-FY23; https://bit.ly/EOY-Reconciliation-Innovation-FY23; https://bit.ly/EOY-Reconciliation-PDG-FY23; https://bit.ly/EOY-Reconciliation-TEA-FY23
FINANCE	Aug-31	**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
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	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. 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://www2.cde.ca.gov/eefannual/

Coversheet

Annual Review of TEACH Inc. Fiscal Policy

Section:	III. Items Scheduled for Information and Potential Action
Item:	D. Annual Review of TEACH Inc. Fiscal Policy
Purpose:	Vote
Submitted by:	
Related Material:	TEACH_Fiscal_Policy_Board_Propsedv2_08.23.docx

TEACH Public Schools Fiscal Policies and Procedures

TEACH Public Schools
Fiscal Policies and Procedures

OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of TEACH Inc. dba TEACH Public Schools, governing TEACH Academy of Technologies, TEACH Tech High School and TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (or "TEACH") has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the Organization to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate's administration of the policies and the procedures to the Executive Director/Chief Executive Officer (ED/CEO), or COO/CFO (COO/CFO) and reviews operations and activities on a regular basis.

2. The ED/CEO has responsibility for all operations and activities related to financial management. However, the Board and ED/CEO can appoint or delegate someone else to perform the responsibilities.

3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.

4. TEACH will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:

    a. expenditures are authorized by and in accord with amounts specifies in the board-adopted budget,

    b. TEACH's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and

    c. all transactions are recorded and documented in an appropriate manner.

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TEACH Public Schools
Fiscal Policies and Procedures

Budget Development, Oversight Calendar and Responsibilities

TEACH will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January – April

Charter Impact works with ED/CEO and COO/CFO to review Governor's proposed state budget for the upcoming fiscal year and identify the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the ED/CEO, or COO/CFO develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with TEACH's established strategic and growth plans.

Budget Development, Oversight Calendar and Responsibilities (continued)

May – June

Charter Impact and the ED/CEO, and
COO/CFO reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 20. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and
records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget

Act and
necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

September – December

The independent auditor performs audit of the closed fiscal year and prepares audit.
report for submission to the Audit Committee.

At the end of the first full week of school, the Executive Director/Chief Executive Officer, or COO/CFO reviews each of the school's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The Executive
Director/Chief Executive Officer address any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, the ED/CEO, and
COO/CFO and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

Budget Transfers

The ED/CEO, or Chief Operating Officer/Chief
Financial Officer may transfer up to $50,000 from one unrestricted budget item to another without board approval but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

TEACH Public Schools
Fiscal Policies and Procedures

TEACH will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies and all checks over $50,000 must be signed by two authorized signatories. Charter Impact will reconcile TEACH's ledger(s) with its bank accounts or accounts in the county treasury monthly.

Record Keeping

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll
records, and any other necessary fiscal documents will be maintained by TEACH staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact will retain electronic records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the TEACH.

Property Inventory

The ED/CEO, or COO/CFO shall establish and maintain an inventory of all non-consumable goods and equipment worth over $1,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

TEACH Public Schools
Fiscal Policies and Procedures

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the ED/CEO, or COO/CFO provided the ED/CEO, or COO/CFO engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $1,000 shall be approved in advance by the Board.

The ED/CEO, or COO/CFO will immediately notify Charter Impact of all cases of theft, loss, damage, or destruction of assets.

Attendance Accounting

The ED/CEO, or COO/CFO will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the Schools and engaged in the activities required of them by the Schools. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of Instruction by the School.

2. The School's Instruction al calendar will include at least 175 days of Instruction to avoid the fiscal penalty for providing fewer than 175 days of Instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of Instruction as required pursuant to applicable law.

3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in Instruction al activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

TEACH Public Schools
Fiscal Policies and Procedures

Annual Financial Audit

The Board shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars if TEACH spends in excess of the amount which requires an audit. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

Required Budget and Other Fiscal Reports

The ED/CEO, or COO/CFO, working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Date System, and other related data.

Property and Liability Insurance

The ED/CEO, or COO/CFO shall ensure that TEACH retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than $50,000 per occurrence and limit of no less than $5 million per occurrence. The school's ED/CEO, or COO/CFO and other staff who manage funds shall be placed under a fidelity bond.

TEACH Public Schools
Fiscal Policies and Procedures

Board Compensation

Board members may not receive compensation for their services as directors or officers. They may receive reimbursement of expenses by resolution to be just and reasonable as to the time the resolution is adopted.

Fundraising, Grant Solicitation, and Donation Recognition

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the ED/CEO, or COO/CFO may enter into contracts and agreements not to exceed $50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board- adopted budget. Contracts and agreements in excess of $50,000 must be submitted for board approval and may be executed by the ED/CEO, or COO/CFO or other person specifically designated by the Board after the Board has duly approved the contract or agreement. Board approval is only required if a contract is entered into that exceeds $50,000 in value or an individual transaction exceeds the $50,000 threshold. The $50,000 board approval threshold does not apply to cumulative expenditures that may exceed $50,000 in a fiscal year if no contract exists.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for

all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The ED/CEO, or COO/CFO may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Business Operations Manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The ED/CEO, or COO/CFO will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The ED/CEO, or COO/CFO will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the ED/CEO, or COO/CFO and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

Before entering into a contract with a vendor, TEACH will use due diligence to ensure that the vendor or contractor has not been suspended by the state or county or federal agencies for any cause. In awarding contracts, consideration will be given to the contractor's integrity, compliance with public policy, a record of past performance, and financial and technical resources. TEACH will not subcontract with or award sub-grants to any person or company who is debarred or suspended. For all contracts, TEACH verifies that the vendor with whom the school intends to do business is not excluded or disqualified. 2 C.F.R. part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300. All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The COO/CFO and Business Manager will be responsible for verification. Such verification may include accessing the Online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

Procedure:

Before entering into a contract with a vendor, the TEACH Business Manager will check the potential vendor or contractor against the debarment or suspension databases. If the vendor has not been debarred or suspended, the Business Manager will record the date and results of the search in the Contract Log. In addition, the Business Manager will conduct an annual review of existing contractors for suspension or debarment annually each May and will record the results of the annual review in the Contract Log document. The Contract Log will be kept by the Business Manager and made available to the fiscal team. The Contract Log will note the results of the review, the date of the review, and other pertinent contract information.

PURCHASING AND VENDOR PAYMENT

Segregation of Duties

TEACH will develop and maintain purchase order forms to document the authorization of non-payroll and non-recurring expenditures. All proposed expenditures must be approved by the ED/CEO, or COO/CFO, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, TEACH will develop and maintain a check request form to document the approval of payment for specific items.

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

General Purchasing Procedures

Purchases of individual items and services over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The ED/CEO, or COO/CFO shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least two vendors were contacted (if appropriate) and such documentation shall be

maintained for three years. Purchases in excess of $50,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services. While the lowest possible cost will always be reasonably secured, bidding and documentation of a good faith effort is not needed for cumulative expenditures that may exceed $50,000 in a fiscal year if no contract exists or if no individual good or service exceeds $50,000 in cost.

The ED/CEO, or COO/CFO may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over $50,000.

When approving purchases, the ED/CEO, or COO/CFO must:

a) Determine if the expenditure is budgeted
b) Determine if funds are currently available for expenditures (i.e. cash flow)
c) Determine if the expenditure is allowable under the appropriate revenue source
d) Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
e) Determine if the price is competitive and prudent.

Any individual making an authorized purchase on behalf of the TEACH must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

The ED/CEO, or COO/CFO may authorize an individual to use a school debit card

to make an authorized purchase on behalf of the school, consistent with guidelines provided by the ED/CEO, or COO/CFO and/or Governing Board. The following provisions apply to debit card purchases:

1. The school card will be kept under locked supervision in the ED/CEO, or COO/CFO's office, and authorized individuals must sign the debit card out and must return the debit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the ED/CEO, or COO/CFO.
2. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
3. Debit cards will bear the names of both the Schools and the ED/CEO, or COO/CFO.

Petty Cash

The Business Operations Manager will manage the petty cash fund, which will be capped at $200. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Business Operations Manager and ED/CEO, or COO/CFO will have keys to the petty cash box and drawer or file cabinet. All disbursements will require documentation of purchase.

A register receipt for all purchases must be provided. The following are general petty cash operating procedures:

1. At all times the petty cash box will contain receipts and cash totaling $200. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Business Operations Manager within 24 hours of withdrawing the petty cash.
2. When expenditures total $200 (when cash balance is reduced to $0), the Business Operations Manager will total the disbursements, complete a Petty Cash Reimbursement Form, and obtain the approval of the ED/CEO, or COO/CFO. This should be done on at least a quarterly basis. The supporting receipts will be attached to the reimbursement request form and forwarded to Charter Impact.

3. Petty cash fund reimbursement checks will be made payable to the ED/CEO, or COO/CFO.
4. Any irregularities in the petty cash fund will be immediately reported in writing to the ED/CEO, and COO/CFO.
5. Charter Impact will conduct surprise counts of the petty cash fund.

Purchase Orders

Non-recurring purchases should be accompanied by a purchase order, which must be approved by the ED/CEO, or COO/CFO.

1. The Principals, Operations Managers, Directors and Business Manager all have
   the ability to generate a PO request in Office Books.
2. The PO is then automatically sent in Office Books to the ED/CEO, and/or COO/CFO for approval.
3. Once approved, the PO is then emailed to the vendor or copied and mailed for confirmation.

Payment Authorization

All original invoices will be forwarded to the ED/CEO, or COO/CFO for approval.

1. The ED/CEO, or COO/CFO will carefully review each invoice, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to Charter Impact with the invoice.
2. Once approved by the ED/CEO, or COO/CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation

will be sent to Charter Impact on at least a weekly basis (ED/CEO, or COO/CFO should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.

3. The ED/CEO, or COO/CFO may authorize Charter Impact to pay recurring expenses (e.g. utilities, leases, etc.) without the ED/CEO, of COO/CFO's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

Accounts Payable Checks

The Governing Board will approve, in advance, the list of authorized signers on the school account. The ED/CEO, or COO/CFO and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the Business Operations Manager will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the ED/CEO, or COO/CFO, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
4. The ED/CEO, or COO/CFO and Board Treasurer/Chief Financial Officer will co-sign checks in excess of $50,000 for all non-recurring items. All checks less than $50,000 require only the signature of the ED/CEO or COO/CFO.
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
7. A copy of any impress check will be sent to Charter Impact with directions to transfer funds from the schools operating account to

refresh the impress account balance to $10,000 within 5 business days.

8. Charter Impact will distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee
    b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
    c. Cancelled Checks – maintained with the banking institution.
    d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Bank Reconciliations

Bank statements will be received directly, unopened, by a district office staff member that does not have access to cash or the authority to approve payments or electronically. This staff member then scans and emails the statement to Charter Impact (or Charter Impact may be granted view-only online access). Once the statement is received:

1. Charter Impact will examine all paid checks for date, name, cancellation, and
   endorsement. Checks will be valid for 6th 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.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the ED/CEO, or COO/CFO.

CASH RECEIPT MANAGEMENT

General Procedures for Non-Governmental Cash Receipts

TEACH Public Schools
Fiscal Policies and Procedures

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

1. All fundraising activities must receive written preapproval from the Executive
   Director/Chief Executive Officer, or COO/CFO.

    a. All funds must be collected by the Business Operations Manager and deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
    b. The Business Operations Manager and one other district staff member will jointly open the lock box to verify the cash/check amounts and sign off on the amounts received.
    c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.

2. All checks will be immediately endorsed with the school deposit stamp, containing the following information: “For Deposit Only”
3. A deposit slip will be completed by the Business Operations Manager and initialed by the ED/CEO, or COO/CFO for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than $2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than $2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

Volunteer Expenses

All volunteers will submit a purchase requisition form to the ED/CEO, or COO/CFO

for all potential expenses. Only items with prior written authorization from the ED/CEO, or COO/CFO will be paid/reimbursed.

Returned Check Policy
A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the ED/CEO, or COO/CFO, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the ED/CEO, or COO/CFO and/or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the ED/CEO, or COO/CFO and/or Governing Board.

HUMAN RESOURCES AND PAYROLL

Payroll Services and Setup

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The ED/CEO, COO/CFO or Director of Human Resources will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The ED/CEO, or COO/CFO will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Director of Human Resources and Business Operations

Manager will be responsible for the creation of a personnel file will with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Timesheets

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day or forty (40) hours within a week. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the
ED/CEO, or COO/CFO for further guidance.

Payroll Processing

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Principal or Director of Human Resources will

approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For school site salaried employees, employees must sign into a logbook to verify working days for accuracy. The Director of Human Resources will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. The ED/CEO, or COO/CFO will notify Charter Impact of all authorizations for approved stipends.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

1. The signatory supervisor will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
2. Charter Impact will prepare the payroll worksheet based on the summary report.
3. The payroll checks (if applicable) will be delivered to the district office. The COO/CFO or Director of Human Resources will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Record Keeping

Paychex will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Paychex will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the ED/CEO, or COO/CFO, and submit the forms to the state on behalf of the school.

The designated TEACH employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated school employee will immediately notify the Director of Human Resources or COO/CFO if an employee exceeds the accrued sick leave or vacation pay or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Expense Reports

Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the ED/CEO, or COO/CFO. Expenses greater than two months old will not be reimbursed.

ED/CEO, or COO/CFO expense reports must be approved by another staff member (one of the other three not receiving the reimbursement) and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

Travel

Employees will be reimbursed for mileage when the activity is pre-approved by the ED/CEO, or COO/CFO. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.

The ED/CEO, or COO/CFO must pre-approve all out-of-town travel. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.

Travel advances require written approval from the ED/CEO, or COO/CFO and receipts for all advanced funds not returned. After the trip, the employee must enter all of the appropriate information on a Travel Expense Report and

submit it to the ED/CEO, or COO/CFO for approval and then on to Charter Impact for processing. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Telephone Usage

Employees will not make personal long distance calls on the telephones without prior approval from a supervisor. Employees will reimburse the school for all personal telephone calls.

FINANCE AND FINANCIAL REPORTING

Monthly Reporting

Charter Impact will submit a monthly financial report including:

a. Statement of Financial Position
b. Budget vs. Actual Report
c. Monthly Forecast
d. Accounts Payable Aging
e. Monthly Check Register

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

Third Party Loans

The ED/CEO, or COO/CFO and the Board will approve all loans from third parties. In the case of a long- term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the ED/CEO, or COO/CFO before funds are borrowed.

TEACH Public Schools
Fiscal Policies and Procedures

Fund Balance Reserve

A cash reserve of at least 5% of the annual expenses will be maintained. Charter Impact will provide the ED/CEO, or COO/CFO with a Statement of Financial Position monthly. It is the responsibility of the ED/CEO, or COO/CFO and the Governing Board to understand the school's cash situation. It is the responsibility of the ED/CEO, or COO/CFO to prioritize payments as needed.

Coversheet

Board Resolution Ratifying Signers on TEACH Inc Bank Accounts

Section: III. Items Scheduled for Information and Potential Action
Item: E. Board Resolution Ratifying Signers on TEACH Inc Bank Accounts
Purpose: Vote
Submitted by:
Related Material: TEACH INC BANKING BOARD RESOLUTION.docx

GOVERNING BOARD RESOLUTION
Of
TEACH Inc.

Resolution from Board of Directors of TEACH Inc. ratifying the following individuals as signers on all TEACH Public Schools Banking Accounts as of August 1, 2023:

- Dr. Raul Carranza, Executive Director, TEACH Public Schools
- Matt Brown, CFO/COO, TEACH Public Schools

Resolved on ***August 1, 2023*** by the following vote:

	[vote]
Cecilia Sandoval	
Austin Dragon	
James Lobdell	
Sanjay Athalye	
Spencer Burrows	

Aye:
Nay:
Abstention:
Absent:

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary for the Board of Directors of TEACH INC., a California nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on August 1, 2023, and that this resolution has not been revoked.

_____
Spencer Burrows
Board Secretary

Coversheet

Consider and Approve the Updated Organization Charts

Section:	III. Items Scheduled for Information and Potential Action
Item:	G. Consider and Approve the Updated Organization Charts
Purpose:	Vote
Submitted by:	
Related Material:	CMO Org Chart 23-24 Final.docx.pdf TEACH_LA_Region_Site_Org_Chart_23-24.pdf

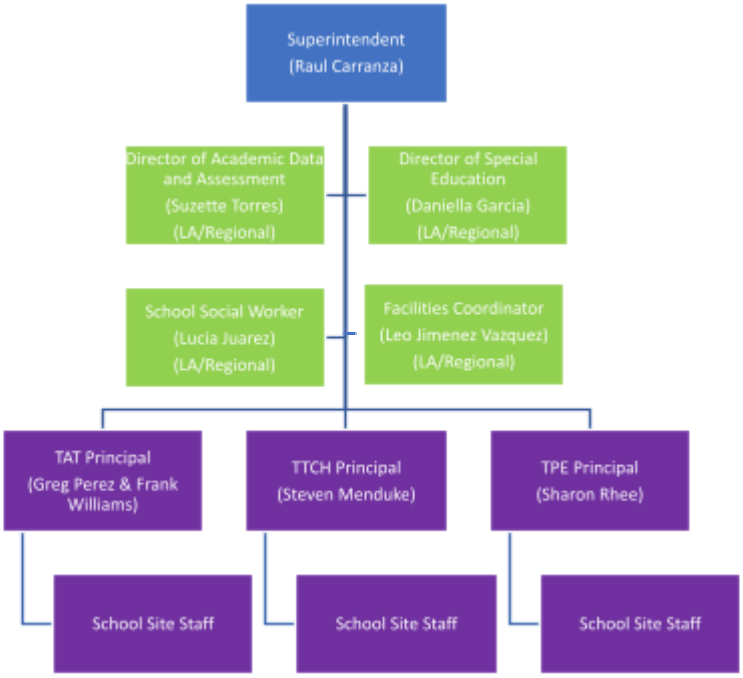
CMO Organization Chart, TEACH PUBLIC SCHOOLS: TEACH Preparatory Elementary School, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Las Vegas

TEACH CMO 2023-2024



Attachment 22: Organization Charts

LA Schools Org Chart 2023-2024



Coversheet

Approve the Declaration of Need for Highly Qualified Educators and Resolve to Approve the Assignments Pursuant to Ed Code Section 44256.

Section: III. Items Scheduled for Information and Potential Action
Item: H. Approve the Declaration of Need for Highly Qualified Educators and Resolve to Approve the Assignments Pursuant to Ed Code Section 44256.
Purpose: Vote
Submitted by:
Related Material: Declaration of need .pdf
Board_Resolution.pdf

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-23

Revised Declaration of Need for year: 2023-24

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: TEACH Public Schools District CDS Code: see last page

Name of County: Los Angeles County CDS Code: N/A

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 08/01/2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Maria Pimienta	M Pimienta Digitally signed by Maria Pimienta Date: 2023.06.30 11:50:25 -07'00'	Director of Human Resources
Name	*Signature*	*Title*
	213-804-6430	6/30/23
Fax Number	*Telephone Number*	*Date*

10000 s Western Ave Los Angeles, Ca 90047
Mailing Address

mpimienta@teachps.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 08 /01 /2023, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2024.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Maria Pimienta		Director of Human Resources
Name	*Signature*	*Title*
	M Pimienta Digitally signed by Maria Pimienta Date: 2023.06.30 12:11:43 -07'00'	6/30/2023
Fax Number	*Telephone Number*	*Date*

10000 s Western Ave Los Angeles, Ca 90047

Mailing Address

mpimienta@teachps.org

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	1
List target language(s) for bilingual authorization: EL	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	5
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Math	3
Science	2

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☑ Yes ☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ☑ Yes ☐ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

National University

LACOE (Los Angeles County Office of Education)

_____

If no, explain why you do not participate in an internship program.

_____

_____

TEACH Prep Elementary School
19-64733-0138305
TEACH Academy of Technologies
19-64733-0122242
TEACH Tech Charter High
19-64733-0129627

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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:
Reginald Reamer
Harold Johnson
Bianka Vega
Dominique Smith
Janet Richardson
Myesha Washington
Keyona Williams

AYES: _____

NOS: _____

ABSTENTIONS: _____

By: _____

Coversheet

LAUSD Annual Oversight Reports

Section: III. Items Scheduled for Information and Potential Action
Item: I. LAUSD Annual Oversight Reports
Purpose: FYI
Submitted by:
Related Material:
TCHCNHM 2452 Attachment F - Annual Performance-Based Oversight Visit Report 2022-2023 final-w Fiscal.pdf
TCHACAD 5982 Attachment F - Annual Performance-Based Oversight Visit Report 2022-2023 final-w Fiscal.pdf
TCHTCHS 7608 Attachment F - Annual Performance-Based Oversight Visit Report 2022-2023 final-w Fiscal.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

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

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

FORM REV. 3/8/2023

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

Charter School Name:	**TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School**			**Location Code:**	**2452**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
8505 S. Western Ave		**Los Angeles**	**90047**	**(323) 872-0708**	**(323) 351-2330**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Region:**	
July 1, 2018 to June 30, 2025			**1**	**South**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 139**
261	**400**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 35%**
TK-4	**TK-5**				
Norm Enrollment Number:	**254**				
Total Number of Staff Members:	**22**	**Certificated:**	**11**	**Classified:**	**11**
Charter School's Leadership Team Members:	**Sharon Rhee- Principal, Dr. Raul Carranza- CEO/Executive Director of TEACH Public Schools**				
Charter School's Contact for Special Education:	**Daniela Garcia**		**SELPA & Option:**	**LAUSD- Option 2**	
CSD Assigned Administrator:	**Michael Maar**		**CSD Fiscal Services Manager:**	**Joseph Daee**	
Other School/CSD Team Members:	**Fabi Garcia De Alba**				
Oversight Visit Date(s):	**April 27, 2023**		**Fiscal Review Date (if different):**		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**Certificate of Occupancy**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**Maximum Occupancy - 359**	

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	**2, Developing**	**3, Proficient**	**4, Accomplished**

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

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

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

G3: DUE PROCESS – The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Evidence of Stakeholder Handbooks included the Student and Parent Handbook (English/Spanish), the Employee Handbook 2022/23, the Uniform Complaint Procedure (English/Spanish), and a TEACH Public Schools General Complaints Policy for both internal complaints and complaints generally with the form that would need to be completed.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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Notes:
None

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

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

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school's executive level leadership ☒ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Current organizational chart **(B1.1a)** ☒ Organizational chart in Board approved charter **(B1.1b)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting(s) ☒ Committee/council calendars, agendas, roster(s), and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

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

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

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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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

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

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

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

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G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

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

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

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

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

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

N/A

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
2020 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

ENGLISH LEARNER PROGRESS INDICATOR

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - The schoolwide Dashboard ELPI Status is "High". The school's 2022 percentage of English Learners making progress towards English proficiency at 64.9% is higher than the state at 50.3%. The school principal and our EL Coordinator work with teachers and aides to provide professional development in the 4 contents covered in the ELPAC. Those strategies were implemented in the classroom. For example: 1. reading the questions to the students and the multiple choice answers and having the students select their answer. 2. Providing students with opportunities throughout the lesson to answer and express their opinions in complete sentences. 3. Have students read out loud during whole group lesson as well as during small group time. 4. Writing has been utilized as well through the various subjects as well as during Writer's Workshop. Teachers were also provided a list of students who were identified EL and for each of the 4 content area test, they were provided with present levels, in order to address student ability and areas in need of growth, how to group students when working in the classroom as well as providing additional support in or out of the classroom.

SUSPENSION

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - The schoolwide Dashboard Suspension Rate Indicator Status is "Very Low" which is lower than the state's Status of "Medium". State and LAUSD data reports for 2021-2022 indicate that the school has a student suspension rate of 0%, which is lower than the State's suspension rate of 3.1%. TEACH Prep Elementary School promotes Positive Behavior Student Intervention and Restorative Justice Practices. The school employs the use of behavior charts, positive reinforcements, and all staff members assist students to work through their difficulties through mediation with one another. During mediation students share their feelings, what they did, what they should have done, and what they plan on doing in the future. Through this process they learn to listen to one another, express their thoughts and feelings in the proper way, and if needed they learn to apologize to one another. Parents are informed of incidents or concerns, so they are in the loop with what is going on with their child/children and they can have further conversations at home.

MATHEMATICS

A9: DASHBOARD STUDENT GROUP MATH – The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS.

- None of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - Black or African American– Status "Very Low"/ DFS -99.8, which is higher than the State's DFS of -106.9
  - English Learner– Status "Low"/ DFS -87.5, which is higher than the State's DFS of -92.0
  - Latino – Status "Low"/ DFS -72.9, which is higher than the State's DFS of -83.4
  - Socioeconomically Disadvantaged – Status "Very Low"/ DFS -86.1, which is lower than the State's DFS of -84.0

Areas Noted for Further Growth and/or Improvement

ENGLISH LANGUAGE ARTS

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR & A8: DASHBOARD STUDENT GROUP ELA –

- The school earned a Status level of "Very Low" for All Students, which is the lower as the state's Status level of "Low". The school's 2022 average Distance from Standard (DFS) of -82.2 in ELA for the All Students group is lower than the state average DFS of -12.2.
  - The school met 95% or greater participation rate for all students and all numerically significant student groups.

- None of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - Black or African American– Status "Very Low"/ DFS -84.9, which is lower than the State's DFS of -57.5
  - English Learner– Status "Very Low"/ DFS -98.2, which is lower than the State's DFS of -61.2
  - Latino – Status "Very Low"/ DFS -81.7, which is lower than the State's DFS of -38.6
  - Socioeconomically Disadvantaged – Status "Very Low"/ DFS -82.2, which is lower than the State's DFS of -41.4
- In order to increase ELA performance for All Students and for the four numerically significant student groups, school leadership shared taking the following actions: Systems and programs put in place: 1)Revisited testing schedule to allow for corroboration between the platforms to inform our analysis and our instructional decision; 2) Increased professional development on testing data analysis to better support aligning lessons to individual student achievement; 3) Used iReady diagnostic data and weekly report data to address growth and lack of growth for individual students and inform instructional strategies; 4) Provided differentiated professional development for teachers to help support them in utilizing the platforms and the data; 5) Teachers co-taught and supported in each in areas such as Writers Workshops or analyzing iReady data to pivot where necessary; 6) Implemented additional program, Heggerty, per teacher request to provide targeted support in the area of Phonemic Awareness, as informed by our iReady teacher and teacher formative assessment. 7) iReady Diagnostic provides assessment data by subgroup and this information is used in ongoing professional development and weekly instructional planning to support individual student needs.

MATHEMATICS

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR –

- The school earned a Status level of "Low" for All Students, which is same the state's Status level of "Low". The school's 2022 average Distance from Standard (DFS) of -86.1 in Math for the All Students group is lower than the state average DFS of -51.7.
  - The school met 95% or greater participation rate for all students and all numerically significant student groups.

- In order to increase Math performance for All Students and for the four numerically significant student groups, school leadership shared taking the following actions: Systems and programs put in place: 1)Revisited testing schedule to allow for corroboration between the platforms to inform our analysis and our instructional decision; 2) Increased professional development on testing data analysis to better support aligning lessons to individual student achievement; 3) Used iReady diagnostic data and weekly report data to address growth and lack of growth for individual students and inform instructional strategies; 4) Provided differentiated professional development for teachers to help support them in utilizing the platforms and the data; 5) Teachers co-taught and supported in each in areas such as Writers Workshops or analyzing iReady data to pivot where necessary; 6) Implemented additional program, Heggerty, per teacher request to provide targeted support in the area of Phonemic Awareness, as informed by our iReady teacher and teacher formative assessment. 7) iReady Diagnostic provides assessment data by subgroup and this information is used in ongoing professional development and weekly instructional planning to support individual student needs.

CHRONIC ABSENTEEISM

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - The schoolwide Dashboard Chronic Absenteeism Indicator Status is "Very High" at 53.5%, which is higher than the state average at 30.0%.

- The TEACH Public School Plan to address chronic absenteeism contains 3 specific and detailed action items. 1) Conduct a study to determine root causes of chronic absenteeism. 2) Appoint a committee led by an attendance coordinator specifically comprised to address the causes delineated in the study. Currently the duties of the attendance coordinator are being discharged by Mr. Ramirez Director of Recruitment, and Frank Williams Director of Safety & Culture. 3) Implement strategies and targeted action to address chronic absenteeism and its causes. - Identify chronically absent students and causes for absences - Contact parents to offer assistance - Devise individualized improvement plan to address and improve causes (phone calls, transportation resources, home visits, positive rewards) - Periodically check and follow up with improvement plan In an effort to address chronic absenteeism, TEACH Public Schools conducted a comprehensive study to determine root causes, major factors, and trends. While efforts were made to reveal macro causes, the study attempted to do a deep dive into specific causes indigenous to the population that TEACH Public Schools serves. The major causes of chronic absenteeism were determined to be 1) illness (both physical and mental health); 2) social factors at school (bullying, bad grades, poor social adjustment); 3) poverty (housing, food, clothing insecurity); 4) familial issues (caring for family members, translating for parents); and 5) working to assist with support of family.

Corrective Action Required

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

Notes:

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary was identified in 2022 as an Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for Black or African American that were the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.

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CA SCHOOL DASHBOARD PERFORMANCE DATA

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

ENGLISH LEARNER RECLASSIFICATION

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

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

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

The LAUSD reclassification criteria for grades K-8 are:

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

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

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

Graduation Criteria (high schools only): N/A

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

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

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

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

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

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

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

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ Not Available - No Status assigned for the CCI on the 2022 Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ 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 Status is Very Low ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High ☒ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High ☐ Not Available - No Status assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

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A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

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

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

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

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

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

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

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

A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

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

A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

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

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

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

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

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2021-2022 (CDE)

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

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

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

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

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

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

Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: K-4	Assessment Administration: Fall/Spring	95% Participation Met*: ☒ Met ☐ Not Met

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Academic Progress Indicator: MAP by NWEA Math	Grade Levels: K-4	Assessment Administration: Fall/Spring	95% Participation Met*: ☒ Met ☐ Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: ☐ Met ☐ Not Met

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

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

Postsecondary Outcomes (high school only):

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

Notes:
None

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

N/A

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

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

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

Areas of Demonstrated Strength and/or Progress

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

- TEACH has a systems, procedures, and supplies in place that are necessary to respond appropriately to an emergency situation. The school's 2022-2023 Comprehensive School Safety Plan has established clear safety, security, and emergency protocols, and maintains appropriate emergency information and supplies in classrooms and onsite. It maintains 2 sets of Epi-Pen (expiration: Dec. 2023 and April 2024) supplies/equipment on site, and trains appropriate staff in their use and storage. The school/organization provided Epi-Pen training on August 12, 2022.
- A 2022-2023 calendar of emergency drills including earthquake, fire, and lock down/active shooter was provided for the school/organization.
- The school's visitor policy is available in English and Spanish.
- Staff roster of those completing Child Abuse Report, Blood borne Pathogens, and Pupil Suicide Prevention and Training were provided.
- Every classroom has one emergency bag, toilet, an exit map, and 2 cases of water.
- Emergency bins contain a three day supply of food and water for all staff and students. Food bins 1-6, food expiration: May 2024. Food bins 7-16, food expiration: May 2027. Water bins 1-6, water expiration: 10/11/2041. Water bins 7-16, water expiration: 8/19/2039.

O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. All of the lessons are Common Core aligned through these main classroom resources: Wonders-ELA, Eureka Math, Foss Science, and TCI Social Studies. TEACH incorporate writer's workshop in all of the classrooms, PBL is slowly being rolled out by grade level, and technology is used in the classroom. All teachers have access to a Promethean board, and all students have 1:1 technology (chromebook/tablet). Various online platforms are utilized to support learning to bridge the gap for our students such as iReady for ELA and Math intervention Next Gen Math, Writeable, as well as ReadWorks.

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. TEACH Preparatory Elementary School educates the whole child by introducing Character Pillars each month to support the students' learning. Through the Character Pillars along with the incorporation of Restorative Justice/PBIS strategies we guide our students to communicate effectively about how they are feeling, problem-solve with peers, to build positive relationships with peers and staff so learning can take place. All of the teachers use some type of behavior chart and/or rewards system in the classroom and the positive character displays are celebrated with verbal praises as well as recognized with awards.

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O9: TRANSPARENCY FOR STAKEHOLDERS- The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. Review of the school's website included evidence of required components such as list of board members and contact information, student and parent handbook, suicide prevention policy, human trafficking prevention, preventing bullying and cyber bullying, UCP complaint procedures, general complaint policy, board agenda, board meeting calendar, fiscal reports and the approved charter. Additional evidence provided by the school includes: Coffee with the Principal agendas and sign-ins, English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-ins.

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

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

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

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

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

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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, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations ("CCR"), § 5193

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

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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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

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

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

The school has a system in place to ensure:

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

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

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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 well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ District Validation Review (DVR) **(B3.3a)** ☒ Self-Review Checklist **(B3.3a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.3a)** ☒ Professional development documentation **(B3.3a and B3.3c)** ☒ Intervention and support for students with disabilities **(B3.2j)** ☐ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.3a)** ☐ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

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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 principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☒ The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ LCAP **(B3.2b)** ☒ Professional development documentation **(B3.3c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.3b)** ☒ Implementation of tiered behavior intervention (e.g. SSPT) **(B3.3b)** ☒ Implementation of alternatives to suspension **(B3.3b)** ☒ Implementation of schoolwide positive behavior support system **(B3.3b)** ☐ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.3b)** ☐ Data monitoring **(B3.3b)** ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☐ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.2b)** ☒ Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) **(B3.3c)** ☒ Professional development training materials **(B3.3c)** ☒ System to assess professional development needs **(B3.3c)** ☐ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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DATE OF VISIT: **4/27/2023**

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

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

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

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SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information is available in applicable languages as required by law
- Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (**high schools only**)

Rubric	Sources of Evidence

Performance	☒ The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ UCP Procedure and Forms **(B1.11)** ☒ Complaint Procedure and Forms **(B1.12)** ☒ Review of the following information posted to the school's website **(B3.3e)**: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) ☒ Website posting required per Ed. Code § 234.6 **(B3.3e)**: ☒ Policy on Pupil Suicide Prevention ☒ Title IX information, including a link to CDE's Title IX website ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: ☒ Anti-cyberbullying procedures ☒ Social media anti-bullying procedures ☐ Link to statewide resources including community based organizations compiled by CDE ☐ Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.3e)** ☒ Access to approved charter **(B3.3e)** ☐ Compliance with the LAUSD BOE's Charter School Transparency Resolution, including **(B3.3e)**: ☐ Financial Audit ☐ Student Demographics ☐ Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) **(B3.3e)** ☐ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.3e)** ☐ Notification of access to available mental health services **(B3.3e)** ☒ School website **(B3.3e)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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DATE OF VISIT: **4/27/2023**

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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

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

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evaluation procedures with clear performance standards for all school-based staff **(B3.3f)** ☒ Evaluation tool(s) for all school-based staff **(B3.3f)** ☒ Discussion with school leadership ☐ Other: (Specify)

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DATE OF VISIT: **4/27/2023**

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

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

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

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

2452	2019-2020					2020-2021					2021-2022				
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		211,987	94,981	82,441	82,441		29,140	196,506	175,033	175,032		550,385	742,657	1,355,792	1,355,793
Current Assets		574,558	503,371	636,270	636,269		1,249,309	1,434,058	1,387,124	1,387,123		1,617,561	1,576,520	2,714,716	2,913,380
Fixed and Other Assets		77,080	103,470	103,471	103,469		111,816	127,076	164,501	164,503		160,317	156,409	199,139	200,725
Total Assets		651,638	606,841	739,741	739,738		1,361,125	1,561,134	1,551,625	1,551,626		1,777,878	1,732,929	2,913,855	3,114,105
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		222,365	44,570	131,246	131,246		223,841	347,832	329,311	325,252		182,191	327,029	662,273	714,480
Other Long Term Liabilities		143,233	45,755	40,002	40,002		40,000	40,002	20,004	20,004		20,004	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		365,598	90,325	171,248	171,248		263,841	387,834	349,315	345,256		202,195	327,029	662,273	714,480
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**286,040**	**516,516**	**568,493**	**568,490**		**1,097,284**	**1,173,300**	**1,202,310**	**1,206,370**		**1,575,683**	**1,405,900**	**2,251,582**	**2,399,625**
Total Revenues	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	4,396,996	4,597,808	4,355,550	4,757,348	4,956,012
Total Expenditures	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	4,153,713	4,228,493	4,156,018	3,712,134	3,762,757
Net Income / (Loss)	201,852	(55,646)	176,656	228,633	228,630	51,563	528,791	604,810	633,819	461,228	243,283	369,315	199,532	1,045,214	1,193,255
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	176,652	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	201,852	(55,646)	176,656	228,633	228,630	51,563	528,791	604,810	633,819	637,880	243,283	369,315	199,532	1,045,214	1,193,255
Net Assets, Beginning	307,100	341,686	341,686	341,686	339,860	516,516	568,493	568,493	568,493	568,490	1,173,300	1,202,309	1,202,309	1,202,309	1,206,370
Adj. for restatement / Prior Yr Adj	0	0	(1,826)	(1,826)	0	91,653	0	(3)	(2)	0	50,501	4,059	4,059	4,059	0
Net Assets, Beginning, Adjusted	307,100	341,686	339,860	339,860	339,860	608,169	568,493	568,490	568,491	568,490	1,223,801	1,206,368	1,206,368	1,206,368	1,206,370
Net Assets, End	**508,952**	**286,040**	**516,516**	**568,493**	**568,490**	**659,732**	**1,097,284**	**1,173,300**	**1,202,310**	**1,206,370**	**1,467,084**	**1,575,683**	**1,405,900**	**2,251,582**	**2,399,625**
Unrestricted Net Assets		286,040	516,516	465,023	568,490		1,097,284	1,173,300	1,037,808	1,206,370		1,575,683	1,405,900	2,251,582	2,399,625
Restricted Net Assets		0	0	103,470	0		0	0	164,502	0		0	0	0	0

2452	Audited Financials					2022-2023				
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	116,168	82,441	175,032	1,355,793	0		1,397,166	2,023,202	0	0
Current Assets	345,880	636,269	1,387,123	2,913,380	0		3,052,903	3,492,816	0	0
Fixed and Other Assets	56,908	103,469	164,503	200,725	0		218,897	217,426	0	0
Total Assets	402,788	739,738	1,551,626	3,114,105	0		3,271,800	3,710,242	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	48,752	131,246	325,252	714,480	0		550,033	1,195,669	0	0
Other Long Term Liabilities	14,176	40,002	20,004	0	0		6	6	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	62,928	171,248	345,256	714,480	0		550,039	1,195,675	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	**339,860**	**568,490**	**1,206,370**	**2,399,625**	**0**		**2,721,761**	**2,514,567**	**0**	**0**
Total Revenues	1,503,118	2,345,034	2,819,662	4,956,012	0	4,939,962	4,914,496	4,749,969	0	0
Total Expenditures	1,163,258	2,116,404	2,358,434	3,762,757	0	4,734,571	4,444,317	4,486,984	0	0
Net Income / (Loss)	339,860	228,630	461,228	1,193,255	0	205,391	470,179	262,985	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	176,652	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	339,860	228,630	637,880	1,193,255	0	205,391	470,179	262,985	0	0
Net Assets, Beginning	0	339,860	568,490	1,206,370	0	1,405,900	2,251,582	2,251,582	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	0	339,860	568,490	1,206,370	0	1,405,900	2,251,582	2,251,582	0	0
Net Assets, End	**339,860**	**568,490**	**1,206,370**	**2,399,625**	**0**	**1,611,291**	**2,721,761**	**2,514,567**	**0**	**0**
Unrestricted Net Assets	339,860	568,490	1,206,370	2,399,625	0		2,721,761	2,514,567	0	0
Restricted Net Assets	0	0	0	0	0		0	0	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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DATE OF VISIT: **4/27/2023**

FISCAL OPERATIONS

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

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

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary' fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of $2,399,625 and net income of $1,193,255. The 2022-2023 Second Interim projected positive net assets of $2,662,610 and net income of $262,985.

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

Financial Highlights

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	$339,860	$568,490	$1,206,370	$2,399,625	$2,662,610
Net Income / (Loss)	$339,860	$228,630	$461,228	$1,193,255	$262,985
Transfers In / Out	$0	$0	$176,652*	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$116,168	$82,441	$175,032	$1,355,793	$2,023,202

Unrestricted Net Assets	$339,860	$568,490	$1,206,370	$2,399,625	$2,662,610
Norm Enrollment Reported by the School	81	148	194	259	254
	FINANCIAL RATIO ANALYSIS				
Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	9.99%	3.90%	7.42%	36.03%	45.09%
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	29.22%	26.86%	51.15%	63.77%	59.34%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	709.47%	484.79%	426.48%	407.76%	292.12%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	15.62%	23.15%	22.25%	22.94%	32.23%

*The inbound transfer of $176,652 for Fiscal Year 2020-2021 was 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 of Demonstrated Strength and/or Progress:

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

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

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

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

1. Checks Outstanding for Over 180 Days:

Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted one check, drawn on TEACH charter schools' operating account ending in X7843, that, as of September 30, 2022, had been outstanding for over 180 days. Details regarding this check are summarized below. This issue was also referenced in the school's 2019-2020, 2020-2021, and 2021-2022 Annual Performance-Based Oversight Visit Report.

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

Page 11 of TEACH's Fiscal Policies & Procedures states: "Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

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

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

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

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

Corrective Action Required:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

Notes:

I. Review of Fiscal Documentation

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
   a. Audit opinion: Unmodified/Unqualified.
   b. Material weaknesses: None Reported.
   c. Deficiencies/Findings: None Reported.
   d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals nearly mirror each other.
3. The school's reported Norm Enrollment was 81, 148, 194, 259, and 254 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated increase in enrollment of 173 students since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 254 students, which is (146) students (or approximately 36.50%) below its approved student enrollment capacity (i.e., 400 students). As noted above, the school has maintained a balanced budget for Fiscal Year 2021-2022 and projects a balanced budget for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review(s) was conducted at TEACH Academy of Technologies. No discrepancies were noted.
5. Reviewed 30 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from April 2022 through September 2022. Selected the months of April 2022 and September 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.
7. The school indicated that it currently has no credit cards.

II. Review of 2022-2023 Fiscal Preparation Guide

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

11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months spanning from October 2021 to September 2022 were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months were not provided as the charter school has declared that it has no credit cards at this time.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months spanning from April 2022 to September 2022, and d) (If applicable) A list of all debit cards were provided. The CSD's observations were noted under the Other Observations section above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided. Per TEACH Public Schools, Inc.'s 2021-2022 audit report and as previously disclosed in the 2021-2022 Annual Performance-Based Oversight Visit Report, in August 2019, the Organization entered into a

Charter School Revolving Loan with the California School Finance Authority, in the amount of $150,000. The loan bore an interest rate of 2.21% and matured in October 2022. The balance as of June 30, 2022, was $20,004.

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

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

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

Fiscal Operations Rubrics

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/27/2023**

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

A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <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. Interim reports and/or unaudited actuals project positive net assets; 2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;	***<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 *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.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Prep MSC & EHM ES**

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DATE OF VISIT: **4/27/2023**

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

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

TEACH ACADEMY OF TECHNOLOGIES - 5982
Name and Location Code of Charter School

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

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

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

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

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

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

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

G3: DUE PROCESS – The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Evidence of Stakeholder Handbooks included the Student and Parent Handbook (English/Spanish), the Employee Handbook 2022/23, the Uniform Complaint Procedure (English/Spanish), and a TEACH Public Schools General Complaints Policy for both internal complaints and complaints generally with the form that would need to be completed.

Areas Noted for Further Growth and/or Improvement

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE

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

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

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

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

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

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

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

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

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school's executive level leadership ☒ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Current organizational chart **(B1.1a)** ☒ Organizational chart in Board approved charter **(B1.1b)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting(s) ☐ Committee/council calendars, agendas, roster(s), and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

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

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

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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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

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

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

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

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G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

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

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

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

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

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

N/A

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

Does the charter school qualify for technical assistance? ☐**YES** ☒**NO**
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☒**YES** ☐**NO**
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☒ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

ENGLISH LEARNER PROGRESS INDICATOR

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

SUSPENSION

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

Areas Noted for Further Growth and/or Improvement

ENGLISH LANGUAGE ARTS

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR & A8: DASHBOARD STUDENT GROUP ELA:

- The school earned a Status level of "Very Low" for All Students, which is the same as the state's Status level of "Low". The school's 2022 average Distance from Standard (DFS) of -71.9 in ELA for the All Students group is lower than the state average DFS of -12.2.

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

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

MATHEMATICS

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

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

CHRONIC ABSENTEEISM

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

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

Corrective Action Required

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

Notes:

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

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

CA SCHOOL DASHBOARD PERFORMANCE DATA

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

ENGLISH LEARNER RECLASSIFICATION

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

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

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

The LAUSD reclassification criteria for grades K-8 are:

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

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

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

Graduation Criteria (high schools only): N/A

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

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

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

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

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

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

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

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ Not Available - No Status assigned for the CCI on the 2022 Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ 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 Status is Very Low ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High ☒ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High ☐ Not Available - No Status assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

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

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

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

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

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

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

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

A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

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

A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

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

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

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

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

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2021-2022 (CDE)

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

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

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

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

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

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

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

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

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

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

Postsecondary Outcomes (high school only): N/A

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

Notes:
None

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

Due to the unavailability of Change Level data and performance levels (colors) on the California School Dashboard at the present time, the CSD is unable to evaluate the school's progress on the following academic performance benchmarks:

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

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

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

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

The CSD reviewed the Local Control Accountability Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Supplement to the Annual Update to the 2021-2022 LCAP ☒ 2022-2023 Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**
Notes:	
None	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

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

Areas of Demonstrated Strength and/or Progress

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

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Areas Noted for Further Growth and/or Improvement

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

Corrective Action Required

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

Notes:

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

***NOTE:**

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

LAUSD CHARTER SCHOOLS DIVISION

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

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

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

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

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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, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations ("CCR"), § 5193

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

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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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

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

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

The school has a system in place to ensure:

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ District Validation Review (DVR) **(B3.3a)** ☐ Self-Review Checklist **(B3.3a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.3a)** ☒ Professional development documentation **(B3.3a and B3.3c)** ☐ Intervention and support for students with disabilities **(B3.2j)** ☒ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.3a)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

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

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☒ The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ LCAP **(B3.2b)** ☒ Professional development documentation **(B3.3c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.3b)** ☒ Implementation of tiered behavior intervention (e.g. SSPT) **(B3.3b)** ☒ Implementation of alternatives to suspension **(B3.3b)** ☒ Implementation of schoolwide positive behavior support system **(B3.3b)** ☒ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.3b)** ☒ Data monitoring **(B3.3b)** ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.2b)** ☒ Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) **(B3.3c)** ☒ Professional development training materials **(B3.3c)** ☒ System to assess professional development needs **(B3.3c)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

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DATE OF VISIT: **4/20/2023**

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information is available in applicable languages as required by law
- Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (**high schools only**)

Rubric	Sources of Evidence

Performance	☒ The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ UCP Procedure and Forms **(B1.11)** ☒ Complaint Procedure and Forms **(B1.12)** ☒ Review of the following information posted to the school's website **(B3.3e)**: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) ☒ Website posting required per Ed. Code § 234.6 **(B3.3e)**: ☒ Policy on Pupil Suicide Prevention ☒ Title IX information, including a link to CDE's Title IX website ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: ☒ Anti-cyberbullying procedures ☒ Social media anti-bullying procedures ☒ Link to statewide resources including community based organizations compiled by CDE ☒ Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.3e)** ☒ Access to approved charter **(B3.3e)** ☒ Compliance with the LAUSD BOE's Charter School Transparency Resolution, including **(B3.3e)**: ☒ Financial Audit ☒ Student Demographics ☐ Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) **(B3.3e)** ☒ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.3e)** ☒ Notification of access to available mental health services **(B3.3e)** ☒ School website **(B3.3e)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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

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

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evaluation procedures with clear performance standards for all school-based staff **(B3.3f)** ☒ Evaluation tool(s) for all school-based staff **(B3.3f)** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

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

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

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

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DATE OF VISIT: **4/20/2023**

FISCAL OPERATIONS

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

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

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

According to TEACH Public Schools, Inc.'s (TEACH) independent audit report dated June 30, 2022, TEACH Academy of Technologies is one of three schools operated by TEACH Public Schools, Inc., all of which are authorized by the Los Angeles Unified School District (LAUSD). TEACH Public Schools, Inc., its related entities, and its charter schools reported positive net assets of $13,432,462 and net income of $4,424,446. TEACH Public Schools, Inc., without its related entities and its charter schools, reported positive net assets of $541,171 and a net loss of ($75,867). TEACH Public Schools stated that the net loss is primarily due to $150K in expenses for SELPA related professional services absorbed by TEACH Public Schools that should have been allocated to the individual schools. According to TEACH Public Schools, Inc., TEACH Academy of Technologies pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and billing, marketing, public relations, and information technology support. These management fees are calculated by based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Financial Highlights

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

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

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

Areas of Demonstrated Strength and/or Progress:

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

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

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

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

1. Checks Outstanding for Over 180 Days:

Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted one check, drawn on TEACH charter schools' operating account ending in X7843, that, as of September 30, 2022, had been outstanding for over 180 days. Details regarding this check are summarized below. This issue was also referenced in the school's 2019-2020, 2020-2021, and 2021-2022 Annual Performance-Based Oversight Visit Report.

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

Page 11 of TEACH's Fiscal Policies & Procedures states: "Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

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

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

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

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

Corrective Action Required:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

Notes:

I. Review of Fiscal Documentation

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

II. Review of 2022-2023 Fiscal Preparation Guide

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

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

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

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

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

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

Fiscal Operations Rubrics

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

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

A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <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. Interim reports and/or unaudited actuals project positive net assets; 2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;	***<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 *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.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Academy of Technologies**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2023**

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

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

TEACH TECH CHARTER HIGH- 7608

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.

FORM REV. 3/8/2023

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/9/2023**

Charter School Name:	**TEACH Tech Charter High**			**Location Code:**	**7608**
Current Address:	**City:**		**ZIP Code:**	**Phone:**	**Fax:**
10616 S. Western Ave	**Los Angeles**		**90047**	**(323) 872-0707**	**(323) 287-0051**
Current Term of Charter[1]:		**LAUSD Board District:**		**LAUSD Region:**	
July 1, 2019 to June 30, 2026		**1**		**South**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 38**
402	**440**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 9%**
9-12	**9-12**				
Norm Enrollment Number:	**430**				
Total Number of Staff Members:	**35**	**Certificated:**	**15**	**Classified:**	**20**
Charter School's Leadership Team Members:	**Steven Menduke- Principal, Dr. Raul Carranza- CEO/Executive Director of TEACH Public Schools**				
Charter School's Contact for Special Education:	**Daniela Garcia**		**SELPA & Option:**	**LAUSD - Option 2**	
CSD Assigned Administrator:	**Michael Maar**		**CSD Fiscal Services Manager:**	**Joseph Daee**	
Other School/CSD Team Members:	**Taylor Wichmanowski**				
Oversight Visit Date(s):	**May 9, 2023**		**Fiscal Review Date (if different):**		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**Certificate of Occupancy**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**Maximum Occupancy - 550**	

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/9/2023**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/9/2023**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

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

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

G3: DUE PROCESS – The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Evidence of Stakeholder Handbooks included the Student and Parent Handbook (English/Spanish), the Employee Handbook 2022/23, the Uniform Complaint Procedure (English/Spanish), and a TEACH Public Schools General Complaints Policy for both internal complaints and complaints generally with the form that would need to be completed.

Areas Noted for Further Growth and/or Improvement

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE –

- At the time of the oversight visit, it was discovered that 9 of the school's 22 classes did not have a permanently assigned teacher with a corresponding subject-matter teaching credential, but instead were covered by substitute teachers. Per TEACH's Human Resource director, the classes that have a substitute get a new substitute every 30 days. At the oversight visit, leadership shared a plan to recruit, retain, and develop teachers and shared the recently approved 2023- 2024 Teacher Salary Schedule that includes teachers eligible to earn up to a 2.5% salary bonus if their school meets budgeted ADA, salary bonuses for credentialed math, science, and special education, and teachers' reimbursement for BTSA Induction Program. However, at the time of preparing this oversight report, the organization had not provided evidence of filling all of the teaching positions with subject-matter credentialed teachers. The CSD will continue to monitor this situation and has requested that TEACH provide monthly updates related to this matter until resolved. Please see additional related information in the notes of the Organizational Management, Programs, and Operations.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/9/2023**

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

Notes:
None

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/9/2023**

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

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

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

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school's executive level leadership ☒ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Current organizational chart **(B1.1a)** ☒ Organizational chart in Board approved charter **(B1.1b)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting(s) ☐ Committee/council calendars, agendas, roster(s), and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/9/2023**

G3: DUE PROCESS - QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

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DATE OF VISIT: **5/9/2023**

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

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DATE OF VISIT: **5/9/2023**

G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

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

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

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

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

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
2020 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

ENGLISH LANGUAGE ARTS

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR & A8: DASHBOARD STUDENT GROUP ELA:

- The school earned a Status level of "Low" for All Students, which is the same as the state's Status level of "Low".
- The school's 2022 average Distance from Standard (DFS) of -8.8 in ELA for the All Students group is higher than the state average DFS of -12.2.
- The school met 95% or greater participation rate for all students and all numerically significant student groups.
- All of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - Black or African American– Status "Low"/ DFS -24.4, which is higher than the State's DFS of -57.5
  - Latino – Status "Low"/ DFS -1.5, which is higher than the State's DFS of -38.6
  - Socioeconomically Disadvantaged – Status "Low"/ DFS -6.9, which is higher than the State's DFS of -41.4
- The school stated the root cause analysis of the low performance included the following: 1) teachers lacked strategies for effectively teaching evidence-based writing, 2) instructional materials for improving student writing were insufficient, and 3) teachers lacked expertise in determining test complexity and creating assignments based on increasing levels of text complexity. This year, the school implemented various strategies to support growth in literacy and these strategies are supported by professional development, new curriculum, and a focus on effective instructional strategies.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI): The schoolwide Dashboard ELPI Status is "High". The school's 2022 percentage of English Learners making progress towards English proficiency at 56.2% is higher than the state at 50.3%. The school stated that English Learners have progressively improved their English proficiency through core instruction and supplemental support. For example, TTCHS has an Instructional Aide specifically for English Learners to provide remedial support and language development. The Instructional Aide specifically works with the Instructional Coach to Level 1 and 2 English Learners to ensure they develop their capacity to adapt to the English language. TTCHS is working with the Director of Data & Assessments, Ms. Torres, to continue identifying EL student's academic progress and guiding the School Leadership Team on reclassification progress and support. One example is the use of Reading Inventory this year as a tool for reclassification as well as using Ellevation as the EL/RFEP tracking tool.

SUSPENSION

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR: The schoolwide Dashboard Suspension Rate Indicator Status is "Very Low" which is lower than the state's Status of "Medium". State and LAUSD data reports for 2021-2022 indicate that the school has a student suspension rate of 0%, which is lower than the State's suspension rate of 3.1%. The school stated at TEACH Tech, they believe that restorative practices, those that truly center the human condition for adults and children alike, are key to a campus that promotes mutual respect, emotional safety, and academic growth. A key factor to their 0% suspension rate has been the commitment to the restorative process.

Areas Noted for Further Growth and/or Improvement

ENGLISH LANGUAGE ARTS

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR & A8: DASHBOARD STUDENT GROUP ELA:

- The school earned a Status level of "Low" for All Students, which is the same as the state's Status level of "Low".
- The school's 2022 average Distance from Standard (DFS) of -8.8 in ELA for the All Students group is higher than the state average DFS of -12.2.
- The school met 95% or greater participation rate for all students and all numerically significant student groups.
- All of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
    - Black or African American– Status "Low"/ DFS -24.4, which is higher than the State's DFS of -57.5
    - Latino – Status "Low"/ DFS -1.5, which is higher than the State's DFS of -38.6
    - Socioeconomically Disadvantaged – Status "Low"/ DFS -6.9, which is higher than the State's DFS of -41.4
- The school is above the state for all students and all three numerically significant student groups (Black/African American, Hispanic/Latino, and Socioeconomically Disadvantaged), however the Status Level for each of these groups is "Low". The school stated the root cause analysis of the low performance included the following: 1) teachers lacked strategies for effectively teaching evidence-based writing, 2) instructional materials for improving student writing were insufficient, and 3) teachers lacked expertise in determining test complexity and creating assignments based on increasing levels of text complexity. This year, the school implemented various strategies to support growth in literacy and these strategies are supported by professional development, new curriculum, and a focus on effective instructional strategies.

MATHEMATICS

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

- The school earned a Status level of "Very Low" for All Students, which is below the state's Status level of "Low".
    - The school's 2022 average Distance from Standard (DFS) of -133.2 in Math for the All Students group is lower than the state average DFS of -51.7. The school met 95% or greater participation rate for all students and all numerically significant student groups.
- None of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
    - Black or African American– Status "Very Low"/ DFS -157.3, which is lower than the State's DFS of -106.9
    - Latino – Status "Very Low"/ DFS -118.6, which is lower than the State's DFS of -83.4
    - Socioeconomically Disadvantaged – Status "Very Low"/ DFS -187.3, which is lower than the State's DFS of -84.0

- The school stated the root cause analysis of the low performance included there was a lack of effective, targeted interventions for students that had gaps in their math skills. This year, the school implemented various strategies to support growth in mathematics and these strategies are supported by professional development, new curriculum, and a focus on effective instructional strategies. As a push for CAASPP readiness in Math, TTCHS has a plan to focus on Focused Interim Assessment Block (FIAB) testing and review, personalized phone calls home, and tier 2 pull out support services on the cusp of being "above standard" (Near Standard). There is also a plan to incorporate FIAB assessments in Math classes on a monthly basis in all grade levels in order to support marked improvement in key content areas.

GRADUATION RATE

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR: The school's CA School Dashboard schoolwide Graduation Rate Indicator Status is "Medium". State and LAUSD data reports for 2021-2022 indicate that the school's graduation rate of 86.6% is below the State's graduation rate of 87.4%, which yields a Status level of Medium. The school's three numerically significant student groups for this indicator, Black/African American, Hispanic/Latino and Socioeconomically Disadvantaged, each have a Status higher than the state's graduation rates.

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

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

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

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

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

The LAUSD reclassification criteria for grades 9-12 are:

- English Language Proficiency Assessment: Overall Performance Level 4 on ELPAC
- Teacher Evaluation: Grade level English or LTEL course grade of C or better (B credit course only)
- Parent Consultation
- Comparison of Student Performance in Basic Skills: One of the following:
    - Reading Inventory (RI) score of Basic, Proficient, or Advanced or ELA SBA (grade 11) score of Standard Met or Standard Exceeded

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

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

Graduation Criteria (high schools only):
Please See Chart Below.

TEACH Tech Charter High School Curriculum/Graduation Requirements (built on State standards for graduation for ALL students)			
Subject	**TTCHS**	**CA Grad.**	**UC Entry**
English (40 credits)	**4 years:** English 9A/B; English 10A/B; English 11A/B; English 12 A/B; AP Literature and Composition A/B	3 years	4 years
Math (30 credits)	**4 years:** Integrated Math I, II, III (all A/B); Pre-Calculus AB or Calculus A/B; Financial Algebra A/B	2 years	3 years
Science (20 Credits)	**4 years:** Chemistry A/B; Biology A/B; Environmental Science; Physics A/B (All science classes incorporate lab work.)	2 years	2 years
Social Studies (30 credits)	**4 years:** World History A/B; U.S. History A/B; Government; Economics	3 years	2 years
Foreign Language (20 credits)	**2 years:** Spanish 1 A/B; Spanish 2 A/B; Spanish 3 A/B; French 1 A/B; French 2 A/B; French 3 A/B. Students have the option of taking foreign language proficiency tests at CSUN, UCLA or an AP test. Languages that can be credited in this	1 year of either	2 years
Visual/ Performing Arts	**1 year:** Art 1 A/B; Digital Art A/B		1 year
Health Education (5 credits)	**1 semester** Offered as a separate course	1 year	N/A
Physical Education (20 credits)	**2 years-** 9th Advanced Physical Education 1 A/B; 10th Advanced Physical Education 2 A/B	2 years	N/A
Electives (20 credits)	**2 years:** Psychology A/B, Criminal Justice A/B, Sociology A/B; Creative Writing A/B, Journalism A/B; Financial Literacy	N/A	1 year

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

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

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

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

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

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
Performance	☒ Not Available - No Status assigned for the CCI on the 2022 Dashboard ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ 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 Status is Very Low ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High ☐ Not Available - No Status assigned for the Chronic Absenteeism Indicator on the Dashboard ☒ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

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

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

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

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

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

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

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

A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

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

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A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

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

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

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

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

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A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2021-2022 (CDE)

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

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

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

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

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

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

Academic Progress Indicator: CAASPP (ELA)	Grade Levels: 11	Assessment Administration: Choose an item.	95% Participation Met*: ☒ Met ☐ Not Met
Academic Progress Indicator: MAP by NWEA Math	Grade Levels: 11	Assessment Administration: Fall/Spring	95% Participation Met*: ☒ Met ☐ Not Met
Academic Progress Indicator: Choose an item.	Grade Levels:	Assessment Administration: Choose an item.	95% Participation Met*: ☐ Met ☐ Not Met

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

1. ☒ The charter school disaggregated student performance data for the following student groups: Black/African American and Hispanic/Latino

☐ The charter school did not disaggregate student performance data by student groups.

2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the test publisher's definition of one year's progress, per publisher's source document.

Postsecondary Outcomes (high school only):

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

Notes:
None

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

N/A

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

The CSD reviewed the Local Control Accountability Plan.		
All requested template information and descriptions were provided:		**Sources of Evidence**
	☒ LCFF Budget Overview for Parents ☒ Supplement to the Annual Update to the 2021-2022 LCAP ☒ 2022-2023 Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**
Notes:		
None		

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

Areas of Demonstrated Strength and/or Progress

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

- TEACH has a systems, procedures, and supplies in place that are necessary to respond appropriately to an emergency situation. The school's 2022-2023 Comprehensive School Safety Plan has established clear safety, security, and emergency protocols, and maintains appropriate emergency information and supplies in classrooms and onsite. It maintains 2 sets of Epi-Pen (expiration: April 2024) supplies/equipment on site, and trains appropriate staff in their use and storage. The school/organization provided Epi-Pen training on August 12, 2022.
- A 2022-2023 calendar of emergency drills including earthquake, fire, and lock down/active shooter was provided for the school/organization.
- The school's visitor policy is available in English and Spanish.
- Staff roster of those completing Child Abuse Report, Blood borne Pathogens, and Pupil Suicide Prevention and Training were provided.
- Student ID card sample contains the phone number of the National Suicide Prevention Hotline.
- Emergency bins contain a three day supply of food and water for all staff and students. Food expiration: May 2024 & February 2028. Water expiration: May 2024 & 2042. Water supply included four 55 gallon drums.

O5: SPECIAL EDUCATION – The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements. Review of Welligent report 200 and 300 revealed that there was one IEP in Tier 5 and no overdue IEPs. Per leadership discussion during the oversight visit, the school has a new OT provider and and are waiting for the VPN which is only approved on Wednesdays. Additional documents submitted for evidence compliance in this indicator include SPED District Validation Review (DVR) from January 21, 2020, Case Manager Yearly To Do Checklist, Impat of Disability Statement Samples, and an IEP Snapshot sample. TEACH Academy implements a collaborative Special Education model. Compliance is monitored closely by utilizing the compliance reports generated from Welligent. The reports are reviewed weekly with the Sped Team (Principal, Sped Teacher, Sped Aide) during a team meeting. Based on the information compiled from reports, an action plan is developed to address non-compliance if needed.

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. TEACH Tech Charter High provided the following documents to evidence compliance in this indicator: the school's attendance contract and attendance protocol; the bullying policy from the Parent/Student Handbook; a PowerPoint on Confronting Harmful Language at TTCHS; PBIS flow chart; School Culture Goals; Student Support and Progress Team (SSPT) Process PowerPoint; SSPT request form; a student reflection form; and the Way 2 Go Wednesday Student of the Month information.

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

Areas Noted for Further Growth and/or Improvement

O11: CLEARANCES AND CREDENTIALING COMPLIANCE -The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. At the time of the oversight, TEACH had 22 teaching positions. Of the 22 teaching positions, nine of the positions were filled with a 30 day substitute teacher in the classroom. Per HR director, the classes that have a substitute get a new teacher every 30 days. During the oversight visit, the Charter Schools Division requested monthly updates from TEACH Tech Charter High on the progress to hire for the nine currently unfilled teaching positions with credentialed teachers. Per TEACH Academy of Technologies current approved petition: "Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l)." Additionally at the oversight, leadership shared the recently approved 2023- 2024 Teacher Salary Schedule that includes teachers eligible to earn up to a 2.5% salary bonus if their school meets budgeted ADA, salary bonuses for credentialed math, science, and special education, and teachers' reimbursement for BTSA Induction Program.

Corrective Action Required

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

Notes:

The Charter School Division requested monthly updates from TEACH Tech Charter High on the progress to hire for the current 9 unfilled teaching positions with credentialed teachers.

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

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

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

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

Rubric	Sources of Evidence

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

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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, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations ("CCR"), § 5193

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

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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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

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

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SCHOOL NAME: **TEACH Tech Charter High**

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DATE OF VISIT: **5/9/2023**

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

The school has a system in place to ensure:

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

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

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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 well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ District Validation Review (DVR) **(B3.3a)** ☒ Self-Review Checklist **(B3.3a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.3a)** ☐ Professional development documentation **(B3.3a and B3.3c)** ☐ Intervention and support for students with disabilities **(B3.2j)** ☐ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.3a)** ☐ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

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DATE OF VISIT: **5/9/2023**

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

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☒ The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ LCAP **(B3.2b)** ☒ Professional development documentation **(B3.3c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.3b)** ☒ Implementation of tiered behavior intervention (e.g. SSPT) **(B3.3b)** ☒ Implementation of alternatives to suspension **(B3.3b)** ☒ Implementation of schoolwide positive behavior support system **(B3.3b)** ☐ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.3b)** ☐ Data monitoring **(B3.3b)** ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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DATE OF VISIT: **5/9/2023**

O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.2b)** ☒ Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) **(B3.3c)** ☒ Professional development training materials **(B3.3c)** ☐ System to assess professional development needs **(B3.3c)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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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
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

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



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O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information is available in applicable languages as required by law
- Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (**high schools only**)

Rubric	Sources of Evidence

Performance	☒ The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ UCP Procedure and Forms **(B1.11)** ☒ Complaint Procedure and Forms **(B1.12)** ☒ Review of the following information posted to the school's website **(B3.3e)**: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) ☒ Website posting required per Ed. Code § 234.6 **(B3.3e)**: ☒ Policy on Pupil Suicide Prevention ☒ Title IX information, including a link to CDE's Title IX website ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: ☒ Anti-cyberbullying procedures ☒ Social media anti-bullying procedures ☒ Link to statewide resources including community based organizations compiled by CDE ☒ Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.3e)** ☒ Access to approved charter **(B3.3e)** ☒ Compliance with the LAUSD BOE's Charter School Transparency Resolution, including **(B3.3e)**: ☒ Financial Audit ☒ Student Demographics ☐ Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) **(B3.3e)** ☒ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.3e)** ☒ Notification of access to available mental health services **(B3.3e)** ☒ School website **(B3.3e)** ☐ Other: (Specify)

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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(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	☐ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evaluation procedures with clear performance standards for all school-based staff **(B3.3f)** ☒ Evaluation tool(s) for all school-based staff **(B3.3f)** ☒ Discussion with school leadership ☐ Other: (Specify)

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O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

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

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

N/A

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7608	2019-2020					2020-2021					2021-2022				
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		596,922	396,105	1,063,645	1,063,645		708,022	1,205,770	1,969,433	1,969,433		3,550,172	3,808,541	5,394,486	5,394,487
Current Assets		1,511,078	1,339,968	1,721,454	1,719,151		3,203,297	3,643,801	4,316,310	4,259,803		5,870,958	5,505,889	7,286,023	7,476,686
Fixed and Other Assets		106,418	141,521	122,788	122,788		78,711	86,916	152,293	208,799		132,317	124,626	242,658	299,649
Total Assets		1,617,496	1,481,489	1,844,242	1,841,939		3,282,008	3,730,717	4,468,603	4,468,602		6,003,275	5,630,515	7,528,681	7,776,335
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		75,646	69,995	129,024	128,940		170,460	103,866	450,313	441,511		427,784	163,225	733,129	821,734
Other Long Term Liabilities		899,492	18,969	0	0		0	(16,057)	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		975,138	88,964	129,024	128,940		170,460	87,809	450,313	441,511		427,784	163,225	733,129	821,734
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**642,358**	**1,392,525**	**1,715,218**	**1,712,999**		**3,111,548**	**3,642,908**	**4,018,290**	**4,027,091**		**5,575,491**	**5,467,290**	**6,795,552**	**6,954,601**
Total Revenues	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	8,963,499	9,281,780	8,865,566	9,058,315	9,307,088
Total Expenditures	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	8,143,256	7,733,381	7,425,368	6,289,854	6,379,578
Net Income / (Loss)	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	820,243	1,548,399	1,440,198	2,768,461	2,927,510
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	422,925	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	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	820,243	1,548,399	1,440,198	2,768,461	2,927,510
Net Assets, Beginning	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	3,642,908	4,018,290	4,018,290	4,018,290	4,027,091
Adj. for restatement / Prior Yr Adj	0	0	(11,836)	(11,836)	0	355,275	0	(2,219)	(2,219)	0	165,872	8,802	8,802	8,801	0
Net Assets, Beginning, Adjusted	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	3,808,780	4,027,092	4,027,092	4,027,091	4,027,091
Net Assets, End	**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**	**4,629,023**	**5,575,491**	**5,467,290**	**6,795,552**	**6,954,601**
Unrestricted Net Assets		642,358	1,392,525	1,592,429	1,712,999		3,111,548	3,642,908	3,865,997	4,027,091		5,575,491	5,467,290	6,436,914	6,954,601
Restricted Net Assets		0	0	122,789	0		0	0	152,293	0		0	0	358,638	0

7608	Audited Financials					2022-2023				
TEACH Tech Charter High	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	44,260	1,063,645	1,969,433	5,394,487	0		5,582,407	6,985,350	0	0
Current Assets	962,264	1,719,151	4,259,803	7,476,686	0		7,833,706	9,128,397	0	0
Fixed and Other Assets	143,384	122,788	208,799	299,649	0		149,233	200,039	0	0
Total Assets	1,105,648	1,841,939	4,468,602	7,776,335	0		7,982,939	9,328,437	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	176,990	128,940	441,511	821,734	0		359,461	1,285,406	0	0
Other Long Term Liabilities	662,914	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	839,904	128,940	441,511	821,734	0		359,461	1,285,406	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	**265,744**	**1,712,999**	**4,027,091**	**6,954,601**	**0**		**7,623,478**	**8,043,031**	**0**	**0**
Total Revenues	5,265,767	5,917,600	6,848,407	9,307,088	0	8,304,783	8,661,352	8,572,263	0	0
Total Expenditures	4,986,277	4,470,345	4,957,240	6,379,578	0	7,684,610	7,833,427	7,324,785	0	0
Net Income / (Loss)	279,490	1,447,255	1,891,167	2,927,510	0	620,173	827,926	1,247,479	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	422,925	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	279,490	1,447,255	2,314,092	2,927,510	0	620,173	827,926	1,247,479	0	0
Net Assets, Beginning	(13,746)	265,744	1,712,999	4,027,091	0	5,467,290	6,795,552	6,795,552	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	(13,746)	265,744	1,712,999	4,027,091	0	5,467,290	6,795,552	6,795,552	0	0
Net Assets, End	**265,744**	**1,712,999**	**4,027,091**	**6,954,601**	**0**	**6,087,463**	**7,623,478**	**8,043,031**	**0**	**0**
Unrestricted Net Assets	265,744	1,712,999	4,027,091	6,954,601	0		7,264,840	7,684,393	0	0
Restricted Net Assets	0	0	0	0	0		358,638	358,638	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/9/2023**

FISCAL OPERATIONS

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

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

TEACH Tech Charter High's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of $6,954,601 and net income of $2,927,510. The 2022-2023 Second Interim projected positive net assets of $8,202,080 and net income of $1,247,479.

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

Financial Highlights

TEACH Tech Charter High	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	$265,744	$1,712,999	$4,027,091	$6,954,601	$8,202,080
Net Income / (Loss)	$279,490	$1,447,255	$1,891,167	$2,927,510	$1,247,479
Transfers In / Out	$0	$0	$422,925*	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$44,260	$1,063,645	$1,969,433	$5,394,487	$6,985,350

Unrestricted Net Assets	$265,744	$1,712,999	$4,027,091	$6,954,601	$7,843,442
Norm Enrollment Reported by the School	368	417	430	474	430
	FINANCIAL RATIO ANALYSIS				
Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	0.89%	23.79%	39.73%	84.56%	95.37%
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	5.33%	38.32%	81.24%	109.01%	107.08%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	543.68%	1333.30%	964.82%	909.87%	710.16%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	75.96%	7.00%	9.88%	10.57%	13.78%

*The inbound transfer of $422,925 for Fiscal Year 2020-2021 was 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 of Demonstrated Strength and/or Progress:

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

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

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

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

1. Checks Outstanding for Over 180 Days:

Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted one check, drawn on TEACH charter schools' operating account ending in X7843, that, as of September 30, 2022, had been outstanding for over 180 days. Details regarding this check are summarized below. This issue was also referenced in the school's 2019-2020, 2020-2021, and 2021-2022 Annual Performance-Based Oversight Visit Report.

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

Page 11 of TEACH's Fiscal Policies & Procedures states: "Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

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

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

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

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

Corrective Action Required:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH Tech Charter High**

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Notes:

I. Review of Fiscal Documentation

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
   a. Audit opinion: Unmodified/Unqualified.
   b. Material weaknesses: None Reported.
   c. Deficiencies/Findings: None Reported.
   d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals nearly mirror each other.
3. The school's reported Norm Enrollment was 368, 417, 430, 474, and 430 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated increase in enrollment of 62 students since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 430 students, which is 10 students (or approximately 2.27%) below its approved student enrollment capacity (i.e., 440 students). As noted above, the school has maintained a balanced budget for Fiscal Year 2021-2022 and projects a balanced budget for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review(s) was conducted at TEACH Academy of Technologies. No discrepancies were noted.
5. Reviewed 30 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from April 2022 through September 2022. Selected the months of April 2022 and September 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.
7. The school indicated that it currently has no credit cards.

II. Review of 2022-2023 Fiscal Preparation Guide

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

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

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

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

N/A

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iscal Operations Rubrics

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

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

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

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

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

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

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

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

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

Coversheet

Approve the Updated Employee Handbook

Section: III. Items Scheduled for Information and Potential Action
Item: J. Approve the Updated Employee Handbook
Purpose: Vote
Submitted by:
Related Material: August2023TEACH_PS_Employee_Handbook_9.1.23_Board_.pdf

TEACH Public Schools Handbook
2023-2024



TEACH INC.
TEACH PUBLIC SCHOOLS
TEACH PREPARATORY SCHOOL
TEACH ACADEMY OF TECHNOLOGIES
TEACH TECH CHARTER HIGH SCHOOL

Employee Handbook

2023/2024

10600 S. Western Ave.
Los Angeles, CA 90047
Phone: (323) 872-0808 Fax (323) 389-4898 Website: http://www.teachps.org/

Revised: 08/2023

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TEACH Public Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH Public Schools premises, including the parking area, or away from school property while on school business. TEACH Public Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by the Human Resources Department. 76
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SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

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

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

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

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

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

Sincerely,

Dr. Raul Carranza

CEO/Executive Director

TEACH Public Schools

SECTION 2 – GENERAL

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

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

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

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

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

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

Mission

At TEACH Public Schools, our mission is to revolutionize education by establishing, operating, and supporting schools that inspire a passion for learning and equip students with the knowledge, skills, and character to thrive in an ever-evolving world. We are committed to fostering a culture of innovation, inclusivity, and excellence in every educational institution we create, ensuring that each student reaches their full potential and becomes a positive force for change in society.

Vision

Our vision is to transform communities through education, where every child has access to world-class schools that nurture intellectual curiosity, critical thinking, and a love for lifelong learning. TEACH Public Schools envisions a future where educational equity is realized, and innovative teaching practices prepare students to tackle complex challenges, embrace diversity, and contribute meaningfully to their local and global communities. At TEACH Public Schools, we strive to be at the forefront of educational excellence, empowering the next generation of leaders and change-makers to shape a brighter and more compassionate world.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

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

AT WILL EMPLOYMENT

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

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

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public School is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal

active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An applicant or employee who believes they requires an accommodation in order to perform the essential functions of the job should contact Human Resources Department and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally TEACH Public Schools and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with TEACH Public Schools in this process, which may include authorizing TEACH Public Schools to communicate with their health care provider(s).

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

HARASSMENT

It is the policy of TEACH Public Schools to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration

made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

TEACH Public Schools prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the school as well as interns, volunteers, and potential employees (applicants). All employees of the school are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).

- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.
- Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
  - Use of derogatory remarks, insults and/or epithets
  - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our school culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

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

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources Department. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person or via email.

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

TEACH Public Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

TEACH Public School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include

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

All employees are required to fully cooperate with TEACH Public School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, TEACH Public Schools will provide regular progress updates, as appropriate, to those directly involved. TEACH Public Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

TEACH Public Schools may investigate conduct in the absence of a formal complaint if the TEACH Public Schools has reason to believe that an individual has engaged in conduct that violates TEACH Public Schools policies or applicable law. Further, TEACH Public Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which TEACH Public Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH Public Schools believes is appropriate under the circumstances. Due to privacy protections, the TEACH Public Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the Human Resources Director or Human Resources Manager.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirements

TEACH Public Schools requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

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

An employee who wishes to report a suspected violation of law or TEACH Public Schools policy may do so by contacting the Human Resources Director or Board Chair. In order to access contact information for Board Chair please use this link: https://www.teachps.org/board-contact-information

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

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Human Resources Director and Human Resources Manager. Any supervisor, manager, or staff that receives complaints of retaliation must immediately inform the Human Resources Director or Human Resources Manager.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Director and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

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

Employees who have work-related concerns or complaints are encouraged to discuss them with the Human Resources Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Director. The school will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

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

1. The employee should complete an accommodation request form and contact their supervisor or Human Resources Director to request designation of a location and time to express breast milk under this policy.

2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

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

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

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

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

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner

- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

"Employees" may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

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

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time

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

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TEACH Public School's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by Human Resources Department.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Principal or Human Resources Director will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your Principal. All schedule changes or modifications must be approved by the Human Resources Director.

TEACH Public Schools reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the school unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Instructional Employees:

The normal working hours for instructional employees at the school sites are from 7:00 a.m. to 5:00 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The Director Human Resources must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:

The Principal & Human Resources Director will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

TEACH Public School's workweek is from Monday at 12:00 A.M. through the following Friday at 11:59 P.M. TEACH Public School's standard workday is 12:00 a.m. to 11:59 p.m. each day.

SCHOOL HOLIDAYS

The school observes 13 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- Cesar Chavez Day
- Juneteeth Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the school-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The school reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director of Human Resources. The employee may use paid vacation if the employee has unused vacation time available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call or email the site Principal or Human Resources Department at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical

provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The school understands that in some cases, advance notice is not possible. In these cases, notify the site Principal or Human Resources Department personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the site Principal or Human Resources Department and the absence continues for a period of three business days, the school will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the school's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our school's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, <u>you may not work at all</u>. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the school's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Human Resources Director and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Director of Human Resources and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Form

In addition to reporting, it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and complete a Reporting Form. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their site Principal on the same workday that they experienced the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by TEACH Public Schools, the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period via form, or call/ email to Human Resources.

PAYDAYS

The designated pay period for all employees is semi-monthly. The first pay period of the month extends from the first (1st) day of the month through the fifteenth (15th) day of the month. The second pay period of the month extends from the sixteenth (16th) of the month through the last day of the month.

Paychecks are distributed on the fifteenth (15th) day of the month for the first pay period and on the last day of the month for the second pay period. Except as otherwise provided, if any date of paycheck distribution falls on a Saturday, Sunday or holiday, employees shall be paid on the preceding scheduled workday.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While

an automatic deposit may actually credit to your account before your actual “payday,” the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

TEACH Public Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions TEACH Public Schools will work in good faith to resolve errors as soon as possible. The employee should notify the Human Resources Department of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee’s paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Human Resources Director to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Human Resources Manager.

SECTION 6 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

TEACH Public Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with TEACH Public Schools within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the school with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, TEACH Public Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the school's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with TEACH Public Schools in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of TEACH Public Schools before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with TEACH Public Schools.

TEACH Public Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law.

For additional information on background checks, please contact the Human Resources Department.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child, they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that TEACH Public Schools employees comply with the requirements of

the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Director of Human Resources is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without TEACH Public School's assistance, they are required to notify TEACH Public Schools of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with TEACH Public Schools.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e., core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Director of Human Resources.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Department. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Human Resources Director about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the site Principal to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the site Principal.

The site principal will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the TEACH Public School's charter, and standards for teaching performance developed by the site Principal, the TEACH Public School's Board of Directors, and/or other TEACH Public Schools staff.

In addition to these more formal performance evaluations, TEACH Public School encourages you and your supervisor to discuss your job performance on an ongoing basis.

TEACH Public School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the TEACH Public School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and TEACH Public School. Accordingly, either the employee or TEACH Public School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the school. It is TEACH Public School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While TEACH Public Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of TEACH Public School and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the school for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the school within 75 miles. Please check with the Human Resources Department to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the school's request form, which is available upon request from Human Resources Director. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. the care of the employee's spouse, child, parent with a "serious health condition";

3. for CFRA only, the care of the employee's "family member with a "serious health condition";

4. the "serious health condition" of the employee;

5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the

employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the school with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the school with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the school in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources Director.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the school may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, "key" employees may not be eligible for

reinstatement following a family and medical leave. The school will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources Department.

PREGNANCY DISABILITY LEAVE

The school provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the school. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The school will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the school may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the school may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the school with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leaves ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the Human Resources Department.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Director of Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact the Human Resources Department.

BEREAVEMENT LEAVE

TEACH Public Schools provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Human Resources Department with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.

Up to five days paid Bereavement Leave per school year. An employee may elect to use any accrued vacation for any remaining Bereavement Leave.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the school's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The school will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the school

will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the school and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the school will not pay the employee for this time off. Accrued unused vacation may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

The school encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing vacation in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the

employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued vacation. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of crime or abuse, including domestic violence, sexual assault, stalking, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation or accrued paid sick leave. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the school reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim crime or abuse;
- A court order protecting or separating you from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The school may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The school will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The school will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

TEACH Public School is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked TEACH Public School for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment

after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the school under applicable laws should notify the regarding the need for military leave.

Please see the Director of Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the school will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the school. The school does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The school will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the school will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave (sick or vacation) for organ donation and up to five (5) days accrued paid leave (sick or vacation) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

TEACH Public Schools will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable

accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused vacation or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the TEACH Public School's right to discipline an employee, up to and including termination of employment, for violation of TEACH Public School's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

CIVIL AIR PATROL LEAVE

TEACH Public School's provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the school.

To be eligible, employees must have been employed with TEACH Public Schools for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the school as much notice as possible of the intended dates upon which the leave would begin and end. The school will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

SECTION 9 – BENEFITS

VACATION

Full-time, salaried, exempt, 12-month CMO employees are eligible for vacation pay. School site and regional employees do not earn/accrue vacation pay/time as vacation is built into their annual work calendar. Full-time, salaried, exempt, 12-month school site and regional employees will work 222 of a possible 237 workdays for the 2023-24 TEACH work calendar. Vacation is a time for you to rest, relax and pursue special interest. Vacation begins to accrue from date of hire and is only available for use after earning vacation time. TEACH recognizes employees by providing increased vacation time based on the number of years of continuous services in vacation eligible position. Please see the table below for annual accrual rates:

Years of Continuous Eligible Service	Annual Time Provided	Maximum Accrual Allowed	Maximum Annual Cash Out Option
1-3 years	10 days	15 days	5 days
4-6 years	15 days	22.50 days	10 days
7-9 years	20 days	30 days	15 days
10+ years	23 days	34.50 days	18 days

Vacation time will accrue each pay period and be displayed on the employees pay stub. Every effort will be made to grant you your vacation at the time you desire. However, vacations should not interfere with TEACH's operations and, therefore, must be approved by your supervisor and the Director of Human Resources at least fifteen (15) days in advance. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

Upon termination of employment, eligible employees will be paid for all accrued, unused vacation time at their current rate of pay. Vacation time may be cashed out in lieu of taking time off for Exempt 12-month employees. Please see the chart above for maximum annual cash out days. Cash out will be available during the June payroll cycle. Notice of intent to cash out should be provided to the Director of HR between June 1st and June 15th each year.

SICK LEAVE

STATE STATUTORY MANDATED ACCRUAL METHOD:

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the School 30 or more days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault, including being a victim of crime or abuse.

Accrual Rate, Maximum, and Carryover

Eligible employees will start with 8 accrued hours of PSL their first day of employment or at the start of each school year (for returning staff). Eligible employees will continue to accrue one hour of PSL for every 30 hours worked beginning on their first day of employment. Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 48 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 1st day of employment. Each school year, employees may only use a maximum of 48 hours of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, to their supervisor and HR Director of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

Cash out

Credentialed teachers are eligible to cash-out unused PSL at the end of the school calendar year in June at a rate of $30 per hour.

Non-credentialed teachers and other non-teacher employees will not receive pay in lieu of unused PSL. Teachers must complete the school year to be eligible for the PSL cash-out program.

INSURANCE BENEFITS

Full-time employees (30+ hours per week average) are entitled to insurance benefits offered by TEACH on the first day of the calendar month following the completion of sixty (60) days of continuous service. Certificated full-time employees are eligible to participate on the first day of the calendar month following the commencement of employment. These insurance benefits will include medical, dental, vision and life. TEACH will contribute up to $400 a month towards insurance premiums for eligible non-exempt employees and up to 10% of monthly salary towards insurance premiums for eligible exempt employees. Employees are required to contribute to any costs not covered by the employer contribution. If insurance premium rates increase, employees are required to contribute to the cost of the increase to retain coverage if cost is over the employer contribution. Unless otherwise mandated by law, employees on a leave of absence of more than four (4) months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact the Human Resources Manager.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under TEACH Public School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at TEACH Public School's group rates plus an administration fee. TEACH Public School's or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under TEACH Public School's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected. TEACH withholds income tax from all employees' earnings and participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Director of Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child

(birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under TEACH Public Schools policy and applicable law.

TEACH Public Schools will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

403(b) RETIREMENT SAVINGS PLAN & 457(b) DEFFERED COMPENSATION PLAN

Eligible employees are entitled to participate in TEACH's 403b and 457b plans. For participating exempt employees who contribute, TEACH will contribute an amount up to 2.5% of the employee's salary via an employer match contribution towards a 403b. For employees eligible for the 457(b) plan (director level employees and above) TEACH will contribute an amount up to 5.5% of the employee's salary via an employee match contribution towards a 403b. Please contact the HR Director or HR Manager for related paperwork to enroll.

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the TEACH Public Schools computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department.

The Communication Systems are the property of TEACH Public Schools and have been provided for use in conducting TEACH Public Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are TEACH Public Schools records and property of TEACH Public Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use TEACH Public Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with TEACH Public Schools business, and does not violate any TEACH Public Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

<u>No Expectation of Privacy</u>

TEACH Public Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, TEACH Public Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of TEACH Public School's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TEACH Public Schools Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish TEACH Public School's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to TEACH Public Schools for any reason that TEACH Public Schools, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files

would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though TEACH Public Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Human Resources Department.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on letterhead.

Offensive and Inappropriate Material

TEACH Public Schools policy against discrimination and harassment, sexual or otherwise, applies fully to TEACH Public School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in TEACH Public School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Human Resources Department.

TEACH Public Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by TEACH Public Schools networks. Notwithstanding the foregoing, TEACH Public Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to TEACH Public School's blocking software.

Solicitations

TEACH Public School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from Human Resources Department is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of Director of Operation & Data Systems.

Games and Entertainment Software

Employees may not use a TEACH Public Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to TEACH Public School's "Confidential Information" policy, contained herein, for a general description of what TEACH Public Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

TEACH Public Schools Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from Director of Human Resources. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any TEACH Public Schools approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TEACH Public School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to TEACH Public School's network.

Files obtained from sources outside TEACH Public Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage TEACH Public School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- TEACH Public Schools sources, without first scanning the material with TEACH Public Schools approved virus checking software. If you suspect that a virus has been introduced into TEACH Public Schools network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

TEACH Public Schools reserves the right to modify this policy at any time, with or without notice. TEACH Public Schools may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

SOCIAL MEDIA POLICY

TEACH Public Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snap Chat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the school who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the school's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the school.

- Do not post confidential information (as defined in this Handbook) about the school, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the school's background check procedures.

- Be knowledgeable about and comply with the school's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the school.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the school, or competitors.

- Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the school."

- Never be false or misleading with respect to your professional credentials.

- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.

- [Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to Human Resources Department. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting puts their effectiveness as a school employee at risk. TEACH Public Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the school without express written permission of the Human Resources Department.

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Human Resources Department.

Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with TEACH Public School's social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

TEACH Public Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the school, after reassignment of job duties or immediately upon request at any time by an official of the school.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - immediately report the incident to their immediate supervisor and Chief representative;
    - obtain an official police report documenting the theft or loss; and
    - provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the school for the replacement of such equipment.

The school is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The school may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the school.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the school if resulting from an employee's willful misconduct.

LAPTOP COMPUTERS

Each full-time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of TEACH Public Schools Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that TEACH Public Schools is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the school.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for TEACH Public Schools while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a school vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by TEACH Public Schools or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a school cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the school's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The school will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or

- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

Personal telephone calls should be made and received during non-teaching times. Personal calling cards or cell phones should be used for long distance personal calls. TEACH Public Schools expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or

- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH Public Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the school's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH Public Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH Public Schools.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the school. The Human Resources Department must approve any postings prior to posting.

TEACH Public Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from the site Principal.

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources Department. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within

"the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The Board of Directors must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a Building Key Disbursement Form upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School’s discretion, employees’ work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee’s personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public School's property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public School's premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to site Principal and Human Resources Department.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges

cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The Human Resources Department will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity.

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Jeans
- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.

You may be required to return home to change clothing if deemed necessary. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs

and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Human Resources Department. must grant prior approval.

- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times. No open toe shoes.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH Public Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.*

Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the principal. It is recommended that any such gifts be filtered through the site Principal along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch

- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Director of Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

<u>Acceptable Behaviors</u>

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities

- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Human Resources Director to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the Human Resources Department promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Human Resources Department will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as they deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Director of Human Resources shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The school's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Human Resources Department. We will

absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Human Resources Department.

STANDARDS OF CONDUCT AND CIVILITY

At TEACH Public Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

TEACH Public Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All TEACH Public Schools employees and any individuals acting on behalf of TEACH Public Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources Department. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the school. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the school.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the school.
- Violation of the Substance and Alcohol policy.

- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the school name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School's personal standards of dress.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.

- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the school regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the school and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. You shall not, either during your employment with the school or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the school;
- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Director of Human Resources and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the school or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the school or which give the appearance of such impairment create an actual or potential conflict of interest.

TEACH Public Schools expects employees to devote their best efforts to the interests of our school. TEACH Public Schools recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at TEACH Public Schools or create a conflict of interest with your statutory duty of loyalty to the school. The school prohibits employees from working with another School or external organization that competes with TEACH Public Schools whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Director of Human Resources to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full-time employee, we expect that you devote your full professional effort to your position at TEACH Public Schools. If you wish to participate in outside work activities you are required to obtain written approval from the Director of Human Resources prior to starting those activities. Approval will be granted unless the activity conflicts with TEACH Public School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at TEACH Public Schools.
- Involve organizations that are doing or seek to do business with TEACH Public Schools including actual or potential vendors.
- Violate provisions of law or TEACH Public Schools policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to TEACH Public Schools must be given priority. Full time employees are hired and continue employment with the understanding that TEACH Public Schools is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

EXPENSE REIMBURSEMENT POLICY

The school reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization from the CFO/COO of TEACH Public Schools. Employees who have incurred business expenses should submit required receipts to the school business office within 30 days of incurring the expense.

TEACH Public Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH Public Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. TEACH Public Schools will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.

All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to CFO/COO.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources Department. will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the Human Resources Department, other employees or call 911. Report any suspicious persons or activities to the Human Resources Department. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Director of Human Resources and the written consent of the individual being recorded. Please report any problems with our security systems to the Human Resources Department.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TEACH Public Schools property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct TEACH Public Schools business must be insured by the employee's personal automobile insurer. TEACH Public School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does TEACH Public School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

TEACH Public Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH Public Schools premises, including the parking area, or away from school property while on school business. TEACH Public Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by the Human Resources Department.

SAFETY POLICY

TEACH Public Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the school are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Human Resources Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, bring it to the attention of your supervisor or the Human Resources Director immediately. Supervisors should arrange for the correction of any unsafe

condition or concealed danger immediately and immediately contact the Human Resources Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Human Resources Department.

TEACH Public Schools has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

TEACH Public Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the school will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources Department.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Human Resources Department. TEACH Public School's uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

TEACH Public School's will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from TEACH Public School; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to TEACH Public School's for three consecutive work days TEACH Public School's requests that employees provide at least two weeks written notice of a voluntary termination. All TEACH Public School's property must be returned immediately upon terminating employment. TEACH Public School's retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of TEACH Public School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, TEACH Public School's reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at TEACH Public School will be asked to take part in an exit interview with the Human Resources Department to communicate their challenges and growth while employed at TEACH Public School's Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources Department. Only the Human Resources Manager is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TEACH Public School's will disclose only the dates of employment and the title of the last position held. TEACH Public School's will verify or disclose an employee's salary history only if the employee provides written authorization for TEACH Public School to provide the information. However, TEACH Public School's will provide information about current or former employees as required by law or court order. TEACH Public

School's will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Department.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of TEACH Public School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of TEACH Public School's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that TEACH Public School is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding TEACH Public School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of TEACH Public School's policies.

Just as I am free to terminate the employment relationship with TEACH Public School's at any time, TEACH Public School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and TEACH Public School's for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Human Resources Department of TEACH Public School's with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Director of Human Resources. This is the entire agreement between TEACH Public Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with TEACH Public Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

TEACH Public Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than TEACH Public School's Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print)_____

Employee Signature: _____

Date: _____

Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement

TEACH Public Schools

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).

- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.

- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to Human Resources. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to Human Resources revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify Human Resources immediately.

Second Meal Period (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).

- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.

- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to Human Resources. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to Human Resources revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify Human Resources immediately.

_____
Employee's Printed Name

_____ _____
Employee's Signature Date

Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form

TEACH Public Schools

NON-EXEMPT EMPLOYEE

MEAL AND REST PERIOD REPORTING FORM

(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print): _____
Date:_____
Date/Time Issue Occurred: _____
Position:_____

Reported Issue(s)/Reason: **(CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)**

Meal Periods	**Reason for Missed, Late, Interrupted or Short Meal Period**		
☐Missed Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Late Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Interrupted Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Short Meal Period	☐Voluntary	☐Involuntary	☐Other

Rest Periods

☐Missed Rest Period	☐Voluntary	☐Involuntary	☐Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**Voluntary: It was my own choice to refuse an authorized meal or rest period.
Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

_____
_____
_____

I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature:_____ Date: _____
Supervisor's Signature: _____ Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO Human Resources Department.

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 CEO or designee:
1. The complainant will bring the matter to the attention of the CEO 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 CEO or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the CEO, 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 CEO or Chair of the TEACH Board of Directors (only if the complaint concerns the CEO) 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 CEO (or designee) shall abide by the following process:
1. The CEO or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the CEO 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 CEO (or designee) finds that a complaint is valid, the CEO (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the CEO may take disciplinary action against the employee. As appropriate, the CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The CEO (or designee) 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 CEO) or the CEO 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.

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: _____

Coversheet

Approve Updated Student and Parent Handbooks For TEACH Prep Elementary School, TEACH Academy of Technologies and TEACH Tech Charter High School

Section: III. Items Scheduled for Information and Potential Action
Item: K. Approve Updated Student and Parent Handbooks For TEACH Prep Elementary School, TEACH Academy of Technologies and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material:
High2023_Student_and_Parent_Handbook_TEACH_Tech_Charter_High_School_20230728 (1).pdf
2023_Student_and_Parent_Handbook_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20230728 (1).pdf
Middle 2023_Student_and_Parent_Handbook_TEACH_Academy_of_Technologies_20230728.pdf

TEACH TECH Charter High School

Student and Parent Handbook
2023-2024

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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,

It is my immense pleasure to join the TEACH Tech Charter High School family as the 5th principal in the storied history of this incredible school and charter organization. As you already know, TEACH Tech Charter High School is committed to providing a high quality, character driven education to each student on our campus each day. This aligns tightly with my own core values of commitment, perseverance, and vulnerability, and played a big role in my joining the team here at TEACH. It is important to me that you know who your children are spending time with each day, and so I wanted to

share a bit about myself with you. I was born and raised in Southern California, attended West Torrance High School, and live locally to TEACH Tech and South Los Angeles, a community that is close to my heart. I have served in education for over a decade now, having spent all of that time serving students and families in public charter schools in both South Los Angeles (8 years), and Denver, Colorado (2 years). I have been married to my wife, Krystle, who is Special Education Administrator just down the block at a local high school, for 8 years.

As I step into this role, I feel lucky and honored to be a part of this community. Having been able to connect with students, families, community members, and staff at TEACH since late October, I have been so taken aback by the immense kindness, pride, and dedication to success that is present here. I am eager to continue to build relationships with those of you who I have not yet had the pleasure of meeting, and invite you to come to our campus and break bread with me. My door is always open, and I will, now and always, be ready and eager to hear your feedback, ideas, concerns, and successes.

My promise to you is that each student that graduates from TEACH Tech Charter High School will leave us able to Think Critically, Work Collaboratively, Communicate Effectively, and Be Civic Minded. Along with this, they will leave with a lifelong advocate and partner in both myself, and the incredible leaders, staff and teachers that work with your child each day.

So, again, thank you. Thank you for being a part of our school community. Thank you for entrusting our team with the education of your child. Thank you for taking part in the success of our school and community. Thank you.

I'll see you soon. Go Rams!

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 unless it is a TEACH Hoodie with a TEACH logo.

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
2023-2024

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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 2023-2024 School Year! TEACH Prep Elementary is thrilled to kick off our 6th 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.

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 Preparatory Elementary School 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. For parents wanting to bring sweets, school will allow items such as cupcakes, cookies, donuts, things that are already individualized without needing any cutting for birthday celebrations. 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

Students will go over one character pillar for the month. Each student is expected to be in full uniform at all times unless it is noted during special occasions during
school's Spirit Week Activities. Students will conduct themselves in a calm manner, keeping hands and feet to themselves, and when students have difficulties with keeping themselves and others safe, staff member will speak to them about their behavior and conduct and work towards possible behavior. When a misbehavior continues, parents will be notified, meetings with admin staff can occur as well as behavior contracts to provide support at school.

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, Light Blue- 4th.
- 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. Special exceptions will be made for head covering for religions or medical reasons and it will be on a individual case.

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

TEACH Academy of Technologies

Student and Parent Handbook
2023-2024

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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 Academy of Technologies Families,

Welcome Families to an Exciting School Year at TEACH Academy of Technologies!

We hope this message finds you in great spirits and brimming with enthusiasm for the upcoming academic year. As we prepare to embark on this exciting journey together, we are delighted to introduce our two exceptional principals, Mr.Greg Perez and Mr. Frank Williams, who will be overseeing different grade levels.

For families with children in grades 5 and 6, we have the pleasure of welcoming Mr. Greg Perez as their dedicated principal. With a passion for education and a heart for every student, Mr. Perez is committed to creating a nurturing and engaging learning environment where young learners can thrive and develop their skills to their fullest potential.

For families with students in grades 7 and 8, we are equally thrilled to have Mr. Frank Williams leading the way. With his wealth of experience and dedication to empowering students, Mr. Williams is devoted to fostering a supportive and dynamic space for your older children to grow academically, socially, and emotionally.

At TEACH Academy of Technologies, our goal is to provide a well-rounded education that not only focuses on academic excellence but also nurtures each student's unique talents and interests. We firmly believe in the power of collaboration between school and home, and we encourage families to actively participate in their child's education journey.

Throughout the school year, there will be numerous opportunities for you to engage with our dedicated staff, attend school events, and join us in celebrating your child's achievements. We aim to create a warm and inclusive community where everyone feels valued and respected.

As we navigate the year ahead, rest assured that the safety and well-being of our students remain our top priority. We have implemented measures to ensure a secure learning environment where students can explore, question, and grow in a safe and supportive setting.

We are confident that this academic year will be filled with exciting opportunities, memorable experiences, and significant milestones for your child. Let us come together as a united force, fostering a love for learning that will last a lifetime.

Once again, a heartfelt welcome to all the families at TEACH Academy of Technologies. Together, let's make this a year of growth, discovery, and accomplishment!

Warm regards,

TEACH Academy of Technologies Administration
Mr. Greg Perez & Mr. Frank Williams

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 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

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.

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 {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.

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 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. 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.

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.

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.

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 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. 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 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 be on file at all times. Parents must up-date emergency information on a regular basis.

Immunizations

TEACH Academy of Technologies 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. 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).

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.

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 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, 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 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.

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 club, 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 shirt 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. Female students may only wear a pair of earrings no larger than a quarter. Boys are not allowed to wear 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, 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.

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
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, 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. Restorative Justice is a process for all stakeholders. It requires that those impacted by the student's behaviours are part of the process that identifies the behaviour, addresses the behaviour and informs the steps necessary to repair the harm done by the behaviour. 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 behaviour.
- Help a student recognize how his/her behaviour effects self and others
- Provides student 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 behaviour

The following outlines progressive steps for non-functional behavior:

1. Conversation with student
2. Parent/Guardian Contact
3. Involvement of grade level counselor
4. Placement on a Behaviour Monitoring Contract
5. Referral for an SST
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

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 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 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 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.

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 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.

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.

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.

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, 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
10600 S. Western Avenue
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

Report on State Dashboard and Internal Student Performance Indicators for School Year 2022-2023

Section: III. Items Scheduled for Information and Potential Action
Item: L. Report on State Dashboard and Internal Student Performance Indicators for School Year 2022-2023
Purpose: Discuss
Submitted by:
Related Material: AugustBoardPresentationAugust_2023 (3).pptx



2022-2023 Year-End Data Overview

By: Suzette Torres

2023 Preliminary CAASPP Distance From Standard TEACH Public Schools

Distance from Standard (DFS) represents the distance between a student's score on the Smarter Balanced Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3).

2022-2023 Preliminary CAASPP Percentage Met/Exceeded and Distance From Standard TEACH Public Schools				
	Preliminary Met/Exceeded Percentage English	Preliminary Met/Exceeded Percentage Math	Average DFS English	Average DFS Math
Preparatory Elementary	16.50%	6.8%	-87	-92
Academy Middle School	15.49%	3.99%	-102	-157
TECH High School	55.81%	12.79%	-3.7	-120.92

CAASPP Two-Year Comparison
TEACH Preparatory Elementary

CAASPP Percentage Met/Exceeded and Distance From Standard Two-Year Comparison STATE COMPARED TO SCHOOL Percentage Met/Exceeded and Distance From Standard (DFS)								
	STATE 2021-2022 ELA	Prep. Elem. 2021-2022 ELA	STATE 2021-2022 Math	Prep. Elem. 2021-2022 Math	STATE 2022-2023 ELA	Prep. Elem. 2022-2023 ELA	STATE 2023-2023 Math	Prep. Elem. 2022-2023 Math
Met/Exceeded	47.06%	18.63%	33.38%	8.82%	Pending	Projected 16.5%	Pending	Projected 6.8%
DFS	-12.2	-82.2	-51.7	-86.1	Pending	Projected -87	Pending	Projected -92

Status Level Indicators
TEACH Preparatory Elementary School

Attendance		
Chronic Absenteeism 2021-2022	Chronic Absenteeism 2022-2023 Projected	Average Daily Attendance
53.5% compared to state average of 30%	55.96% compared to state average of Pending	86.33%

English Learner Progress Index	
2021-2022	2022-2023
64.9% progressed in English Language compared to state average of 50.3%	Pending

Suspension Rate	Leadership Turn-Over	Teacher Turn-Over 2023-2024
0% compared to state average of 3.1%	None	20%

CAASPP Two-Year Comparison
TEACH Academy Middle School

CAASPP Percentage Met/Exceeded and Distance From Standard Two-Year Comparison STATE COMPARED TO SCHOOL Percentage Met/Exceeded and Distance From Standard (DFS)								
	STATE 2021-2022 ELA	Academy MS 2021-2022 ELA	STATE 2021-2022 Math	Academy MS 2021-2022 Math	STATE 2022-2023 ELA	Academy MS 2022-2023 ELA	STATE 2023-2023 Math	Academy MS 2022-2023 Math
Met/Exceeded	47.06%	22.82%	33.38%	5.84%	Pending	Projected 15.49%	Pending	Projected 3.99%
DFS	-12.2	-71.9	-51.7	-148.1	Pending	Projected -102	Pending	Projected -157

Status Level Indicators
TEACH Academy Middle School

Attendance		
Chronic Absenteeism 2021-2022	Chronic Absenteeism 2022-2023 Projected	Average Daily Attendance
42.3% compared to state average of 30%	42.89% compared to state average of Pending	88.28%

English Learner Progress Index	
2021-2022	2022-2023
76.2% progressed in English Language compared to state average of 50.3%	Pending

Suspension Rate	Leadership Turn-Over	Teacher Turn-Over 2023-2024
0% compared to state average of 3.1%	1	33.33%

CAASPP Two-Year Comparison
TEACH Tech High School

	CAASPP Percentage Met/Exceeded and Distance From Standard Two-Year Comparison STATE COMPARED TO SCHOOL Percentage Met/Exceeded and Distance From Standard (DFS)							
	STATE 2021-2022 ELA	Tech HS 2021-2022 ELA	STATE 2021-2022 Math	Tech HS 2021-2022 Math	STATE 2022-2023 ELA	Tech HS 2022-2023 ELA	STATE 2023-2023 Math	Tech HS 2022-2023 Math
Met/Exceeded	47.06%	46.46%	33.38%	16.32%	Pending	Projected 55.81%	Pending	Projected 12.79
DFS	-12.2	-8.8	-51.7	-133.2	Pending	Projected -3.7	Pending	Projected -120.92

Status Level Indicators - TEACH Tech

Attendance		
Chronic Absenteeism 2021-2022	Chronic Absenteeism 2022-2023 Projected	Average Daily Attendance
19.2% compared to state average of 30%	45.11% compared to state average of Pending	87.87%

English Learner Progress Index	
2021-2022	2022-2023
56.2% progressed in English Language compared to state average of 50.3%	Pending

% of Students with 1 or more grades of D, F, NP, Inc.
47%

Graduation Rate 2022	Graduation Rate 2023
86.6%	Projected 84%

Suspension Rate	Leadership Turn-Over	Teacher Turn-Over 2023-2024
0% compared to state average of 3.1%	0	21.74%

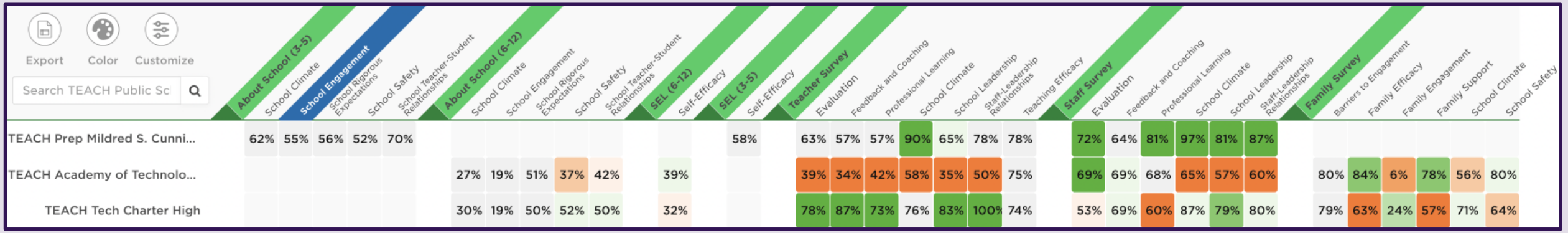
AP Passing (>=3) 2023
TEACH Tech High School

AP Class	TEACH Tech # Students Testing	TEACH Tech % Passing	State % Passing
Statistics	17	0-5%	59%
English Language and Composition	25	0-5%	55%
English Literature and Composition	18	33%	76%
Spanish	15	80%	87%

Seniors Taking AP
TEACH Tech High School

Percentage of Seniors Taking Advanced Placement Courses	
At least 1 AP Class in their high school career	More than 1 AP Class in their high school career
32%	67%

Panorama Satisfaction Survey



Export Color Customize

Search TEACH Public Sc

	About School (3-5)		School Engagement				About School (6-12)						SEL (6-12)		SEL (3-5)		Teacher Survey								Staff Survey							Family Survey						
	School Climate		School Rigorous Expectations	School Safety	School Teacher-Student Relationships		School Climate		School Engagement	School Rigorous Expectations	School Safety	School Teacher-Student Relationships	Self-Efficacy		Self-Efficacy		Evaluation	Feedback and Coaching	Professional Learning	School Climate	School Leadership	Staff-Leadership Relationships	Teaching Efficacy		Evaluation	Feedback and Coaching	Professional Learning	School Climate	School Leadership	Staff-Leadership Relationships		Barriers to Engagement	Family Efficacy	Family Engagement	Family Support	School Climate	School Safety
TEACH Prep Mildred S. Cunni...	62%	55%	56%	52%	70%										58%		63%	57%	57%	90%	65%	78%	78%		72%	64%	81%	97%	81%	87%							
TEACH Academy of Technolo...							27%	19%	51%	37%	42%		39%				39%	34%	42%	58%	35%	50%	75%		69%	69%	68%	65%	57%	60%		80%	84%	6%	78%	56%	80%
TEACH Tech Charter High							30%	19%	50%	52%	50%		32%				78%	87%	73%	76%	83%	100%	74%		53%	69%	60%	87%	79%	80%		79%	63%	24%	57%	71%	64%


TEACH
PUBLIC SCHOOLS

Coversheet

Presentation on Restorative Justice Practices at the High School

Section:	III. Items Scheduled for Information and Potential Action
Item:	M. Presentation on Restorative Justice Practices at the High School
Purpose:	FYI
Submitted by:	
Related Material:	Restorative_Practices___Discipline__BOARD_.pdf

Restorative Practices @

TEACH Tech Charter High School

Go Rams!

Why Restorative Practices?

From our charter petition:

The collective goal is to create an atmosphere where high expectations are set for student behavior and thinking. The ultimate goal is to build positive relationships with students and to expand upon these relationships to enhance the safe, and progressive atmosphere of mutual respect and harmony. TEACH administrators work with all staff to use restorative justice practices that reduce conflict, minimize strife, and repair damage by returning to order when harm has occurred. The key elements of restorative justice are accountability and responsibility. The overarching goals of restorative justice are to decrease suspensions, improve attendance, increase academic development, and create and maintain a healthy, safe school climate. This in turn fosters an environment of care, and addresses undesired conduct in an inclusive manner that fosters order and strengthens relationships.

We have an unflinching belief in students and their ability to think critically, learn, reflect, and take part in restoration.

We know that all harm must be repaired in ways that are honoring and authentic.

We believe that when done well, restorative practices lead to a environment of empathy and success.

What Does it Look Like?



Checked by Culture Team: _____

TEACH Tech Charter High School
Student Reflection

Name	
Date	

Did you…(circle your response)		
Do you feel generally rested and in an overall positive mood today?	Yes	No
Did you eat healthy food today?	Yes	No
Did you have any negative experiences or interactions with anyone last night at home or on your way to school today?	Yes	No

How are you feeling today? What has gone well for you, and what has been challenging?	
What happened that was out of your control that led to you completing this reflection form today?	
What happened that was within your control that led to you completing this reflection form today?	
What harm might have been caused to others by your actions today?	
What harm might have been caused to yourself by your actions today?	
What do you think you need to do to "make things right"?	
What do you need from anyone else involved in what happened today in order to feel respected and valued?	

Checked by Culture Team: _____

Student Name_____Date_____

Describe the incident (Please be very specific and answer who, what, where, when, why and how)

_____

_____

_____

_____

_____

_____

How can this incident be solved?

_____

_____

_____

What can you commit to doing to solve the issue?

_____

_____

_____

Office use only: Actions Taken as a result of the incident:

Student Signature_____

Administrator Signature_____

Successes

0% Suspension Rate
21-22 School Year

59th Percentile in School Safety

Increased 2 percentile in teacher-student relationships from Winter to Fall

"It was kind of weird to be able to share how I was feeling with a teacher, but when I did it, I felt better. It was nice to feel like my voice mattered just as much as the adult's voice."
- 9th Grade Student

"The meeting with the student that I did restoration with went really well. It helped me and the student understand what the expectations were, and how I could support them and how they could meet my standards. It resulted in our relationship getting stronger."
- 12th Grade Teacher

Areas for Improvement

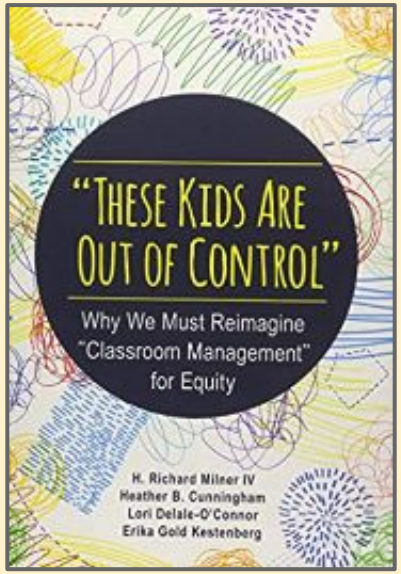
Consistency in implementation of restorative practices with our new Culture Leadership Team (CLT)

Full teacher and community buy in to the process

"What are the consequences?"

What Next?

Campus wide book study over the summer with the text, *"These Kids Are Out of Control": Why We Must Reimagine "Classroom Management" for Equity.*



Sending CLT (AP of Culture and Restorative Justice Coordinator) to a summer Restorative Practices Institute at LMU.

Training Agenda

- **Day 1 — Monday, July 17, 2023**
  Restorative Leadership
- **Day 2 — Tuesday, July 18, 2023**
  Restorative Systems Culture & Tier 1
- **Day 3 — Wednesday, July 19, 2023**
  Systemic Implementation
- **Day 4 — Thursday, July 20, 2023**
  Responding Restoratively to Harm Tiers 2 & 3
- **Day 5 — Friday, July 21, 2023**
  Implementation Planning

What Next?

Our summer professional development will focus on...

- unpacking our learning from the the text, ***"These Kids Are Out of Control": Why We Must Reimagine "Classroom Management" for Equity,***
- ensuring that all staff understand the “why” behind and the implementation process of restorative practices on our campus,
- and building clear structures that lead students and staff to have a mutual understanding of expectations for being a part of our school culture and community.

Questions?

Coversheet

CEO Report

Section: III. Items Scheduled for Information and Potential Action
Item: N. CEO Report
Purpose: FYI
Submitted by:
Related Material: August 1 Board Meeting Director Report.pdf

CEO BOARD REPORT
Board Meeting August 1, 2023

Department	Highlights for the Board
Dr. Maria Pimienta Director of Human Resources	● Hiring, updating staffing, visiting schools during summer school sessions ● Preparing permits for non credentialed staff
Enrique Robles Director of Operations & Data Strategy	● Wrapped up End of Year CALPADS Reporting ● Worked with the School Leaders on ensuring their students have their class schedule before day 1 ● Worked with ASAS-LA to launch our Expanded Learning Programs
Jacky Leung Director of Technology	● New copiers delivered at all schools
Luis Ramirez Director of Enrollment and Recruitment	● Continuing to assist families to finalize enrollments for 2023-24 ● Begun yearlong recruitment plans for 2024-25 enrollments
Beth Bulgeron Dir of Governance and Compliance	● Creating new internal systems and processes and refining and updating existing systems for the CMO to increase efficiency and clarity for work flow. ● Working with Branding officer to create CMO specific website
Executive Report	