TEACH Public Schools

TEACH Regular Board Meeting

Date and Time

Tuesday June 18, 2024 at 5:00 PM PDT

Location

Board Meeting Access Locations CA:
Alternate Public Access Locations:

TEACH Elementary
8505 S Western Ave
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

and via zoom:
Beth Bulgeron is inviting you to a scheduled Zoom meeting.
Topic: TEACH Regular Board Meeting

Time: Jun 18, 2024 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/82004580755
Meeting ID: 820 0458 0755

One tap mobile
+12532158782,,82004580755# US (Tacoma)
+13462487799,,82004580755# US (Houston)

Dial by your location
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 719 359 4580 US
• +1 253 205 0468 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US
Meeting ID: 820 0458 0755
Find your local number: https://teachpublicschools-org.zoom.us/u/kcHM10S6Gr

---

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing

Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898. www.teachpublicschools.org

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

Alternate Public Access Locations:
Topic: TEACH Regular Board Meeting
Time: Jun 18, 2024 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/82004580755

Meeting ID: 820 0458 0755

One tap mobile
+12532158782,,82004580755# US (Tacoma)
+13462487799,,82004580755# US (Houston)

Dial by your location
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 719 359 4580 US
• +1 253 205 0468 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US

• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US

Meeting ID: 820 0458 0755

3680 Wilshire Blvd.
Los Angeles CA 90010

3740 S Crenshaw Blvd.
Los Angeles, CA 90016

1340 W 106th St.
Los Angeles, CA 90044

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**
	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.			
	A. Approve the Board Agenda and the Minutes of the May 21, 2024 Meeting	Vote	Cecilia Sandoval	5 m

		Purpose	Presenter	Time
III.	**Items for Potential Action**			**5:12 PM**
A.	Consider and Approve the Termination of the CMO Contract with TEACH Las Vegas	Vote	Matthew Brown	5 m

Consider and approve the termination of the Transitional Support Services Agreement between TEACH Public Schools and TEACH Las Vegas (TLV), effective June 30, 2024. This decision follows extensive efforts to address governance issues with TLV, which have significantly impeded effective management and operations of TEACH Las Vegas.

B.	Fiscal Report	FYI	Richard McNeel	8 m
C.	Consider and Approve the Final Budget for TEACH Public Schools, TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School for the 2024-2025 Fiscal Year	Vote	Richard McNeel	5 m

This budget outlines the financial plan to support our educational programs, operational needs, and strategic goals for the upcoming year, ensuring alignment with our mission and fiscal responsibility.

D.	Closed Session to Consider the Appointment, Employment and Evaluation of the CEO	Vote	Cecilia Sandoval	5 m
E.	Approval of Executive Director's Annual Salary	Vote	Matthew Brown	5 m

The Board will consider the approval of the annual salary for the Executive Director for the fiscal year ending June 30, 2025. The proposed annual salary is reflected in the 2024-2025 TEACH Public Schools budget and includes a 4.5% salary increase, consistent with the proportionate increase provided to all returning TEACH employees.

F.	Board Resolution Regarding Annual Bonuses	Vote	Matthew Brown	5 m

The 2024-2025 TEACH Budgets include a 5% annual retention bonus to all staff. This resolution details the criteria and payment structure for this bonus.

G.	Consider and Approve the Education Protection Accounts (EPA Accounts)	Vote	Matthew Brown	5 m

The Education Protection Account (EPA) funds, sourced from Proposition 30 tax revenues, support California charter schools by providing additional funding for

		Purpose	Presenter	Time

instructional purposes. These funds must be used exclusively for classroom instruction and educational programs, not administrative costs. Approval of this year's EPA spending plan ensures compliance with transparency requirements and supports our educational goals. Funds will be used for certificated salaries and benefits.

H.	Presentation on the Local Indicators	Discuss	Beth Bulgeron	6 m

The Board will review the presentation of the local indicators for TEACH Public Schools, which assess key areas of school performance, including basic services, implementation of state academic standards, parent engagement, school climate, and access to a broad course of study. These indicators provide a comprehensive view of the school's effectiveness and are crucial for ensuring accountability and transparency in our educational practices.

I.	Consider and Approve the Local Control and Accountability Plans (LCAPs) for TEACH Tech Charter High School and TEACH Prep Elementary School and the LCAP and CSI Plan for TEACH Academy of Technologies	Vote	Beth Bulgeron	8 m

The Board will consider and approve the Local Control and Accountability Plans (LCAPs) for all TEACH schools for the 2024-2025 academic year. These LCAPs outline our goals, planned actions, and resource allocations aimed at improving student outcomes, with a particular focus on high-need students. The plans have been developed with input from stakeholders and address key state priority areas. Additionally, the LCAPs are aligned with the annual budgets, ensuring that financial resources are strategically allocated to support our educational goals and enhance services for our students.

J.	Foster Youth Transportation Plan MOU with LA County	Vote	Matthew Brown	2 m

Consider and approve the Interagency Agreement between TEACH Public Schools and the Los Angeles County Department of Children and Family Services (DCFS), the Los Angeles County Office of Workforce Development, Aging and Community Services (WDACS), the Los Angeles County Office of Education (LACOE), and other participating school districts and charter schools. This agreement establishes procedures and funding responsibilities to provide necessary transportation for foster youth to remain in their school of origin, ensuring educational stability as required by the Every Student Succeeds Act (ESSA). The agreement includes roles, responsibilities, and cost-sharing mechanisms to support this initiative.

		Purpose	Presenter	Time
K.	Consider and Approve the Charter Safe Insurance Proposal	Vote	Matthew Brown	5 m

Consider and approve the membership renewal proposal from CharterSAFE for TEACH Inc. for the 2024-2025 year. This proposal includes comprehensive insurance coverages such as liability, property, workers' compensation, cyber liability, and more, effective from July 1, 2024, to July 1, 2025. The total member contribution is $292,540, with options for payment in full or an installment plan. Approval of this proposal ensures continued protection and support for our schools under CharterSAFE's insurance program.

L.	Consider and Approve the After School Program Services with After School All Stars, Los Angeles, for After School Education and Safety (ASES) Programs at TEACH Preparatory Mildred S. Cunningham and Edith H. Morris Elementary School and TEACH Academy of Technologies and designate Enrique Robles as the authorized Program Officer for the ASES Grants.	Vote	Enrique Robles	5 m
M.	Approve Annual Contracts for Substitute Teachers- Aptus Group Cross Country Staffing, Scoot Education, and The Education Team; Special Education Services- Comp Therapy; and School Bus Services- A&B Legacy Transports.	Vote	Shawnna Lawson	5 m

The Board will consider and approve annual contracts for the following services: Substitute Teachers with Aptus Group, Cross Country Staffing, Scoot Education, and The Education Team; Special Education Services with Comp Therapy; and School Bus Services with A&B Legacy Transports. These contracts are being approved as they have the potential to or will exceed $50,000 annually, which is the threshold for board approval according to the current fiscal policy. Approval ensures the continued provision of essential educational and support services for our students, maintaining high standards of quality and consistency.

N.	CEO Report	FYI	Raul Carranza	5 m

IV. Closing Items — 6:26 PM

A.	Upcoming Meeting Date July 30, 2024	FYI	Beth Bulgeron	1 m

The next Regular Board Meeting is scheduled for July 30, 2024 at 5 pm

	Purpose	Presenter	Time
B. Adjourn Meeting	Discuss	Cecilia Sandoval	

Coversheet

Approve the Board Agenda and the Minutes of the May 21, 2024 Meeting

Section: II. Consent Items
Item: A. Approve the Board Agenda and the Minutes of the May 21, 2024 Meeting
Purpose: Vote
Submitted by:
Related Material: 2024_05_21_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

TEACH Regular Board Meeting

Date and Time
Tuesday May 21, 2024 at 5:00 PM

Location
Via zoom:
Topic: TEACH Regular Board Meeting
Time: May 21, 2024 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/81234487859
Meeting ID: 812 3448 7859

One tap mobile
+12532158782,,81234487859# US (Tacoma)
+13462487799,,81234487859# US (Houston)

Dial by your location
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 719 359 4580 US
• +1 253 205 0468 US
• +1 312 626 6799 US (Chicago)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US

• +1 564 217 2000 US
• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US
• +1 309 205 3325 US
Meeting ID: 812 3448 7859
Find your local number: https://teachpublicschools-org.zoom.us/u/kdPSClVIGU

and at the school sites:

TEACH Elementary
8505 S Western Ave
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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.
REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY
The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION
For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898.
www.teachpublicschools.org

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

Alternate Public Access Locations:

TEACH Elementary
8505 S Western Ave
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

Via ZOOM
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/88006506276
Meeting ID: 880 0650 6276

One tap mobile
+12532050468,,88006506276# US
+12532158782,,88006506276# US (Tacoma)

Dial by your location
• +1 253 205 0468 US
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)

• +1 719 359 4580 US
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 646 931 3860 US
• +1 689 278 1000 US
• +1 929 205 6099 US (New York)
• +1 301 715 8592 US (Washington DC)
• +1 305 224 1968 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
Meeting ID: 880 0650 6276

Directors Present
J. Lobdell (remote), M. Maye (remote), S. Burrows (remote)

Directors Absent
A. Dragon, C. Sandoval

Ex Officio Members Present
R. Carranza (remote)

Non Voting Members Present
R. Carranza (remote)

Guests Present
B. Brown, B. Bulgeron (remote), B. Williams, E. Robles (remote), L. Ramirez, M. Brown (remote), M. Pimienta (remote), S. Lawson, S. Menduke, S. Rhee

---

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 Tuesday May 21, 2024 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 April 30, 2024 Regular Board Meeting

S. Burrows made a motion to approve the minutes from April 30, 2024 TEACH Regular Board Meeting on 04-30-24.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

S. Burrows made a motion to Approve the agenda with the removal of item G, to be addressed at the next meeting.
M. Maye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approve the Contracts for Aeries Student Information System, Sehi Computer Chromebooks and LAESG Crossing Guard

M. Maye made a motion to Approve the contracts for Aeires, Sehi Computers and LAESG Crossing Guard.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Items Scheduled for Information and Potential Action

A.

Consider and Vote to Continue Cecilia Sandoval as Board Chair

S. Burrows made a motion to Approve the renewal term and position as Chair of Cecilia Sandoval.
M. Maye seconded the motion.
Beth introduced the agenda item and shared that Cecilia was happy to serve an additional term. Board Member Lobdell expressed gratitude for her hard work and leadership.
The board **VOTED** to approve the motion.

Roll Call

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

B. Financial Report

Richard McNeel gave the financial report and included details on all indicators. Report is includded in board materials. Board member Burrows asked about the high school ADA and Richard explained it was lower than the original budget projections. Mr. Brown explained in more detail the difference between enrollment numbers and ADA. Mr. Menduke shared that chronic absenteeism was down 10% from last year.

C. 2024-2025 Budgets for Teach Public Schools

Matt Brown presented the 2024-2025 budget and explained that the final budget would be up for approval, along with the LCAPs at the June meeting. This budget is provided to give boardmembers ample time to review and ask questions before the next meeting. The budget assumed a 0 COLA however, the state provided a 1% COLA. Each site will end the year with a small surplus and the budget includes a 4.5% raise for all employees. The board asked about increasing ADA at the elementary school and Matt explained that there wasn't much space in the building to add additional students. Board Member Burrows asked about how the community was involved in contributing to and shaping the budget and LCAP plans. Matt explained that parents and other stakeholders such as community organizations that support the school had opportunities to contribute at various meetings throughout the year, and there will be a Public Hearing designed for the public to provide input on the LCAP prior to the board's approval in June.

D. Consider and Approve the Charter Safe Insurance Proposal

This item was tabled because the proposal from Charter Safe Insurance was not submitted.

E. ELAC and SSC Meeting Reports

Luis Ramierez reported on the English Language Advisory Council and School Site Council Meetings. TEACH has moved to having all three divisions in one meeting because so many families have a children enrolled in more than one division. Most rcently, the meetings have included parent presentations led by parents trained by the Department of Mental Health in areas such as addressing chronic absenteeism, parent and child communication, parent advocacy. They are working on classes for parents that may include, ESL, technology, supporting students in math. They will be having a potluck in June to celebrate the sense of accomplishment and community build this school year. Board Member Lobdell recognized the great work that was being done. Parent survey materials are included in the board packet as an example of parent engagement activities planned for the coming year.

F. Consider and Approve the Board Meeting Calendar for 2024-2025

M. Maye made a motion to Approve the Board Meeting Calendar for 2024-2025 with a change to be made for the November meeting date.
S. Burrows seconded the motion.
Beth presented the calendar. Board Member Lobdell pointed out that November 5th was election day. The board agreed to approve the calendar and change the November meeting date once the school year begins.
The board **VOTED** to approve the motion.

Roll Call

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

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

This item was tabled

H. Executive Director Report

Dr. Carranza gave an update on Naviance, saying it would be implemented next year. This is a tool for capturing student enrollment and persistence in college. He also updated the board on activities students were participating in through the outreach and connection of board member Maye.

Carranza also gave updated on end of year celebtrations such as graduation and stated an invitation would be forthcoming.

IV. Closing Items

A. Upcoming Meeting Date June 18, 2024

B.

Board Member Comments

There were no board member comments

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:40 PM.

Respectfully Submitted,
J. Lobdell

Coversheet

Consider and Approve the Termination of the CMO Contract with TEACH Las Vegas

Section: III. Items for Potential Action
Item: A. Consider and Approve the Termination of the CMO Contract with TEACH Las Vegas
Purpose: Vote
Submitted by:
Related Material:
Approved Transitional_Support_Services_Agreement_with_TeachLV__4871-0168-7175.v3_BB.pdf

MONTH-TO-MONTH TRANSITIONAL SUPPORT SERVICES AGREEMENT

This Month-to-Month Transitional Support Services Agreement ("Agreement'') is made as of this 17 day of October, 2023 (the "Execution Date"), by and between TEACH Inc., a California nonprofit corporation ("Consultant"), and TEACH Las Vegas, a Nevada nonprofit corporation ("Company" or "School') (collectively, the "Parties'').

Recitals

WHEREAS, the Company, has entered into a charter contract (the "Charter Contract') with the Nevada State Public Charter School Authority (the "Authorizer" or "SPCSA"), to organize and operate a charter school in Clark County, Nevada, pursuant to the Charter School Act, Nevada Revised Statutes ("NRS") Chapter 388A (the "Act") and its accompanying regulations;

WHEREAS, Consultant is a nonprofit charter school management organization (a "CMO") which manages and provides support services to multiple charter schools located in California;

WHEREAS, Consultant therefore has the knowledge, skills, and experience to assist the School in successfully operating its Nevada charter school, to ensure that the Board's mission and vision is faithfully and efficiently implemented;

WHEREAS, Consultant and the School previously entered into a previous services agreement (the "Amended Agreement") executed March 21, 2021, amended on or about May 23, 2023, and terminated on October 17, 2023 after payment of Consultant's claim for unpaid fees due and owning arising out of the Amended Agreement;

WHEREAS, the School has entered a difficult period of transition following the abrupt departure of the Executive Director and several members of its Board of Directors (the "Board") and staff;

WHEREAS, the Parties intend for the arrangement memorialized in this Agreement to be limited in scope and time to allow only for the services provided herein, during this period of transition, and not to extend beyond the period Company's ownership, control, or administration of the School to any successor of Company absent further written agreement duly executed by Consultant;

WHEREAS, after careful and due deliberation by the Board, the School now seeks to enter into this Agreement to obtain Consultant's Services pursuant to the terms hereof and Consultant is able and willing to provide the Services as set forth, for the fundamental purpose of ensuring the academic, financial, and regulatory success of the School during this period of transition while the School seeks third-party financing and new management personnel;

NOW, THEREFORE, in consideration of the covenants and agreements of the Parties herein contained and of the fees to be paid to Consultant as hereinafter set forth, the Parties

hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

Agreement

1. **DEFINITIONS**. The following terms have the meanings set forth in the Section of this Agreement cross-referenced below:

Term	Section	Term	Section
"Act"	Recitals	"FERPA"	Section 8(a)
"Agreement"	Preamble	"Indemnitees"	Section 10(a)
"Authorizer"	Recitals	"IP License"	Section 8(b)
"Bankruptcy"	Section 4(b)	"Consultant"	Preamble
"Board"	Recitals	"NRS"	Recitals
"Charter Contract"	Recitals	"Parties"	Preamble
"CMO"	Recitals	"School"	Preamble
"DSA"	Section 6(a)	"School Records"	Section 8(a)
"Execution Date"	Preamble	"Services"	Section 4
"Facility"	Section 5(a)(4)	"Service Fee"	Section 5(a)
		"SPCSA"	Recitals

2. **APPOINTMENT**. Company hereby engages Consultant on the terms and conditions hereinafter set forth to provide the described Services to Company; and Consultant hereby agrees to provide the Services to Company, pursuant to the terms hereof.

3. **LEGAL COMPLIANCE**. The provisions of the Agreement are enforceable only to the extent they comply with the Charter Contract and all applicable laws and regulations, including the Act. Both Parties will also conduct all of their actions in accordance with the Charter Contract and all applicable laws and regulations, including the Act.

4. **TERM; TERMINATION.**

(a) Term. This Agreement shall operate on a month-to-month basis, shall commence on the Execution Date and shall continue for no longer than twelve months until terminated by one of the Parties by written notice stating its intention to terminate this Agreement.

(b) Termination. Either Party may terminate this Agreement upon twenty-four (24) hours prior written notice, with or without cause. This Agreement shall automatically terminate (with no prior written notice) upon: (a) the SPCSA revoking the Company's Charter Contract; or (b) if Company were to file a voluntary bankruptcy petition or a petition or answer seeking reorganization, arrangement, composition, a receivership, or similar relief under present or future federal or state bankruptcy codes or laws, or make an assignment for the benefit of its creditors, or admit in writing its inability to pay its debts as they become due, or consent to the appointment of any receiver, trustee or liquidator of all or a

substantial part of its property, or if any petition seeking any such relief were commenced against Company and not dismissed within ninety (90) days (any of the foregoing, a "Bankruptcy").

(c) Duties upon Termination. In the event of a termination, the Parties shall work reasonably and cooperatively to ensure that the School's operations continue without substantial interruption or decline in performance. Consultant shall immediately deliver to Company any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School, retaining only electronic copies as required by the law or for the purpose of adjudicating any dispute arising out of this Agreement.

5. **DUTIES OF CONSULTANT**.

(a) Services. During the Term, Consultant shall provide the following services to the School (collectively, the "Services''):

(1) consulting with and advising the School's Board of Directors (the "Board') in matters of self-governance, regulatory compliance, and other core governing matters;

(2) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout the school year as necessary;

(3) providing or contracting for office services, such as accounting, payroll, human resources and billing;

(4) supervising the development, tracking, and amendment of the annual budget, and advising the Board on the same;

(5) oversee the preparation and maintenance of proper financial books and records;

(6) developing and executing fundraising opportunities;

(7) working with the SPCSA and other relevant governmental authorities as necessary, including complying with reporting requirements and any other general inquiries received from the SPCSA;

(8) attending Board meetings and reporting on the status and performance of the School and the Consultant;

(9) providing an interim Executive Director to supervise and evaluate senior School staff (e.g., the Superintendent [a/k/a Principal]);

(10) marketing for student enrollment;

(11) assisting with public relations;

(12) writing grants for state and other funding;

(13) providing guidance relating to the curriculum;

(14) providing support for information technology;

(16) providing any other operational or educational needs relating to the School that the Company may reasonably request of Consultant from time to time.

Any duties and obligations required to be carried out by the School, or for the operation of the School, and not listed under the Services above, shall be the Company's responsibility.

6. **SERVICE FEE**.

(a) Service Fee. In consideration for the Services, Company shall pay Consultant in advance a monthly "Service Fee" of $24,000.00, with a daily fee of $800.00 if a period of less than one month, which is roughly equivalent to or less than .73% percent (0.73%) of the total gross revenues due from the State of Nevada in per-pupil funding for such month (including Distributive School Account ("DSA") payments, but excluding one-time or dedicated grants).

(b) Payment Terms. The Service Fee shall be payable by Company to Consultant on or before the 18th day of each calendar month, in advance, for services to be provided for the following month during the Term of this Agreement. Consultant shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including compensation and other benefits payable to any Consultant employees, and including any and all travel, accommodation, meal, and other out-of-pocket expenses, costs, or overhead.

7. **INDEPENDENT ENTITIES; NO CONFLICTS OF INTEREST**.

(a) Independent Contractor. It is expressly agreed by the Parties hereto that Consultant is not an employee of the Company for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement. Upon being authorized by, and entering into the Charter Contract with, the SPCSA, the School shall be formally governed by the School's Board. Consultant acknowledges and agrees that it does and will not control the Board, which will instead remain an independent, self-governing public body

whose powers and authority shall not be unlawfully usurped or interfered with. The Board will retain sole authority for setting and approving reasonable rules, regulations, policies and procedures for the School, including final decision-making over the budget, curriculum, student conduct, special education, school calendars, and student recruitment.

(b) Limited Authority. Consultant does not have, and will not purport to have, the power to bind or legally obligate the Company, to threaten or to commence any legal actions or proceedings of any kind on behalf of the Company, nor to defend the same (except pursuant to an indemnity obligation).

(c) No Conflicts. Consultant represents and warrants that it has not, and covenants that it will not, offer, gift, or transfer, whether directly or indirectly, a substantial gift, commission, or other benefit to any School director, officer, or employee, now or in the future. Consultant will comply with the conflicts of interest rules set forth in the Charter Contract, as well as any and all Conflict of Interest Policies, Codes of Conduct, Bylaws, and other guidelines adopted by the School from time to time. No director, officer, or employee of the Consultant will serve on the Board. If at any time there exists some relationship between the Consultant and any other person or entity providing goods or services to the School, the Consultant shall immediately disclose the nature and details of that relationship to the Board.

(d) Performance Standards.

(1) Standards. In providing the Services, Consultant shall: (i) comply with all applicable federal, state, and local laws, statutes, codes, regulations, ordinances, judgments, orders, permits, licenses, approvals, and accreditations; (ii) act reasonably, diligently, promptly, faithfully, and in a first-class manner; (iii) comply with all reasonable and mandatory rules and regulations for independent contractors adopted by Client from time to time, if any; and (iv) act in conformity with public conventions, morals and standards of decency.

8. **RECORDS; INTELLECTUAL PROPERTY**.

(a) School Records. Company hereby grants permission to Consultant to access the financial, educational, and student records pertaining to the School (the "School Records') solely for the purpose of providing Services under this Agreement. The School Records are the property of the Company. The Parties acknowledge and agree that such records may be subject to various state and federal laws governing both the disclosure and confidentiality of the same, including the Nevada Public Records Act (NRS Chapter 239) and the Family Educational Rights and Privacy Act ("FERPA"), and both Parties shall strictly act in compliance with the same.

(b) IP License; Purpose. During this Agreement, each Party is permitted to use the other Party's intellectual property. Each Party hereby grants the other Party a limited, revocable, world-wide, non-exclusive, royalty-free, personal, nonassignable, non-transferrable, and non-sublicensable license (the "I.P. License") to use its intellectual property (including, for example, its logos, trade names, trademarks, service marks, copyrighted materials [e.g., Consultant's curriculum, teaching materials, handouts, protocols, policies, and teacher-training documents],inventions, patents, and trade secrets) during the Term, for the sole purpose of the other Party meeting its obligations in the Charter Contract, this Agreement, and under applicable law, and for no other purposes. There shall be no monetary fee for this license, in consideration of each Party granting a license to the other Party.

(c) Ownership. The IP License is not a transfer or assignment, meaning each Party shall maintain sole and exclusive ownership of its own intellectual property.

9. **INSURANCE**. During the term of this Agreement, each Party shall procure and maintain general liability insurance coverage, as well as standard employment, workers' compensation, automotive, and criminal coverages, in no less than the amounts and coverages (i) required by the Charter Contract and applicable laws, and (ii) which are reasonable and customary for similarly-situated parties in Southern Nevada, consistent with sound business practices. All such policies shall name the other Party as an additional insured. Each Party will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance. Each Party shall supply the other Party with certificates from time to time which evidence its compliance with these insurance obligations.

10. **INDMNIFICATION**.

(a) Mutual Indemnity. Each Party hereby agrees to indemnify, defend, hold harmless, and protect the other Party, and its directors, officers, employees, successors and assigns (collectively, the "/indemnitees") from and against any and all liabilities, fines, losses, claims, causes of action, suits, forfeitures, penalties, punitive, liquidated, or exemplary damages, or voluntary settlement payments, of whatever kind and nature, and costs and expenses incident thereto (including reasonable attorneys' fees) which an Indemnitee may incur, become responsible for, or pay out as a result of claims arising out of or connected to the acts, services, conduct or omissions of the indemnifying Party and its directors, officers, employees, successors and assigns, including any breach of this Agreement (except to the extent that the same is subject to indemnification by another Indemnitee).

(b) Procedure. Promptly after receipt by an Indemnitee of commencement of a proceeding against it, such Indemnitee shall, if indemnification is requested hereunder, give notice to the relevant indemnifying Party of such claim, but the failure to notify the indemnifying Party will not relieve it of any liability (except

to the extent of any prejudice caused thereby). If the indemnifying Party assumes the defense of the proceeding, no compromise or settlement of such claims may be effected by the indemnifying Party without the Indemnitee's consent unless (A) there is no finding or admission of any violation of law by the Indemnitee, and (B) the sole relief provided is monetary damages that are paid in full by the indemnifying Party; and (c) the Indemnitee will have no liability with respect to any compromise or settlement of such claims. If notice is given to the indemnifying Party of the commencement of any proceeding and the indemnifying Party does not, within ten (10) days after the Indemnitee's notice is given, give notice to the Indemnitee of its election to assume the defense, the indemnifying Party will be bound by any determination made in such proceeding or any compromise or settlement effected by the Indemnitee.

11. **MISCELLANEOUS**.

(a) Agreement in Entirety. This Agreement constitutes the entire agreement of the Parties and supersedes and replaces any and all prior agreements and understandings.

(b) School Obligations. All School obligations of the Company herein are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Public Charter School Authority, or State Department of Education.

(c) Governing Law; Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada. Any disputes arising hereunder shall be solely and exclusively heard in state courts located in Clark County, Nevada. The Parties waive any objection based on lack of jurisdiction, forum non conveniens, or venue in such courts.

(d) Fee Reimbursement. In any disputes arising hereunder, the losing Party shall pay to the prevailing Party the reasonable attorneys' fees incurred by the prevailing Party in connection therewith (even if no formal lawsuit is commenced), together with all costs and expenses of the prevailing Party.

(e) Reservation of Immunities. Nothing herein constitutes a waiver of the protections and immunities in NRS Chapter 41 or any other applicable state and/or federal laws.

(f) No Personal Liability. Each Party agrees that absent clear and convincing evidence of fraud or willful misconduct, no Board member, owner, director, executive, agent, or employee of either Party shall be personally liable for payment or damages under this Agreement, and each Party shall only look to the other Party for payment or performance of the obligations herein.

(g) Further Assurances. The Parties agree to do any act or thing and execute any and all documents or instruments which is or are reasonably necessary or proper to

effectuate the provisions and intent of this Agreement; provided, however, neither Party shall have any obligation to agree to changes which (i) materially increase that Party's obligations or materially reduce its rights, or (ii) materially alter the terms of the Agreement, including economic terms.

(h) Severability. Any provision of this Agreement which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect. In lieu of such invalid, void or illegal provision, there shall be added to this Agreement a provision that is valid and enforceable and as similar (in purpose and effect) to such invalid, void or illegal provision as is reasonably possible.

(i) Survival. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement for a reasonable period of time.

(j) No Third-Party Beneficiaries. Except as otherwise provided herein, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third party, nor create any third-party beneficiary or fiduciary rights in any third party.

(k) Negotiation; Counsel. Each Party has had a full opportunity to be represented by counsel in this Agreement. No provision in this Agreement shall be construed in either Party's favor based on who drafted or revised that particular provision.

(l) Confidentiality. The Parties shall treat all of the terms of this Agreement, as well as any reasonably confidential and proprietary information of the other Party, confidentially and shall not disclose the terms hereof to any third party other than as required by federal or State law (including NRS Chapter 239), or by the Authorizer, or in order to meet the disclosing Party's obligations under this Agreement.

(m) Force Majeure. Neither Party will be liable for any delay in performance or inability to perform due to acts of God, war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, pandemic, epidemic, quarantine, or other acts or events beyond its reasonable control (which does not include mere financial inability to perform). If a Party encounters a Force Majeure event, it shall immediately contact the other Party and provide all known details regarding the same, and the Parties shall work together reasonably and in good faith to implement temporary measures to address the situation.

(n) Prohibited Persons. Neither Party shall include any persons with whom U.S. citizens and companies are prohibited from conducting business due to federal or state laws concerning, for example, government embargoes, sanctions, terrorism, or money laundering.

(o) Non-Discrimination. Neither Party will discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, disability, or other classification protected by law.

(p) No Boycott. If Consultant's annual amount to perform hereunder exceeds $50,000, Consultant hereby certifies that it is not currently engaged in, and will not during the Term of this Agreement engage in, a boycott of Israel as defined in NRS 332.065.

(q) Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, and all of which constitute one and the same instrument. Signatures may be delivered by facsimile or e-mail with the same force and effect as originals.

IN WITNESS WHEREOF, Company and Consultant have caused this Agreement to be executed as of the day and year first above written.

Consultant	Company
TEACH Inc.,	TEACH Las Vegas,
a California nonprofit corporation	a Nevada nonprofit corporation
By:	By:
Name: Spencer Burrows	Name: Trishawn Allison
Title: Secretary TEACH Inc.	Title: TEACH Las Vegas Board Chair

Powered by BoardOnTrack

Coversheet

Consider and Approve the Final Budget for TEACH Public Schools, TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School for the 2024-2025 Fiscal Year

Section: III. Items for Potential Action
Item: C. Consider and Approve the Final Budget for TEACH Public Schools, TEACH Tech Charter High School, TEACH Academy of Technologies, and TEACH Prep Elementary School for the 2024-2025 Fiscal Year
Purpose: Vote
Submitted by:
Related Material: TEACH FY24-25 Proposed Budget.pdf

CHARTER IMPACT

TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Prep Elementary, & TEACH Public Schools

FY24-25 Budget Overview

FY24 Budget Highlights

- FY24/25 LCFF Funding Rates are projected to be increased 1.07%
- Modest enrollment growth is assumed at each site. 2.4% at TEACH Academy of Technologies, 3.3% at TEACH Tech High, and 0.4% at Teach Prep Elementary.
- Federal Grants down due to Covid monies running out.
- State Monies decreasing also due to sunsetting of COVID revenue.
- All sites are projecting surplus, positive fund balance and cash flow.
- All schools are projected to exceed the bond requirements Debt Service Ratio of 1.20 and 45- Days Cash on Hand

FY25 Proposed Budget

TEACH Inc. FY24-25 Proposed Budget				
	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue Projected	$ 9,133,843	$ 9,066,346	$ 6,044,154	$ 2,303,213
Expenses Projected	9,113,367	8,959,351	6,013,231	2,078,167
Surplus/Deficit	20,476	106,995	30,923	225,046
Beginning Fund Balance	7,460,190	8,972,735	3,822,077	564,269
Ending Fund Balance	$ 7,480,666	$ 9,079,730	$ 3,853,000	$ 789,315
Cash Projected @ 6/30/2025	$ 7,001,498	$ 8,318,124	$ 3,072,058	$ 1,915,706
Enrollment/ Average Daily Attendance	466/ 423.55	407/ 377.25	269/ 240.38	
Average Daily Cash On Hand Projected @ 6/30/25 (45 req)	280	339	186	
Base Rent Coverage Ratio (1.1 req)	2.20	2.19	2.02	

FY25 Budget Assumptions

TEACH ACADEMY OF TECHNOLOGIES PLANNING FACTORS				
FACTORS	**FY23-24 @ 2nd Interim**	**FY24-25**	**FY25-26**	**FY26-27**
Enrollment:	455	466	466	466
ADA	413.52	423.55	423.55	423.55
	90.89%	90.89%	90.89%	90.89%
COLA	8.22%	1.07%	2.93%	3.08%
TK-3	$ 9,919.00	$ 10,024	$ 10,318	$ 10,636
4-6	$ 10,069.00	$ 10,177	$ 10,475	$ 10,798
7-8	$ 10,367.00	$ 10,478	$ 10,785	$ 11,117
9-12	$ 12,015.00	$ 12,144	$ 12,499	$ 12,884
AMG Prop 28	$ -	$ -	$ -	$ -
ELOG	$140,403.00	$ -	$ -	$ -
ELOP	$597,158.00	$353,962.00	$353,962.00	$353,962.00
ESSER III	$226,990.00	$ -	$ -	$ -
EEBG	$ 11,185.00	$ 11,185.00	$ 11,185.00	$ -
AMIMBG	$ 81,921.00	$ 81,921.00	$ 84,404.00	$ -
LREBG	$175,964.00	$175,964.00	$175,964.00	$175,964.00
Federal Special Education IDEA rate per ADA	$ 245.00	$ 245.00	$ 249.90	$ 254.90
State Special Education- AB602	$ 1,018.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 19.38	$ 19.85	$ 20.25	$ 20.65
Mandate Cost per ADA 9-12	$ 55.12	$ 55.17	$ 56.27	$ 57.40
State Lottery Per ADA	$ 237.00	$ 249.00	$ 253.98	$ 259.06
CAL STRS	19.10%	19.10%	19.10%	19.10%
CAL PERS	27.00%	27.00%	28.10%	28.80%

FY25 Budget Highlights

TEACH ACADEMY OF TECHNOLOGIES FY24-25

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 5,911,894	$ 6,113,279	$ 201,384
Federal Revenue	899,868	809,721	(90,147)
Other State Revenue	2,311,425	2,035,843	(275,582)
Other Local Revenue	193,336	175,000	(18,336)
Total Revenue	**$ 9,316,524**	**$ 9,133,843**	**$ (182,681)**

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 1,892,944	$ 2,268,977	$ (376,034)
Classified Salaries	776,928	835,489	(58,561)
Benefits	993,401	1,116,948	(123,547)
Books and Supplies	1,158,384	1,189,044	(30,659)
Subagreement Services	842,592	707,900	134,692
Operations	270,483	276,800	(6,317)
Facilities	1,049,906	1,055,300	(5,394)
Professional Services	1,890,745	1,512,551	378,195
Depreciation	131,725	134,900	(3,175)
Interest	15,459	15,459	(0)
Total Expenses	**$ 9,022,567**	**$ 9,113,367**	**$ (90,801)**

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 293,957**	**$ 20,476**	**$ (273,482)**
Beginning Fund Balance	7,166,233	7,460,190	
Ending Fund Balance	**$ 7,460,190**	**$ 7,480,666**	
As a % of Annual Expenses	*82.7%*	*82.1%*	

LCFF revenue: COLA rate increased by 1.07%.
Federal Revenue: Decrease mainly due to reduced one-time Covid Revenue.
Other State Revenue: Decreased due to ELOP funding that was carried over from FY22-23 to FY23-24.
Other Local Revenue: Decreased due to current interest run rates.

Salaries: Increase due to 6% COLA plus Retention Bonus included plus three unfilled positions assumed filled offset by decrease of 1.0 Classified position.

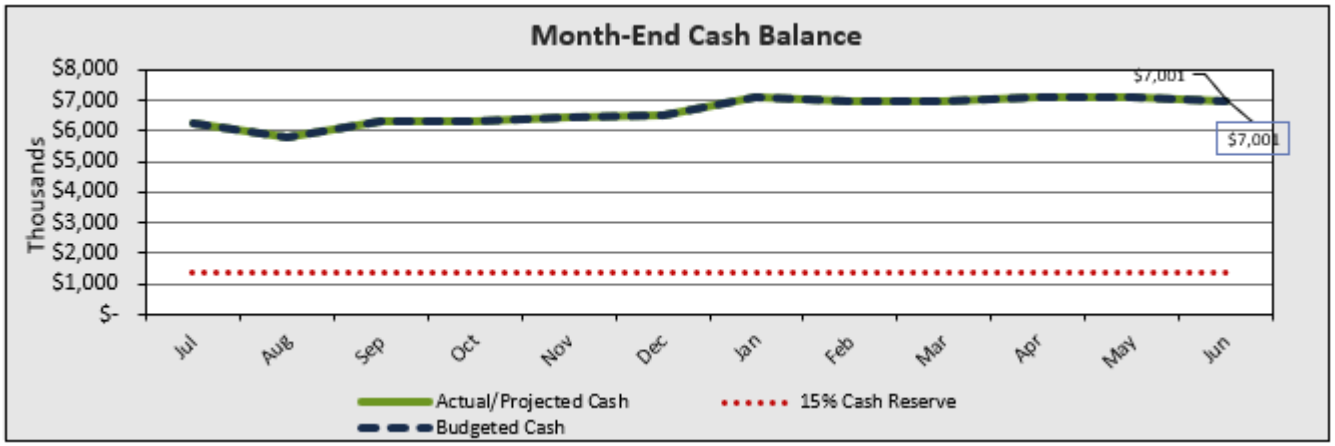
Books & Supplies: Increase due to COLA increase assumption.

Facilities: Increase due primarily to slightly higher Repairs and Maintenance assumptions.

Professional Services: Projected savings due to some block grant costs now accounted for in personnel.

FY25 Budget Cash Flow- TEACH Academy of Technologies

- Cash projected to end at $7,001,498.
- This represents 280 Days Cash on Hand.



FY25 Multi-Year Projections

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.00%*	*2.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*466.00*	*466.00*	*466.00*
Average Daily Attendance	*413.52*	*423.55*	*423.55*	*423.55*
Revenues				
Total Revenue	**$ 9,316,524**	**$ 9,133,843**	**$ 9,179,850**	**$ 9,306,413**
Expenses				
Total Expenses	**$ 9,022,567**	**$ 9,113,367**	**$ 9,162,851**	**$ 9,286,743**
Surplus (Deficit)	**$ 293,957**	**$ 20,476**	**$ 17,000**	**$ 19,670**
Fund Balance, Beginning of Year	$ 6,872,276	$ 7,166,233	$ 7,186,709	$ 7,203,709
Fund Balance, End of Year	**$ 7,166,233**	**$ 7,186,709**	**$ 7,203,709**	**$ 7,223,379**
	79.4%	*78.9%*	*78.6%*	*77.8%*
Cash Flow Adjustments				
Total Change in Cash	(127,140)	942,015	299,156	148,173
Cash, Beginning of Year	6,186,624	6,059,484	7,001,498	7,300,655
Cash, End of Year	**$ 6,059,484**	**$ 7,001,498**	**$ 7,300,655**	**$ 7,448,827**

FY25 Budget Assumptions

TEACH TECH CHARTER HIGH PLANNING FACTORS				
FACTORS	**FY23-24 @ 2nd Interim**	**FY24-25**	**FY25-26**	**FY26-27**
Enrollment:	392	407	407	407
ADA	365.20	377.25	377.25	377.25
	93%	93%	93%	93%
COLA	8.22%	1.07%	2.93%	3.08%
TK-3	$ 9,919.00	$ 10,024	$ 10,318	$ 10,636
4-6	$ 10,069.00	$ 10,177	$ 10,475	$ 10,798
7-8	$ 10,367.00	$ 10,478	$ 10,785	$ 11,117
9-12	$ 12,015.00	$ 12,144	$ 12,499	$ 12,884
AMG Prop 28	$ 76,595.00	$ 76,595.00	$ 76,595.00	$ 76,595.00
ELOG	$ 208,886.00	$ 3,000.00	$ -	$ -
A-G	$ 91,233.00	$ -	$ -	$ -
ESSER III	$ 114,424.00	$ -	$ -	$ -
EEBG	$ 24,315.00	$ 24,315.00	$ 25,052.00	$ -
AMIMBG	$ 89,747.00	$ 89,747.00	$ 89,747.00	$ -
LREBG	$ 309,031.00	$309,031.00	$309,031.00	$ -
Federal Special Education IDEA rate per ADA	$ 245.00	$ 245.00	$ 249.90	$ 254.90
State Special Education- AB602	$ 1,018.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 19.38	$ 19.85	$ 20.25	$ 20.65
Mandate Cost per ADA 9-12	$ 55.12	$ 55.17	$ 56.27	$ 57.40
State Lottery Per ADA	$ 237.00	$ 249.00	$ 253.98	$ 259.06
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY25 Budget Highlights

TEACH TECH CHARTER HIGH FY24-25

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 6,272,499	$ 6,550,407	$ 277,908
Federal Revenue	693,018	588,443	(104,575)
Other State Revenue	1,679,317	1,556,614	(122,703)
Other Local Revenue	412,090	370,881	(41,209)
Total Revenue	**$ 9,056,924**	**$ 9,066,346**	**$ 9,421**

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 2,734,168	$ 2,739,887	$ (5,720)
Classified Salaries	948,944	1,018,522	(69,578)
Benefits	1,043,605	1,058,227	(14,622)
Books and Supplies	748,333	813,756	(65,423)
Subagreement Services	554,554	572,900	(18,346)
Operations	269,760	278,700	(8,940)
Facilities	936,471	967,400	(30,929)
Professional Services	1,440,318	1,452,260	(11,941)
Depreciation	55,894	57,700	(1,806)
Interest	-	-	-
Total Expenses	**$ 8,732,046**	**$ 8,959,351**	**$ (227,305)**

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 324,878**	**$ 106,995**	**$ (217,884)**
Beginning Fund Balance	8,647,857	8,972,735	
Ending Fund Balance	**$ 8,972,735**	**$ 9,079,730**	
As a % of Annual Expenses	*102.8%*	*101.3%*	

LCFF revenue: COLA rate increased by 1.07%.
Federal Revenue: Decrease mainly due to reduced one-time COVID Revenue.
Other State Revenue: Decrease also due to sunsetting COVID Revenue.
Other Local Revenue: Decrease due to lower interest rate projected.

Salaries: increase due to 6% teacher salary increase and potential retention bonuses for staff offset by 1.0 Certificated FTE . Benefits increase due to increase in salaries

Benefits: Increase due to COLA increases.

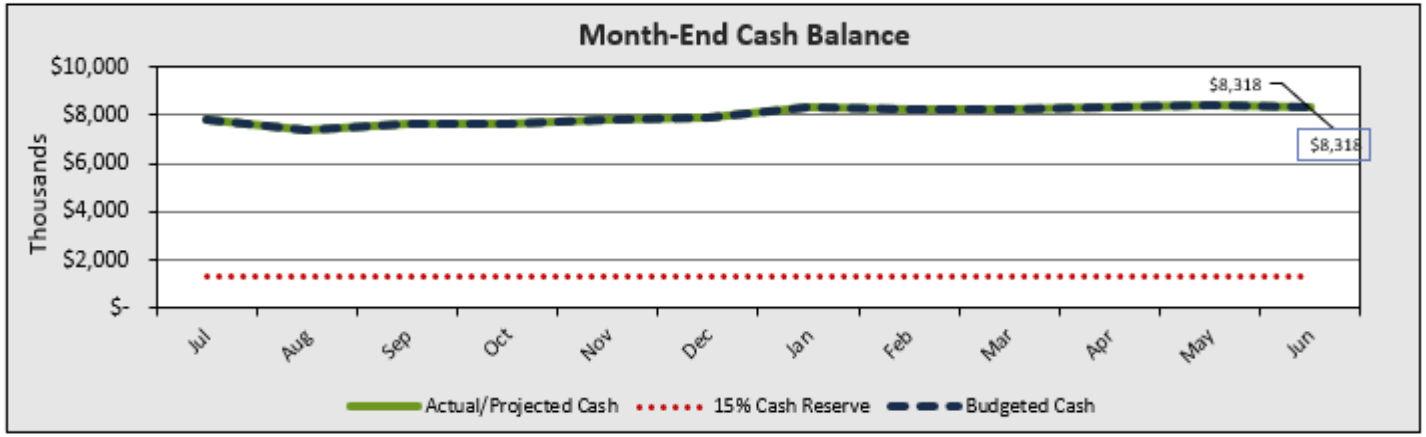
Books and Supplies: Increase due to increased ADA & COLA.

Facilities: Increase due to increased COLA assumption.

Professional Services: Projected increase mainly due to increased ADA and COLA increase.

FY25 Budget Cash Flow- TEACH Tech Charter High

- Cash projected to end at $8,318,124.
- This represents 339 Days Cash on Hand.



FY25 Multi-Year Projections

TEACH Tech High School

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.00%*	*2.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*407.00*	*407.00*	*407.00*
Average Daily Attendance	*365.20*	*377.25*	*377.25*	*377.25*
Revenues				
Total Revenue	**$ 9,056,924**	**$ 9,066,346**	**$ 9,280,123**	**$ 9,098,944**
Expenses				
Total Expenses	**$ 8,732,046**	**$ 8,959,351**	**$ 9,219,603**	**$ 9,081,784**
Surplus (Deficit)	**$ 324,879**	**$ 106,995**	**$ 60,520**	**$ 17,160**
Fund Balance, Beginning of Year	$ 8,322,978	$ 8,647,857	$ 8,754,851	$ 8,815,372
Fund Balance, End of Year	**$ 8,647,857**	**$ 8,754,851**	**$ 8,815,372**	**$ 8,832,532**
	99.0%	*97.7%*	*95.6%*	*97.3%*
Cash Flow Adjustments				
Total Change in Cash	(184,774)	613,270	174,515	96,867
Cash, Beginning of Year	7,889,628	7,704,854	8,318,124	8,492,639
Cash, End of Year	**$ 7,704,854**	**$ 8,318,124**	**$ 8,492,639**	**$ 8,589,506**

FY25 Budget Assumptions

TEACH PREP PLANNING FACTORS				
FACTORS	**FY23-24 @ 2nd Interim**	**FY24-25**	**FY25-26**	**FY26-27**
Enrollment:	268	269	269	269
ADA	239.47	240.38	240.38	240.38
	89.35%	89.36%	89.36%	89.36%
COLA	8.22%	1.07%	2.93%	3.08%
TK-3	$ 9,919.00	$ 10,024	$ 10,318	$ 10,636
4-6	$ 10,069.00	$ 10,177	$ 10,475	$ 10,798
7-8	$ 10,367.00	$ 10,478	$ 10,785	$ 11,117
9-12	$ 12,015.00	$ 12,144	$ 12,499	$ 12,884
AMG Prop 28	$ 46,303.00	$ 46,303.00	$ 46,303.00	$ 46,303.00
ELOG	$ 58,028.00	$ -	$ -	$ -
ELOP	$ 598,197.00	$598,197.00	$598,197.00	$598,197.00
ESSER III	$ 257,363.00	$ -	$ -	$ -
EEBG	$ 11,088.00	$ -	$ -	$ -
AMIMBG	$ 50,040.00	$ 50,040.00	$ 47,096.00	$ -
LREBG	$ 170,571.00	$170,571.00	$175,741.00	$ -
Lit Coch & Read Spec. Grant	$ -	$196,197.00	$196,197.00	$196,197.00
Federal Special Education IDEA rate per ADA	$ 245.00	$ 245.00	$ 249.90	$ 254.90
State Special Education- AB602	$ 1,018.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 19.38	$ 19.85	$ 20.25	$ 20.65
Mandate Cost per ADA 9-12	$ 55.12	$ 55.17	$ 56.27	$ 57.40
State Lottery Per ADA	$ 237.00	$ 249.00	$ 253.98	$ 259.06
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY25 Budget Highlights

TEACH Prep Elementary School FY24-25

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 3,649,851	$ 3,706,990	$ 57,139
Federal Revenue	976,610	384,962	(591,648)
Other State Revenue	2,106,423	1,880,203	(226,220)
Other Local Revenue	80,000	72,000	(8,000)
Total Revenue	**$ 6,812,883**	**$ 6,044,154**	**$ (768,729)**

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 1,289,335	$ 1,398,441	$ (109,106)
Classified Salaries	568,918	634,801	(65,884)
Benefits	596,903	582,119	14,784
Books and Supplies	541,921	512,400	29,521
Subagreement Services	502,769	504,700	(1,931)
Operations	87,148	87,500	(352)
Facilities	746,206	749,100	(2,894)
Professional Services	1,847,960	1,494,670	353,291
Depreciation	49,284	49,500	(216)
Interest	-	-	-
Total Expenses	**$ 6,230,443**	**$ 6,013,231**	**$ 217,212**

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 582,440**	**$ 30,923**	**$ (551,516)**
Beginning Fund Balance	3,239,637	3,822,077	
Ending Fund Balance	**$ 3,822,077**	**$ 3,853,000**	
As a % of Annual Expenses	*61.3%*	*64.1%*	

LCFF revenue COLA rate increased by 1.07%.
Federal Revenue: Decrease mainly due to reduced one-time Covid Revenue.
Other State Revenue: Decrease due to sunsetting COVID programs.
Other Local Revenue: Slightly less interest revenue assumed.

Salaries increase primarily due to salary increases and potential bonus for staff.

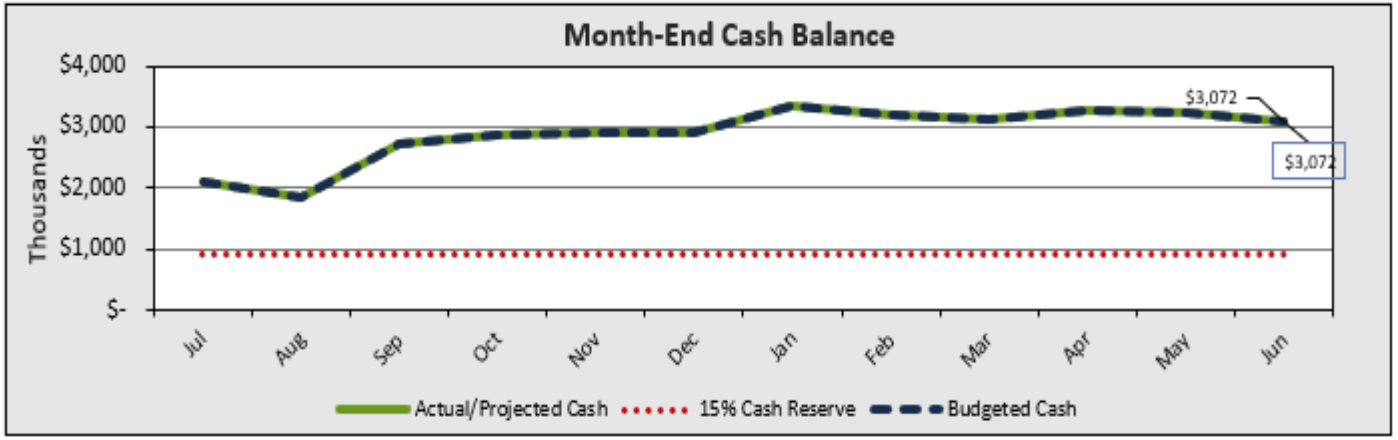
Benefits- Savings based on prior year current run rates.

Books and Supplies- Savings due to lesser one-time covid investment revenue.

Professional Services- projected savings due mainly to moving some grant related expenses to personnel.

FY25 Budget Cash Flow- TEACH Prep Elementary School

- Cash projected to end at $3,072,058.
- This represents 186 Days Cash on Hand.



FY25 Multi-Year Projections

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.00%*	*2.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*269.00*	*269.00*	*269.00*
Average Daily Attendance	*239.47*	*240.38*	*240.38*	*240.38*
Revenues				
Total Revenue	**$ 6,812,883**	**$ 6,044,154**	**$ 6,170,520**	**$ 6,071,463**
Expenses				
Total Expenses	**$ 6,230,443**	**$ 6,013,231**	**$ 6,161,418**	**$ 6,020,978**
Surplus (Deficit)	**$ 582,440**	**$ 30,923**	**$ 9,102**	**$ 50,485**
Fund Balance, Beginning of Year	$ 2,657,197	$ 3,239,637	$ 3,270,560	$ 3,279,661
Fund Balance, End of Year	**$ 3,239,637**	**$ 3,270,560**	**$ 3,279,661**	**$ 3,330,147**
	52.0%	*54.4%*	*53.2%*	*55.3%*
Cash Flow Adjustments				
Total Change in Cash	(650,014)	520,610	218,954	112,070
Cash, Beginning of Year	3,201,462	2,551,448	3,072,058	3,291,012
Cash, End of Year	**$ 2,551,448**	**$ 3,072,058**	**$ 3,291,012**	**$ 3,403,082**

FY25 Budget Highlights

TEACH Public Schools FY24-25

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ -	$ -	$ -
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	2,518,882	2,303,213	(215,670)
Total Revenue	**$ 2,518,882**	**$ 2,303,213**	**$ (215,670)**

Other Local Revenue- Revenue decrease due primarily to TEACH Las Vegas Contract termination.

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 810,556	$ 919,600	$ (109,044)
Classified Salaries	711,602	492,885	218,717
Benefits	420,438	409,982	10,456
Books and Supplies	128,308	134,100	(5,792)
Subagreement Services	5,115	5,300	(185)
Operations	97,108	56,400	40,708
Facilities	1,372	1,500	(128)
Professional Services	49,445	45,000	4,445
Depreciation	12,804	13,400	(596)
Interest	-	-	-
Total Expenses	**$ 2,236,748**	**$ 2,078,167**	**$ 158,581**

Salaries savings due to 2.0 less positions.

Operations savings due to reduction in travel costs due to TEACH Las Vegas Contract termination.

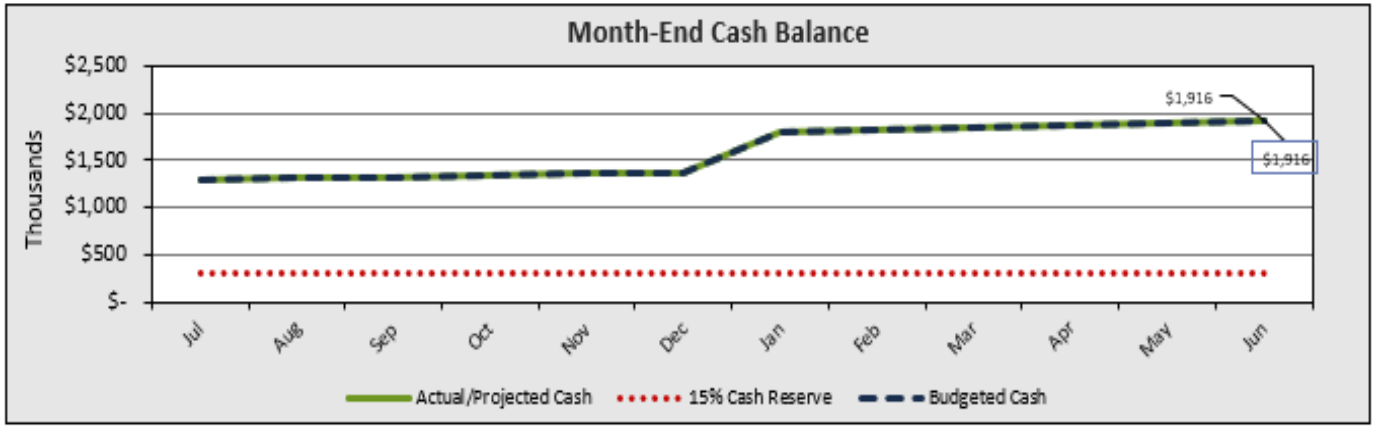
Facilities- slight COLA increase.

Professional Services projected savings.

	Annual/Full Year		
	FY23-24 2nd Interim	FY24-25 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 282,134**	**$ 225,046**	**$ (57,089)**
Beginning Fund Balance	282,134	564,269	
Ending Fund Balance	**$ 564,269**	**$ 789,314**	
As a % of Annual Expenses	*25.2%*	*38.0%*	

FY25 Budget Cash Flow- TEACH Public Schools

- Cash projected to end at $1,915,706.
- This represents 186 Days Cash on Hand.



FY25 Multi-Year Projections

TEACH Public Schools

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.73%*	*3.11%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.73%*	*3.11%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*0.01*	*0.01*	*0.01*
Average Daily Attendance	*0.01*	*0.01*	*0.01*	*0.01*
Revenues				
Total Revenue	**$ 2,518,882**	**$ 2,303,213**	**$ 2,366,090**	**$ 2,439,676**
Expenses				
Total Expenses	**$ 2,236,748**	**$ 2,078,167**	**$ 2,262,914**	**$ 2,310,126**
Surplus (Deficit)	**$ 282,134**	**$ 225,045**	**$ 103,176**	**$ 129,550**
Fund Balance, Beginning of Ye	$ 282,135	$ 564,269	$ 789,315	$ 892,491
Fund Balance, End of Year	**$ 564,269**	**$ 789,315**	**$ 892,491**	**$ 1,022,041**
	25.2%	*38.0%*	*39.4%*	*44.2%*
Cash Flow Adjustments				
Total Change in Cash	(778,243)	708,787	116,844	143,491
Cash, Beginning of Year	1,985,162	1,206,919	1,915,706	2,032,550
Cash, End of Year	**$ 1,206,919**	**$ 1,915,706**	**$ 2,032,550**	**$ 2,176,041**

Questions?

- Attachments:
  - Detailed FY24/25 Monthly Forecast
  - Detailed Multi-Year Projections

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 423.55

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
8011	LCFF State Aid	-	216,353	216,353	389,435	389,435	389,435	389,435	389,435	410,421	410,421	410,421	410,421	410,449	**4,432,014**	3,161,999	1,270,015
8012	Education Protection Account	-	-	21,177	-	-	21,177	-	-	21,177	-	-	-	21,178	**84,710**	1,299,420	(1,214,710)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	93,525	187,050	124,700	124,700	124,700	124,700	124,700	230,824	115,412	115,412	115,412	115,422	**1,596,555**	1,450,475	146,080
		-	309,878	424,580	514,135	514,135	535,312	514,135	514,135	662,422	525,833	525,833	525,833	547,049	**6,113,279**	**5,911,894**	**201,384**
Federal Revenue																	
8181	Special Education - Entitlement	-	5,066	5,066	9,118	9,118	9,118	9,118	9,118	9,609	9,609	9,609	9,609	9,609	**103,769**	101,155	2,614
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	15,591	29,624	29,624	29,624	29,624	29,624	29,624	29,624	29,624	59,247	**311,828**	258,899	52,929
8290	Title I, Part A - Basic Low Income	-	-	49,261	-	-	147,782	-	-	-	-	-	-	-	**197,043**	197,043	-
8291	Title II, Part A - Teacher Quality	-	-	4,756	-	-	14,267	-	-	-	-	-	-	-	**19,023**	19,023	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	14,614	-	**14,614**	14,614	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	40,861	-	-	40,861	-	-	40,861	-	-	40,861	**163,444**	269,232	(105,788)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	39,902	(39,902)
		-	5,066	59,082	65,571	38,742	200,791	79,603	38,742	39,233	80,094	39,233	53,847	109,718	**809,721**	**899,868**	**(90,147)**
Other State Revenue																	
8311	State Special Education	-	21,048	21,048	37,887	37,887	37,887	37,887	37,887	39,928	39,928	39,928	39,928	39,928	**431,171**	420,909	10,262
8520	Child Nutrition	-	-	-	1,476	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	5,608	**29,515**	19,060	10,456
8545	School Facilities (SB740)	-	-	-	-	-	-	288,690	-	-	-	144,345	-	144,345	**577,380**	515,258	62,122
8550	Mandated Cost	-	-	-	-	-	8,208	-	-	-	-	-	-	-	**8,208**	7,445	763
8560	State Lottery	-	-	-	-	-	-	25,742	-	-	25,742	-	-	53,980	**105,463**	102,966	2,497
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	11,010	(11,010)
8599	Other State Revenue	-	1,059	1,059	217,638	1,906	1,906	217,638	1,906	1,906	217,638	1,906	1,906	217,638	**884,105**	1,234,777	(350,673)
		-	22,107	22,107	257,000	42,597	50,805	572,760	42,597	44,638	286,112	188,983	44,638	461,499	**2,035,843**	**2,311,425**	**(275,582)**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	-	**175,000**	193,336	(18,336)
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	-	**175,000**	**193,336**	**(18,336)**
Total Revenue		**14,583**	**351,634**	**520,352**	**851,289**	**610,057**	**801,492**	**1,181,081**	**610,057**	**760,877**	**906,622**	**768,632**	**638,901**	**1,118,265**	**9,133,843**	**9,316,524**	**(182,681)**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 423.55

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	143,639	143,639	143,639	143,639	143,639	143,639	143,639	143,639	143,639	143,639	143,639	-	**1,580,025**	1,358,506	(221,519)
1170	Teachers' Substitute Hours	-	9,822	9,822	9,822	9,822	9,822	9,822	9,822	9,822	9,822	9,822	9,822	-	**108,047**	45,655	(62,391)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	66,826	66,826
1200	Pupil Support Salaries	14,778	22,365	22,365	22,365	22,365	22,365	22,365	22,365	22,365	22,365	22,365	22,365	-	**260,789**	207,197	(53,591)
1300	Administrators' Salaries	26,676	26,676	26,676	26,676	26,676	26,676	26,676	26,676	26,676	26,676	26,676	26,676	-	**320,117**	214,508	(105,609)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	250	250
		41,455	202,502	202,502	202,502	202,502	202,502	202,502	202,502	202,502	202,502	202,502	202,502	-	**2,268,977**	**1,892,944**	**(376,034)**
Classified Salaries																	
2100	Instructional Salaries	-	26,745	26,745	26,745	26,745	26,745	26,745	26,745	26,745	26,745	26,745	26,745	-	**294,197**	224,554	(69,643)
2200	Support Salaries	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	-	**67,000**	95,283	28,284
2300	Classified Administrators' Salaries	-	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	-	**39,785**	20,172	(19,613)
2400	Clerical and Office Staff Salaries	18,588	18,588	18,588	18,588	18,588	18,588	18,588	18,588	18,588	18,588	18,588	18,588	-	**223,052**	241,626	18,574
2900	Other Classified Salaries	17,621	17,621	17,621	17,621	17,621	17,621	17,621	17,621	17,621	17,621	17,621	17,621	-	**211,455**	195,292	(16,163)
		41,792	72,154	72,154	72,154	72,154	72,154	72,154	72,154	72,154	72,154	72,154	72,154	-	**835,489**	**776,928**	**(58,561)**
Benefits																	
3101	STRS	7,918	38,678	38,678	38,678	38,678	38,678	38,678	38,678	38,678	38,678	38,678	38,678	-	**433,375**	365,250	(68,125)
3202	PERS	11,618	20,059	20,059	20,059	20,059	20,059	20,059	20,059	20,059	20,059	20,059	20,059	-	**232,266**	218,561	(13,704)
3301	OASDI	2,591	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	4,474	-	**51,800**	52,038	238
3311	Medicare	1,207	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	-	**45,015**	41,492	(3,523)
3401	Health and Welfare	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	-	**288,000**	242,235	(45,765)
3501	State Unemployment	1,151	1,151	1,151	1,151	1,151	1,151	5,757	4,606	2,303	1,151	1,151	1,151	-	**23,030**	21,258	(1,772)
3601	Workers' Compensation	1,165	3,845	3,845	3,845	3,845	3,845	3,845	3,845	3,845	3,845	3,845	3,845	-	**43,463**	46,255	2,792
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	6,313	6,313
		49,651	96,190	96,190	96,190	96,190	96,190	100,796	99,644	97,341	96,190	96,190	96,190	-	**1,116,948**	**993,401**	**(123,547)**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 423.55

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	79,550	79,550	79,550	79,550	-	-	-	-	-	-	-	-	**318,200**	310,644	(7,556)
4200	Books and Reference Materials	1,380	1,380	1,380	1,380	1,380	-	-	-	-	-	-	-	-	**6,900**	6,750	(150)
4302	School Supplies	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	-	**75,900**	74,150	(1,750)
4305	Software	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	-	**207,500**	202,628	(4,872)
4310	Office Expense	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	8,983	-	**107,800**	105,242	(2,558)
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	42	42
4312	School Fundraising Expense	67	67	67	67	67	67	67	67	67	67	67	67	-	**800**	750	(50)
4400	Noncapitalized Equipment	-	26,120	26,120	26,120	26,120	26,120	-	-	-	-	-	-	-	**130,600**	144,100	13,500
4700	Food Services	-	31,031	31,031	31,031	31,031	31,031	31,031	31,031	31,031	31,031	31,031	31,031	-	**341,344**	314,079	(27,264)
		34,047	170,748	170,748	170,748	170,748	89,818	63,698	63,698	63,698	63,698	63,698	63,698	-	**1,189,044**	**1,158,384**	**(30,659)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	42	42
5102	Special Education	-	25,482	25,482	25,482	25,482	25,482	25,482	25,482	25,482	25,482	25,482	25,482	-	**280,300**	273,669	(6,631)
5103	Substitute Teacher	-	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	-	**55,300**	205,345	150,045
5104	Transportation	-	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	-	**64,300**	62,768	(1,532)
5105	Security	-	4,118	4,118	4,118	4,118	4,118	4,118	4,118	4,118	4,118	4,118	4,118	-	**45,300**	44,275	(1,025)
5106	Other Educational Consultants	-	-	26,270	26,270	26,270	26,270	26,270	26,270	26,270	26,270	26,270	26,270	-	**262,700**	256,493	(6,207)
		-	40,473	66,743	66,743	66,743	66,743	66,743	66,743	66,743	66,743	66,743	66,743	-	**707,900**	**842,592**	**134,692**
Operations and Housekeeping																	
5201	Auto and Travel	-	27	27	27	27	27	27	27	27	27	27	27	-	**300**	307	7
5300	Dues & Memberships	758	758	758	758	758	758	758	758	758	758	758	758	-	**9,100**	8,912	(188)
5400	Insurance	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	-	**104,000**	101,580	(2,420)
5501	Utilities	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	-	**98,800**	96,504	(2,296)
5502	Janitorial Services	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	-	**34,900**	34,090	(810)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	38	38
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	-	**28,100**	27,453	(647)
5901	Postage and Shipping	-	-	160	160	160	160	160	160	160	160	160	160	-	**1,600**	1,600	-
		22,908	22,936	23,096	23,096	23,096	23,096	23,096	23,096	23,096	23,096	23,096	23,096	-	**276,800**	**270,483**	**(6,317)**
Facilities, Repairs and Other Leases																	
5601	Rent	71,058	71,058	71,058	71,058	71,058	71,058	71,058	71,058	71,058	71,058	71,058	71,058	-	**852,700**	852,006	(694)
5602	Additional Rent	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,667	(33)
5603	Equipment Leases	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	-	**51,800**	50,595	(1,205)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	42	42
5610	Repairs and Maintenance	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	-	**149,100**	145,597	(3,503)
		87,942	87,942	87,942	87,942	87,942	87,942	87,942	87,942	87,942	87,942	87,942	87,942	-	**1,055,300**	**1,049,906**	**(5,394)**
Professional/Consulting Services																	
5801	IT	50	50	50	50	50	50	50	50	50	50	50	50	-	**600**	542	(58)
5802	Audit & Taxes	-	-	-	4,133	4,133	4,133	-	-	-	-	-	-	-	**12,400**	12,065	(336)
5803	Legal	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	-	**44,800**	43,723	(1,077)
5804	Professional Development	-	-	3,590	3,590	3,590	3,590	3,590	3,590	3,590	3,590	3,590	3,590	-	**35,900**	35,006	(894)
5805	General Consulting	-	-	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	-	**19,400**	386,784	367,384
5806	Special Activities/Field Trips	-	-	-	-	-	7,033	7,033	7,033	-	-	-	-	-	**21,100**	20,631	(469)
5807	Bank Charges	-	-	10	10	10	10	10	10	10	10	10	10	-	**100**	50	(50)
5808	Printing	-	-	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	-	**20,700**	20,182	(518)
5809	Other taxes and fees	-	-	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	-	**26,400**	25,790	(610)
5810	Payroll Service Fee	392	392	392	392	392	392	392	392	392	392	392	392	-	**4,700**	4,562	(138)
5811	Management Fee	78,964	78,964	78,964	78,964	78,964	78,964	78,964	78,964	78,964	78,964	78,964	78,964	-	**947,566**	971,990	24,424
5812	District Oversight Fee	-	3,099	4,246	5,141	5,141	5,353	5,141	5,141	6,624	5,258	5,258	5,258	5,470	**61,133**	59,119	(2,014)
5813	County Fees	-	-	-	1,100	-	-	1,100	-	-	1,100	-	-	1,100	**4,400**	4,339	(62)
5814	SPED Encroachment	-	15,018	15,018	27,032	27,032	27,032	27,032	14,597	32,438	32,438	32,438	32,438	17,841	**300,352**	293,239	(7,113)
5815	Public Relations/Recruitment	-	-	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	-	**13,000**	12,724	(276)
		83,139	101,255	113,952	132,095	130,995	138,240	134,995	121,461	133,751	133,485	132,385	132,385	24,411	**1,512,551**	**1,890,745**	**378,195**
Depreciation																	
6900	Depreciation Expense	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	-	**134,900**	131,725	(3,175)
		11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	-	**134,900**	**131,725**	**(3,175)**
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	1,291	-	**15,459**	15,459	(0)
		1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,291	-	**15,459**	**15,459**	**(0)**
Total Expenses		**373,463**	**806,728**	**845,856**	**863,998**	**862,898**	**789,214**	**764,454**	**749,769**	**759,756**	**758,339**	**757,239**	**757,242**	**24,411**	**9,113,367**	**9,022,567**	**(90,801)**
Monthly Surplus (Deficit)		**(358,880)**	**(455,095)**	**(325,503)**	**(12,709)**	**(252,842)**	**12,279**	**416,627**	**(139,712)**	**1,120**	**148,283**	**11,393**	**(118,340)**	**1,093,854**	**20,476**	**293,957**	**(273,482)**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 423.55

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	PY Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(358,880)	(455,095)	(325,503)	(12,709)	(252,842)	12,279	416,627	(139,712)	1,120	148,283	11,393	(118,340)	1,093,854	**20,476**		
Cash flows from operating activities																
Depreciation/Amortization	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	11,242	-	**134,900**		
Public Funding Receivables	956,154	-	874,590	-	386,443	45,129	190,276	-	-	-	-	-	(1,118,265)	**1,334,327**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(449,516)	-	-	-	-	-	-	-	-	-	-	-	24,411	**(425,104)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(40,861)	-	-	(40,861)	-	-	(40,861)	-	-	(286,027)	**(408,610)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	159,000	(443,853)	560,329	(42,329)	144,843	68,649	577,283	(128,470)	12,362	118,664	22,635	(107,099)				
Cash, Beginning of Month	6,059,484	6,218,484	5,774,631	6,334,959	6,292,631	6,437,474	6,506,123	7,083,406	6,954,936	6,967,299	7,085,962	7,108,597				
Cash, End of Month	**6,218,484**	**5,774,631**	**6,334,959**	**6,292,631**	**6,437,474**	**6,506,123**	**7,083,406**	**6,954,936**	**6,967,299**	**7,085,962**	**7,108,597**	**7,001,498**				

TEACH Tech High School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 377.25

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)	PY Forecast	Favorable / (Unfav.)
Revenues																ADA = 377.25		ADA = 365.20	
State Aid - Revenue Limit																			
8011	LCFF State Aid	-	244,576	244,576	440,237	440,237	440,237	440,237	440,237	472,512	472,512	472,512	472,512	472,541	**5,052,930**	5,052,930	-	4,918,473	134,457
8012	Education Protection Account	-	-	18,862	-	-	18,862	-	-	18,862	-	-	-	18,862	**75,450**	75,450	-	73,040	2,410
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8096	In Lieu of Property Taxes	-	82,597	165,193	110,129	110,129	110,129	110,129	110,129	207,864	103,932	103,932	103,932	103,932	**1,422,028**	1,422,028	-	1,280,986	141,042
		-	327,173	428,632	550,366	550,366	569,229	550,366	550,366	699,239	576,445	576,445	576,445	595,336	**6,550,407**	**6,550,407**	**-**	**6,272,499**	**277,908**
Federal Revenue																			
8181	Special Education - Entitlement	-	4,474	4,474	8,053	8,053	8,053	8,053	8,053	8,643	8,643	8,643	8,643	8,643	**92,426**	92,426	-	89,336	3,090
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8220	Federal Child Nutrition	-	-	-	13,564	25,771	25,771	25,771	25,771	25,771	25,771	25,771	25,771	51,543	**271,278**	271,278	-	224,280	46,999
8290	Title I, Part A - Basic Low Income	-	-	47,478	-	-	142,434	-	-	-	-	-	-	-	**189,912**	189,912	-	189,912	-
8291	Title II, Part A - Teacher Quality	-	-	4,675	-	-	14,024	-	-	-	-	-	-	-	**18,699**	18,699	-	18,699	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	13,128	-	**13,128**	13,128	-	13,128	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8296	Other Federal Revenue	-	-	-	750	-	-	750	-	-	750	-	-	750	**3,000**	3,000	-	157,664	(154,664)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
		-	4,474	56,626	22,367	33,824	190,282	34,574	33,824	34,414	35,164	34,414	47,542	60,936	**588,443**	**588,443**	**-**	**693,018**	**(104,575)**
Other State Revenue																			
8311	State Special Education	-	18,589	18,589	33,460	33,460	33,460	33,460	33,460	35,913	35,913	35,913	35,913	35,913	**384,039**	384,039	-	371,728	12,311
8520	Child Nutrition	-	-	-	1,284	2,439	2,439	2,439	2,439	2,439	2,439	2,439	2,439	4,879	**25,677**	25,677	-	16,511	9,166
8545	School Facilities (SB740)	-	-	-	-	-	-	257,132	-	-	-	128,566	-	128,566	**514,265**	514,265	-	446,772	67,493
8550	Mandated Cost	-	-	-	-	-	20,148	-	-	-	-	-	-	-	**20,148**	20,148	-	20,283	(135)
8560	State Lottery	-	-	-	-	-	-	22,734	-	-	22,734	-	-	48,467	**93,935**	93,935	-	90,935	3,000
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	13,669	(13,669)
8599	Other State Revenue	-	943	943	126,620	1,698	1,698	126,620	1,698	1,698	126,620	1,698	1,698	126,620	**518,550**	518,550	-	719,419	(200,869)
		-	19,532	19,532	161,363	37,597	57,745	442,385	37,597	40,050	187,705	168,616	40,050	344,445	**1,556,614**	**1,556,614**	**-**	**1,679,317**	**(122,703)**
Other Local Revenue																			
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8660	Interest Revenue	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	-	**370,881**	370,881	-	412,090	(41,209)
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
		30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	30,907	-	**370,881**	**370,881**	**-**	**412,090**	**(41,209)**
Total Revenue		**30,907**	**382,085**	**535,697**	**765,003**	**652,694**	**848,162**	**1,058,232**	**652,694**	**804,610**	**830,221**	**810,382**	**694,943**	**1,000,717**	**9,066,346**	**9,066,346**	**-**	**9,056,924**	**9,421**

TEACH Tech High School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 377.25

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)	PY Forecast	Favorable / (Unfav.)
Expenses																			
Certificated Salaries																			
1100	Teachers' Salaries	-	162,428	162,428	162,428	162,428	162,428	162,428	162,428	162,428	162,428	162,428	162,428	-	**1,786,713**	1,786,713	-	1,742,246	(44,468)
1170	Teachers' Substitute Hours	-	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	-	**128,508**	128,508	-	58,271	(70,237)
1175	Teachers' Extra Duty/Stipends	-	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	-	**41,219**	41,219	-	102,263	61,044
1200	Pupil Support Salaries	7,389	16,654	16,654	16,654	16,654	16,654	16,654	16,654	16,654	16,654	16,654	16,654	-	**190,578**	190,578	-	230,843	40,265
1300	Administrators' Salaries	49,406	49,406	49,406	49,406	49,406	49,406	49,406	49,406	49,406	49,406	49,406	49,406	-	**592,869**	592,869	-	600,545	7,677
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
		56,795	243,917	243,917	243,917	243,917	243,917	243,917	243,917	243,917	243,917	243,917	243,917	-	**2,739,887**	**2,739,887**	**-**	**2,734,168**	**(5,720)**
Classified Salaries																			
2100	Instructional Salaries	-	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	-	**282,334**	282,334	-	254,661	(27,673)
2200	Support Salaries	-	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	9,259	-	**101,849**	101,849	-	144,962	43,113
2300	Classified Administrators' Salaries	-	4,409	4,409	4,409	4,409	4,409	4,409	4,409	4,409	4,409	4,409	4,409	-	**48,501**	48,501	-	25,479	(23,022)
2400	Clerical and Office Staff Salaries	15,937	15,937	15,937	15,937	15,937	15,937	15,937	15,937	15,937	15,937	15,937	15,937	-	**191,245**	191,245	-	159,484	(31,761)
2900	Other Classified Salaries	20,846	33,977	33,977	33,977	33,977	33,977	33,977	33,977	33,977	33,977	33,977	33,977	-	**394,592**	394,592	-	364,358	(30,234)
		36,784	89,249	89,249	89,249	89,249	89,249	89,249	89,249	89,249	89,249	89,249	89,249	-	**1,018,522**	**1,018,522**	**-**	**948,944**	**(69,578)**
Benefits																			
3101	STRS	10,848	46,588	46,588	46,588	46,588	46,588	46,588	46,588	46,588	46,588	46,588	46,588	-	**523,318**	523,318	-	494,278	(29,040)
3202	PERS	368	892	892	892	892	892	892	892	892	892	892	892	-	**10,185**	10,185	-	8,789	(1,396)
3301	OASDI	2,281	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	-	**63,148**	63,148	-	60,514	(2,635)
3311	Medicare	1,357	4,831	4,831	4,831	4,831	4,831	4,831	4,831	4,831	4,831	4,831	4,831	-	**54,497**	54,497	-	53,053	(1,444)
3401	Health and Welfare	27,333	27,333	27,333	27,333	27,333	27,333	27,333	27,333	27,333	27,333	27,333	27,333	-	**328,000**	328,000	-	259,994	(68,006)
3501	State Unemployment	1,323	1,323	1,323	1,323	1,323	1,323	6,615	5,292	2,646	1,323	1,323	1,323	-	**26,460**	26,460	-	29,260	2,800
3601	Workers' Compensation	1,310	4,664	4,664	4,664	4,664	4,664	4,664	4,664	4,664	4,664	4,664	4,664	-	**52,618**	52,618	-	53,750	1,132
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	83,966	83,966
		44,820	91,166	91,166	91,166	91,166	91,166	96,458	95,135	92,489	91,166	91,166	91,166	-	**1,058,227**	**1,058,227**	**-**	**1,043,605**	**(14,622)**
Books and Supplies																			
4100	Textbooks and Core Materials	-	13,100	13,100	13,100	13,100	-	-	-	-	-	-	-	-	**52,400**	52,400	-	50,691	(1,709)
4200	Books and Reference Materials	3,720	3,720	3,720	3,720	3,720	-	-	-	-	-	-	-	-	**18,600**	18,600	-	18,033	(567)
4302	School Supplies	8,517	8,517	8,517	8,517	8,517	8,517	8,517	8,517	8,517	8,517	8,517	8,517	-	**102,200**	102,200	-	98,983	(3,217)
4305	Software	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	-	**170,900**	170,900	-	165,422	(5,478)
4310	Office Expense	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	-	**119,400**	119,400	-	115,601	(3,799)
4311	Business Meals	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	300	-	318	18
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-	-	-
4400	Noncapitalized Equipment	-	10,600	10,600	10,600	10,600	10,600	-	-	-	-	-	-	-	**53,000**	53,000	-	51,274	(1,726)
4700	Food Services	-	26,996	26,996	26,996	26,996	26,996	26,996	26,996	26,996	26,996	26,996	26,996	-	**296,956**	296,956	-	248,011	(48,945)
		36,453	87,149	87,149	87,149	87,149	70,329	59,729	59,729	59,729	59,729	59,729	59,729	-	**813,756**	**813,756**	**-**	**748,333**	**(65,423)**

TEACH Tech High School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 377.25

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)	PY Forecast	Favorable / (Unfav.)
Subagreement Services																			
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	21,136	-	232,500	232,500	-	225,050	(7,450)
5103	Substitute Teacher	-	14,564	14,564	14,564	14,564	14,564	14,564	14,564	14,564	14,564	14,564	14,564	-	160,200	160,200	-	155,089	(5,111)
5104	Transportation	-	10,636	10,636	10,636	10,636	10,636	10,636	10,636	10,636	10,636	10,636	10,636	-	117,000	117,000	-	113,256	(3,744)
5105	Security	-	5,745	5,745	5,745	5,745	5,745	5,745	5,745	5,745	5,745	5,745	5,745	-	63,200	63,200	-	61,159	(2,041)
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	52,082	52,082	52,082	52,082	52,082	52,082	52,082	52,082	52,082	52,082	52,082	-	572,900	572,900	-	554,554	(18,346)
Operations and Housekeeping																			
5201	Auto and Travel	-	109	109	109	109	109	109	109	109	109	109	109	-	1,200	1,200	-	1,134	(66)
5300	Dues & Memberships	917	917	917	917	917	917	917	917	917	917	917	917	-	11,000	11,000	-	10,683	(317)
5400	Insurance	8,717	8,717	8,717	8,717	8,717	8,717	8,717	8,717	8,717	8,717	8,717	8,717	-	104,600	104,600	-	101,213	(3,387)
5501	Utilities	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	-	123,700	123,700	-	119,716	(3,984)
5502	Janitorial Services	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	-	21,700	21,700	-	21,002	(698)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	-	16,500	16,500	-	16,011	(489)
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		23,125	23,234	23,234	23,234	23,234	23,234	23,234	23,234	23,234	23,234	23,234	23,234	-	278,700	278,700	-	269,760	(8,940)
Facilities, Repairs and Other Leases																			
5601	Rent	71,825	71,825	71,825	71,825	71,825	71,825	71,825	71,825	71,825	71,825	71,825	71,825	-	861,900	861,900	-	834,360	(27,540)
5602	Additional Rent	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-	590	(10)
5603	Equipment Leases	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000	18,000	-	17,401	(599)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	7,242	-	86,900	86,900	-	84,120	(2,780)
		80,617	80,617	80,617	80,617	80,617	80,617	80,617	80,617	80,617	80,617	80,617	80,617	-	967,400	967,400	-	936,471	(30,929)
Professional/Consulting Services																			
5801	IT	17	17	17	17	17	17	17	17	17	17	17	17	-	200	200	-	167	(33)
5802	Audit & Taxes	-	-	-	4,867	4,867	4,867	-	-	-	-	-	-	-	14,600	14,600	-	14,165	(436)
5803	Legal	108	108	108	108	108	108	108	108	108	108	108	108	-	1,300	1,300	-	1,291	(9)
5804	Professional Development	-	-	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	-	40,500	40,500	-	39,215	(1,285)
5805	General Consulting	-	-	730	730	730	730	730	730	730	730	730	730	-	7,300	7,300	-	7,020	(280)
5806	Special Activities/Field Trips	-	-	-	-	-	18,900	18,900	18,900	-	-	-	-	-	56,700	56,700	-	54,897	(1,803)
5807	Bank Charges	-	-	10	10	10	10	10	10	10	10	10	10	-	100	100	-	50	(50)
5808	Printing	-	-	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	-	17,400	17,400	-	16,864	(536)
5809	Other taxes and fees	-	-	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	-	17,900	17,900	-	17,285	(615)
5810	Payroll Service Fee	350	350	350	350	350	350	350	350	350	350	350	350	-	4,200	4,200	-	4,062	(138)
5811	Management Fee	78,311	78,311	78,311	78,311	78,311	78,311	78,311	78,311	78,311	78,311	78,311	78,311	-	939,738	939,738	-	944,864	5,126
5812	District Oversight Fee	-	3,272	4,286	5,504	5,504	5,692	5,504	5,504	6,992	5,764	5,764	5,764	5,953	65,504	65,504	-	62,725	(2,779)
5813	County Fees	-	-	-	1,425	-	-	1,425	-	-	1,425	-	-	1,425	5,700	5,700	-	5,540	(161)
5814	SPED Encroachment	-	13,376	13,376	24,077	24,077	24,077	24,077	13,001	28,892	28,892	28,892	28,892	15,891	267,518	267,518	-	258,976	(8,542)
5815	Public Relations/Recruitment	-	-	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	-	13,600	13,600	-	13,199	(401)
		78,786	95,434	106,129	124,338	122,913	142,002	138,372	125,871	124,351	124,548	123,123	123,123	23,269	1,452,260	1,452,260	-	1,440,318	(11,941)
Depreciation																			
6900	Depreciation Expense	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	-	57,700	57,700	-	55,894	(1,806)
		4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	-	57,700	57,700	-	55,894	(1,806)
Interest																			
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**362,188**	**767,656**	**778,351**	**796,561**	**795,136**	**797,404**	**788,466**	**774,643**	**770,476**	**769,350**	**767,925**	**767,925**	**23,269**	**8,959,351**	**8,959,351**	**-**	**8,732,046**	**(227,305)**
Monthly Surplus (Deficit)		**(331,281)**	**(385,571)**	**(242,654)**	**(31,558)**	**(142,442)**	**50,758**	**269,766**	**(121,949)**	**34,134**	**60,871**	**42,456**	**(72,982)**	**977,448**	**106,995**	**106,995**	**-**	**324,879**	**(217,884)**

TEACH Tech High School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 377.25

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)	PY Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																		
Monthly Surplus (Deficit)	(331,281)	(385,571)	(242,654)	(31,558)	(142,442)	50,758	269,766	(121,949)	34,134	60,871	42,456	(72,982)	977,448	**106,995**				
Cash flows from operating activities																		
Depreciation/Amortization	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	4,808	-	**57,700**				
Public Funding Receivables	623,977	-	476,294	-	335,079	33,298	176,376	-	-	-	-	-	(1,000,717)	**644,308**				
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Accounts Payable	(216,752)	-	-	-	-	-	-	-	-	-	-	-	23,269	**(193,483)**				
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Deferred Revenue	-	-	-	(750)	-	-	(750)	-	-	(750)	-	-	(5,250)	**(7,500)**				
Cash flows from investing activities																		
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Cash flows from financing activities																		
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**				
Total Change in Cash	80,753	(380,763)	238,449	(27,500)	197,445	88,864	450,200	(117,141)	38,942	64,929	47,265	(68,173)						
Cash, Beginning of Month	7,704,854	7,785,607	7,404,845	7,643,293	7,615,793	7,813,238	7,902,103	8,352,302	8,235,161	8,274,104	8,339,033	8,386,298						
Cash, End of Month	**7,785,607**	**7,404,845**	**7,643,293**	**7,615,793**	**7,813,238**	**7,902,103**	**8,352,302**	**8,235,161**	**8,274,104**	**8,339,033**	**8,386,298**	**8,318,124**						

TEACH Prep Elementary School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 240.38

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**240.38**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	137,120	137,120	246,816	246,816	246,816	246,816	246,816	248,896	248,896	248,896	248,896	248,908	**2,752,810**	2,752,810	-
8012	Education Protection Account	-	-	12,019	-	-	12,019	-	-	12,019	-	-	-	12,019	**48,076**	48,076	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	54,161	108,322	72,214	72,214	72,214	72,214	72,214	127,517	63,758	63,758	63,758	63,758	**906,104**	906,104	-
		-	191,281	257,460	319,030	319,030	331,049	319,030	319,030	388,432	312,654	312,654	312,654	324,685	**3,706,990**	**3,706,990**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	2,934	2,934	5,280	5,280	5,280	5,280	5,280	5,325	5,325	5,325	5,325	5,325	**58,893**	58,893	-
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	-	9,651	18,338	18,338	18,338	18,338	18,338	18,338	18,338	18,338	36,676	**193,029**	193,029	-
8290	Title I, Part A - Basic Low Income	-	-	27,789	-	-	83,366	-	-	-	-	-	-	-	**111,154**	111,154	-
8291	Title II, Part A - Teacher Quality	-	-	2,809	-	-	8,426	-	-	-	-	-	-	-	**11,235**	11,235	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	10,651	-	**10,651**	10,651	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	2,934	33,531	14,932	23,618	115,410	23,618	23,618	23,663	23,663	23,663	34,314	42,000	**384,962**	**384,962**	**-**
Other State Revenue																	
8311	State Special Education	-	12,189	12,189	21,940	21,940	21,940	21,940	21,940	22,125	22,125	22,125	22,125	22,125	**244,705**	244,705	-
8520	Child Nutrition	-	-	-	914	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	3,471	**18,271**	18,271	-
8545	School Facilities (SB740)	-	-	-	-	-	-	165,549	-	-	-	82,774	-	82,774	**331,097**	331,097	-
8550	Mandated Cost	-	-	-	-	-	4,753	-	-	-	-	-	-	-	**4,753**	4,753	-
8560	State Lottery	-	-	-	-	-	-	14,907	-	-	14,907	-	-	30,040	**59,854**	59,854	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	601	601	303,457	1,082	1,082	303,457	1,082	1,082	303,457	1,082	1,082	303,457	**1,221,522**	1,221,522	-
		-	12,790	12,790	326,311	24,758	29,511	507,589	24,758	24,943	342,225	107,717	24,943	441,869	**1,880,203**	**1,880,203**	**-**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-	**72,000**	72,000	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-	**72,000**	**72,000**	**-**
Total Revenue		**6,000**	**213,004**	**309,781**	**666,273**	**373,406**	**481,970**	**856,237**	**373,406**	**443,037**	**684,542**	**450,034**	**377,911**	**808,554**	**6,044,154**	**6,044,154**	**-**

TEACH Prep Elementary School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 240.38

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	84,565	84,565	84,565	84,565	84,565	84,565	84,565	84,565	84,565	84,565	84,565	-	**930,220**	930,220	-
1170	Teachers' Substitute Hours	-	5,984	5,984	5,984	5,984	5,984	5,984	5,984	5,984	5,984	5,984	5,984	-	**65,825**	65,825	-
1175	Teachers' Extra Duty/Stipends	-	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	-	**16,125**	16,125	-
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1300	Administrators' Salaries	32,189	32,189	32,189	32,189	32,189	32,189	32,189	32,189	32,189	32,189	32,189	32,189	-	**386,271**	386,271	-
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		32,189	124,205	124,205	124,205	124,205	124,205	124,205	124,205	124,205	124,205	124,205	124,205	-	**1,398,441**	**1,398,441**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	30,734	30,734	30,734	30,734	30,734	30,734	30,734	30,734	30,734	30,734	30,734	-	**338,075**	338,075	-
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2400	Clerical and Office Staff Salaries	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	10,070	-	**120,838**	120,838	-
2900	Other Classified Salaries	14,657	14,657	14,657	14,657	14,657	14,657	14,657	14,657	14,657	14,657	14,657	14,657	-	**175,889**	175,889	-
		24,727	55,461	55,461	55,461	55,461	55,461	55,461	55,461	55,461	55,461	55,461	55,461	-	**634,801**	**634,801**	**-**
Benefits																	
3101	STRS	6,148	23,723	23,723	23,723	23,723	23,723	23,723	23,723	23,723	23,723	23,723	23,723	-	**267,102**	267,102	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	1,610	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	-	**41,326**	41,326	-
3311	Medicare	838	2,646	2,646	2,646	2,646	2,646	2,646	2,646	2,646	2,646	2,646	2,646	-	**29,942**	29,942	-
3401	Health and Welfare	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	-	**144,000**	144,000	-
3501	State Unemployment	858	858	858	858	858	858	4,288	3,430	1,715	858	858	858	-	**17,150**	17,150	-
3601	Workers' Compensation	809	2,555	2,555	2,555	2,555	2,555	2,555	2,555	2,555	2,555	2,555	2,555	-	**28,910**	28,910	-
3901	Other Benefits	1,503	4,744	4,744	4,744	4,744	4,744	4,744	4,744	4,744	4,744	4,744	4,744	-	**53,690**	53,690	-
		23,766	50,136	50,136	50,136	50,136	50,136	53,566	52,708	50,993	50,136	50,136	50,136	-	**582,119**	**582,119**	**-**

TEACH Prep Elementary School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 240.38

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	2,450	2,450	2,450	2,450	-	-	-	-	-	-	-	-	**9,800**	9,800	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302	School Supplies	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	-	**37,000**	37,000	-
4305	Software	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	-	**119,100**	119,100	-
4310	Office Expense	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	-	**88,500**	88,500	-
4311	Business Meals	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	9,000	9,000	9,000	9,000	9,000	-	-	-	-	-	-	-	**45,000**	45,000	-
4700	Food Services	-	19,209	19,209	19,209	19,209	19,209	19,209	19,209	19,209	19,209	19,209	19,209	-	**211,300**	211,300	-
		20,525	51,184	51,184	51,184	51,184	48,734	39,734	39,734	39,734	39,734	39,734	39,734	-	**512,400**	**512,400**	-
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	15,809	15,809	15,809	15,809	15,809	15,809	15,809	15,809	15,809	15,809	15,809	-	**173,900**	173,900	-
5103	Substitute Teacher	-	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	5,445	-	**59,900**	59,900	-
5104	Transportation	-	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	-	**87,300**	87,300	-
5105	Security	-	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	-	**23,900**	23,900	-
5106	Other Educational Consultants	-	-	15,970	15,970	15,970	15,970	15,970	15,970	15,970	15,970	15,970	15,970	-	**159,700**	159,700	-
		-	31,364	47,334	47,334	47,334	47,334	47,334	47,334	47,334	47,334	47,334	47,334	-	**504,700**	**504,700**	-
Operations and Housekeeping																	
5201	Auto and Travel	-	45	45	45	45	45	45	45	45	45	45	45	-	**500**	500	-
5300	Dues & Memberships	550	550	550	550	550	550	550	550	550	550	550	550	-	**6,600**	6,600	-
5400	Insurance	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	-	**65,500**	65,500	-
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5502	Janitorial Services	275	275	275	275	275	275	275	275	275	275	275	275	-	**3,300**	3,300	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	958	958	958	958	958	958	958	958	958	958	958	958	-	**11,500**	11,500	-
5901	Postage and Shipping	-	-	10	10	10	10	10	10	10	10	10	10	-	**100**	100	-
		7,242	7,287	7,297	7,297	7,297	7,297	7,297	7,297	7,297	7,297	7,297	7,297	-	**87,500**	**87,500**	-
Facilities, Repairs and Other Leases																	
5601	Rent	53,533	53,533	53,533	53,533	53,533	53,533	53,533	53,533	53,533	53,533	53,533	53,533	-	**642,400**	642,400	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5603	Equipment Leases	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	**16,800**	16,800	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	7,492	7,492	7,492	7,492	7,492	7,492	7,492	7,492	7,492	7,492	7,492	7,492	-	**89,900**	89,900	-
		62,425	62,425	62,425	62,425	62,425	62,425	62,425	62,425	62,425	62,425	62,425	62,425	-	**749,100**	**749,100**	-
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5802	Audit & Taxes	-	-	-	4,033	4,033	4,033	-	-	-	-	-	-	-	**12,100**	12,100	-
5803	Legal	350	350	350	350	350	350	350	350	350	350	350	350	-	**4,200**	4,200	-
5804	Professional Development	-	-	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	-	**11,300**	11,300	-
5805	General Consulting	-	-	54,516	54,516	54,516	54,516	54,516	54,516	54,516	54,516	54,516	54,516	-	**545,155**	545,155	-
5806	Special Activities/Field Trips	-	-	-	-	-	4,867	4,867	4,867	-	-	-	-	-	**14,600**	14,600	-
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5808	Printing	-	-	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720	-	**17,200**	17,200	-
5809	Other taxes and fees	-	-	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	-	**12,300**	12,300	-
5810	Payroll Service Fee	358	358	358	358	358	358	358	358	358	358	358	358	-	**4,300**	4,300	-
5811	Management Fee	54,074	54,074	54,074	54,074	54,074	54,074	54,074	54,074	54,074	54,074	54,074	54,074	-	**648,885**	648,885	-
5812	District Oversight Fee	-	1,913	2,575	3,190	3,190	3,310	3,190	3,190	3,884	3,127	3,127	3,127	3,247	**37,070**	37,070	-
5813	County Fees	-	-	-	1,325	-	-	1,325	-	-	1,325	-	-	1,325	**5,300**	5,300	-
5814	SPED Encroachment	-	8,523	8,523	15,341	15,341	15,341	15,341	8,284	18,410	18,410	18,410	18,410	10,125	**170,460**	170,460	-
5815	Public Relations/Recruitment	-	-	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	-	**11,800**	11,800	-
		54,782	65,218	125,655	138,448	137,123	142,109	139,281	130,899	136,852	137,419	136,094	136,094	14,697	**1,494,670**	**1,494,670**	-
Depreciation																	
6900	Depreciation Expense	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	-	**49,500**	49,500	-
		4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	-	**49,500**	**49,500**	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**229,781**	**451,404**	**527,822**	**540,614**	**539,289**	**541,826**	**533,428**	**524,188**	**528,426**	**528,135**	**526,810**	**526,810**	**14,697**	**6,013,231**	**6,013,231**	-
Monthly Surplus (Deficit)		**(223,781)**	**(238,400)**	**(218,041)**	**125,659**	**(165,884)**	**(59,856)**	**322,810**	**(150,782)**	**(85,389)**	**156,407**	**(76,776)**	**(148,900)**	**793,857**	**30,923**	**30,923**	-

TEACH Prep Elementary School

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 240.38

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(223,781)	(238,400)	(218,041)	125,659	(165,884)	(59,856)	322,810	(150,782)	(85,389)	156,407	(76,776)	(148,900)	793,857	**30,923**		
Cash flows from operating activities																
Depreciation/Amortization	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	4,125	-	**49,500**		
Public Funding Receivables	409,331	-	1,087,917	-	223,169	25,364	140,120	-	-	-	-	-	(808,554)	**1,077,347**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(651,857)	-	-	-	-	-	-	-	-	-	-	-	14,697	**(637,160)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	(462,181)	(234,275)	874,001	129,784	61,410	(30,367)	467,054	(146,657)	(81,264)	160,532	(72,651)	(144,775)				
Cash, Beginning of Month	2,551,448	2,089,266	1,854,991	2,728,992	2,858,776	2,920,186	2,889,819	3,356,873	3,210,216	3,128,952	3,289,484	3,216,833				
Cash, End of Month	**2,089,266**	**1,854,991**	**2,728,992**	**2,858,776**	**2,920,186**	**2,889,819**	**3,356,873**	**3,210,216**	**3,128,952**	**3,289,484**	**3,216,833**	**3,072,058**				

TEACH Public Schools

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 0.01

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 0.01	
State Aid - Revenue Limit	-	(0)	0	(0)	(0)	0	(0)	(0)	0	(0)	(0)	(0)	0	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue																
8689 Other Fees and Contracts	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	-	**2,303,213**	2,303,213	-
	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	191,934	-	**2,303,213**	**2,303,213**	-
Total Revenue	**191,934**	**191,934**	**191,935**	**191,934**	**191,934**	**191,935**	**191,934**	**191,934**	**191,935**	**191,934**	**191,934**	**191,934**	**0**	**2,303,213**	**2,303,213**	-

TEACH Public Schools

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 0.01

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1300	Administrators' Salaries	67,100	67,100	67,100	67,100	67,100	67,100	67,100	67,100	67,100	67,100	67,100	67,100	-	**805,196**	805,196	-
1900	Other Certificated Salaries	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	-	**64,904**	64,904	-
		76,633	76,633	76,633	76,633	76,633	76,633	76,633	76,633	76,633	76,633	76,633	76,633	-	**919,600**	**919,600**	**-**
Classified Salaries																	
2300	Classified Administrators' Salaries	32,252	32,252	32,252	32,252	32,252	32,252	32,252	32,252	32,252	32,252	32,252	32,252	-	**387,027**	387,027	-
2400	Clerical and Office Staff Salaries	8,821	8,821	8,821	8,821	8,821	8,821	8,821	8,821	8,821	8,821	8,821	8,821	-	**105,858**	105,858	-
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		41,074	41,074	41,074	41,074	41,074	41,074	41,074	41,074	41,074	41,074	41,074	41,074	-	**492,885**	**492,885**	**-**
Benefits																	
3101	STRS	14,637	14,637	14,637	14,637	14,637	14,637	14,637	14,637	14,637	14,637	14,637	14,637	-	**175,644**	175,644	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	-	**30,559**	30,559	-
3311	Medicare	1,707	1,707	1,707	1,707	1,707	1,707	1,707	1,707	1,707	1,707	1,707	1,707	-	**20,481**	20,481	-
3401	Health and Welfare	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	7,333	-	**88,000**	88,000	-
3501	State Unemployment	245	245	245	245	245	245	1,225	980	490	245	245	245	-	**4,900**	4,900	-
3601	Workers' Compensation	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	-	**19,775**	19,775	-
3901	Other Benefits	5,885	5,885	5,885	5,885	5,885	5,885	5,885	5,885	5,885	5,885	5,885	5,885	-	**70,624**	70,624	-
		34,002	34,002	34,002	34,002	34,002	34,002	34,982	34,737	34,247	34,002	34,002	34,002	-	**409,982**	**409,982**	**-**

TEACH Public Schools

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 0.01

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	183	183	183	183	183	183	183	183	183	183	183	183	-	2,200	2,200	-
4305	Software	600	600	600	600	600	600	600	600	600	600	600	600	-	7,200	7,200	-
4310	Office Expense	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	5,542	-	66,500	66,500	-
4311	Business Meals	900	900	900	900	900	900	900	900	900	900	900	900	-	10,800	10,800	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	9,480	9,480	9,480	9,480	9,480	-	-	-	-	-	-	-	47,400	47,400	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		7,225	16,705	16,705	16,705	16,705	16,705	7,225	7,225	7,225	7,225	7,225	7,225	-	134,100	134,100	-
Subagreement Services																	
5105	Security	-	482	482	482	482	482	482	482	482	482	482	482	-	5,300	5,300	-
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	482	482	482	482	482	482	482	482	482	482	482	-	5,300	5,300	-
Operations and Housekeeping																	
5201	Auto and Travel	-	2,245	2,245	2,245	2,245	2,245	2,245	2,245	2,245	2,245	2,245	2,245	-	24,700	24,700	-
5300	Dues & Memberships	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5400	Insurance	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5501	Utilities	700	700	700	700	700	700	700	700	700	700	700	700	-	8,400	8,400	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	-	16,900	16,900	-
5901	Postage and Shipping	-	-	630	630	630	630	630	630	630	630	630	630	-	6,300	6,300	-
		2,117	4,362	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	4,992	-	56,400	56,400	-
Facilities, Repairs and Other Leases																	
5603	Equipment Leases	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
5610	Repairs and Maintenance	75	75	75	75	75	75	75	75	75	75	75	75	-	900	900	-
		125	125	125	125	125	125	125	125	125	125	125	125	-	1,500	1,500	-
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5803	Legal	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-
5804	Professional Development	-	-	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	2,140	-	21,400	21,400	-
5805	General Consulting	-	-	510	510	510	510	510	510	510	510	510	510	-	5,100	5,100	-
5806	Special Activities/Field Trips	-	-	-	-	-	100	100	100	-	-	-	-	-	300	300	-
5807	Bank Charges	-	-	190	190	190	190	190	190	190	190	190	190	-	1,900	1,900	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	-	280	280	280	280	280	280	280	280	280	280	-	2,800	2,800	-
5810	Payroll Service Fee	58	58	58	58	58	58	58	58	58	58	58	58	-	700	700	-
5811	Management Fee	0	0	0	0	0	0	0	0	0	0	0	0	-	0	0	-
5815	Public Relations/Recruitment	-	-	280	280	280	280	280	280	280	280	280	280	-	2,800	2,800	-
		892	892	4,292	4,292	4,292	4,392	4,392	4,392	4,292	4,292	4,292	4,292	0	45,000	45,000	-
Depreciation																	
6900	Depreciation Expense	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	13,400	13,400	-
		1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	13,400	13,400	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**163,184**	**175,391**	**179,421**	**179,421**	**179,421**	**179,521**	**171,021**	**170,776**	**170,186**	**169,941**	**169,941**	**169,941**	**0**	**2,078,167**	**2,078,167**	-
Monthly Surplus (Deficit)		**28,750**	**16,543**	**12,514**	**12,513**	**12,513**	**12,414**	**20,913**	**21,158**	**21,748**	**21,993**	**21,993**	**21,993**	**0**	**225,045**	**225,045**	-

TEACH Public Schools

Monthly Cash Flow/Budget FY24-25

Revised 6/12/24

Actuals Through:

ADA = 0.01

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	28,750	16,543	12,514	12,513	12,513	12,414	20,913	21,158	21,748	21,993	21,993	21,993	0	**225,045**		
Cash flows from operating activities																
Depreciation/Amortization	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	**13,400**		
Public Funding Receivables	-	-	-	-	-	-	411,986	-	-	-	-	-	(0)	**411,985**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	58,356	-	-	-	-	-	-	-	-	-	-	-	0	**58,356**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	88,223	17,660	13,630	13,630	13,630	13,530	434,015	22,275	22,865	23,110	23,110	23,110				
Cash, Beginning of Month	1,206,919	1,295,142	1,312,802	1,326,432	1,340,062	1,353,691	1,367,221	1,801,237	1,823,512	1,846,377	1,869,486	1,892,596				
Cash, End of Month	**1,295,142**	**1,312,802**	**1,326,432**	**1,340,062**	**1,353,691**	**1,367,221**	**1,801,237**	**1,823,512**	**1,846,377**	**1,869,486**	**1,892,596**	**1,915,706**				

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.00%*	*2.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*466.00*	*466.00*	*466.00*
Average Daily Attendance	*413.52*	*423.55*	*423.55*	*423.55*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 3,161,999	$ 4,432,014	$ 4,611,051	$ 4,804,899
8012 Education Protection Account	1,299,420	84,710	84,709	84,709
8019 State Aid - Prior Year	-	-	-	-
8096 In Lieu of Property Taxes	1,450,475	1,596,555	1,596,545	1,596,545
	5,911,894	6,113,279	6,292,305	6,486,154
Federal Revenue				
8181 Special Education - Entitlement	101,155	103,769	105,844	107,961
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	258,899	311,828	318,063	324,424
8290 Title I, Part A - Basic Low Income	197,043	197,043	200,983	205,002
8291 Title II, Part A - Teacher Quality	19,023	19,023	19,403	19,791
8293 Title III - Limited English	14,614	14,614	14,906	15,204
8294 Title V, Part B - PCSG	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	269,232	163,444	-	-
8299 Prior Year Federal Revenue	39,902	-	-	-
	899,868	809,721	659,199	672,383
Other State Revenue				
8311 State Special Education	420,909	431,171	439,795	448,591
8520 Child Nutrition	19,060	29,515	30,105	30,708
8545 School Facilities (SB740)	515,258	577,380	577,380	577,380
8550 Mandated Cost	7,445	8,208	8,407	8,407
8560 State Lottery	102,966	105,463	107,572	109,723
8598 Prior Year Revenue	11,010	-	-	-
8599 Other State Revenue	1,234,777	884,105	886,588	790,999
	2,311,425	2,035,843	2,049,847	1,965,807
Other Local Revenue				
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	193,336	175,000	178,499	182,069
8689 Other Fees and Contracts	-	-	-	-
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-
8990 Contributions, Restricted	-	-	-	-
	193,336	175,000	178,499	182,069
Total Revenue	**$ 9,316,524**	**$ 9,133,843**	**$ 9,179,850**	**$ 9,306,413**
Expenses				
Certificated Salaries				

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/12/24

		2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast
1100	Teachers' Salaries	1,358,506	1,580,025	1,611,625	1,643,858
1170	Teachers' Substitute Hours	45,655	108,047	110,207	112,412
1175	Teachers' Extra Duty/Stipends	66,826	-	-	-
1200	Pupil Support Salaries	207,197	260,789	266,004	271,325
1300	Administrators' Salaries	214,508	320,117	326,519	333,050
1900	Other Certificated Salaries	250	-	-	-
		1,892,944	2,268,977	2,314,357	2,360,644

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/12/24

		2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast
Classified Salaries					
2100	Instructional Salaries	224,554	294,197	300,081	306,083
2200	Support Salaries	95,283	67,000	68,340	69,707
2300	Classified Administrators' Salaries	20,172	39,785	40,581	41,393
2400	Clerical and Office Staff Salaries	241,626	223,052	227,513	232,063
2900	Other Classified Salaries	195,292	211,455	215,684	219,998
		776,928	835,489	852,199	869,243
Benefits					
3101	STRS	365,250	433,375	442,042	450,883
3202	PERS	218,561	232,266	242,877	251,211
3301	OASDI	52,038	51,800	52,836	53,893
3311	Medicare	41,492	45,015	45,915	46,833
3401	Health and Welfare	242,235	288,000	293,760	299,635
3501	State Unemployment	21,258	23,030	23,030	23,030
3601	Workers' Compensation	46,255	43,463	44,332	45,218
3901	Other Benefits	6,313	-	-	-
		993,401	1,116,948	1,144,792	1,170,704
Books and Supplies					
4100	Textbooks and Core Curricula	310,644	318,200	324,562	331,053
4200	Books and Other Materials	6,750	6,900	7,038	7,179
4302	School Supplies	74,150	75,900	77,418	78,966
4305	Software	202,628	207,500	211,649	215,882
4310	Office Expense	105,242	107,800	109,955	112,154
4311	Business Meals	42	-	-	-
4312	School Fundraising	750	800	816	832
4400	Noncapitalized Equipment	144,100	130,600	133,211	135,875
4700	Food Services	314,079	341,344	348,168	355,132
		1,158,384	1,189,044	1,212,817	1,237,073
Subagreement Services					
5101	Nursing	42	-	-	-
5102	Special Education	273,669	280,300	285,904	291,622
5103	Substitute Teacher	205,345	55,300	56,406	57,534
5104	Transportation	62,768	64,300	65,586	66,897
5105	Security	44,275	45,300	46,206	47,130
5106	Other Educational Consultants	256,493	262,700	217,954	182,313
		842,592	707,900	672,055	645,496

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/12/24

		2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping					
5201	Auto and Travel	307	300	306	312
5300	Dues & Memberships	8,912	9,100	9,282	9,468
5400	Insurance	101,580	104,000	106,079	108,201
5501	Utilities	96,504	98,800	100,775	102,791
5502	Janitorial Services	34,090	34,900	35,598	36,310
5516	Miscellaneous Expense	38	-	-	-
5531	ASB Fundraising Expense	-	-	-	-
5900	Communications	27,453	28,100	28,662	29,235
5901	Postage and Shipping	1,600	1,600	1,632	1,665
		270,483	276,800	282,334	287,981
Facilities, Repairs and Other Leases					
5601	Rent	852,006	852,700	852,695	852,695
5602	Additional Rent	1,667	1,700	1,734	1,769
5603	Equipment Leases	50,595	51,800	52,836	53,892
5604	Other Leases	-	-	-	-
5605	Real/Personal Property Taxes	42	-	-	-
5610	Repairs and Maintenance	145,597	149,100	102,081	104,123
		1,049,906	1,055,300	1,009,345	1,012,479
Professional/Consulting Services					
5801	IT	542	600	612	624
5802	Audit & Taxes	12,065	12,400	12,648	12,901
5803	Legal	43,723	44,800	45,696	46,610
5804	Professional Development	35,006	35,900	36,618	37,350
5805	General Consulting	386,784	19,400	19,788	20,184
5806	Special Activities/Field Trips	20,631	21,100	21,522	21,952
5807	Bank Charges	50	100	102	104
5808	Printing	20,182	20,700	21,114	21,536
5809	Other taxes and fees	25,790	26,400	26,928	27,466
5810	Payroll Service Fee	4,562	4,700	4,794	4,890
5811	Management Fee	971,990	947,566	966,511	985,841
5812	District Oversight Fee	59,119	61,133	62,923	64,862
5813	County Fees	4,339	4,400	4,488	4,578
5814	SPED Encroachment	293,239	300,352	300,350	300,350
5815	Public Relations/Recruitment	12,724	13,000	13,260	13,525
		1,890,745	1,512,551	1,537,353	1,562,774
Depreciation					
6900	Depreciation Expense	131,725	134,900	137,598	140,350
		131,725	134,900	137,598	140,350
Interest					
7438	Interest Expense	15,459	15,459	-	-
		15,459	15,459	-	-
Total Expenses		**$ 9,022,567**	**$ 9,113,367**	**$ 9,162,851**	**$ 9,286,743**
Surplus (Deficit)		**$ 293,957**	**$ 20,476**	**$ 17,000**	**$ 19,670**
Fund Balance, Beginning of Year		$ 6,872,276	$ 7,166,233	$ 7,186,709	$ 7,203,709
Fund Balance, End of Year		**$ 7,166,233**	**$ 7,186,709**	**$ 7,203,709**	**$ 7,223,379**
		79.4%	***78.9%***	***78.6%***	***77.8%***

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	293,957	20,476	17,000	19,670
Cash Flows From Operating Activities				
Depreciation/Amortization	131,725	134,900	137,598	140,350
Public Funding Receivables	(1,012,298)	1,334,327	144,528	(12,045)
Grants and Contributions Rec.	177	-	-	-
Due To/From Related Parties	544,974	-	-	-
Prepaid Expenses	4,912	-	-	-
Other Assets	244,048	-	-	-
Accounts Payable	217,456	(425,104)	30	197
Accrued Expenses	(455,726)	-	-	-
Deferred Revenue	-	(122,583)	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(65,336)	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	(31,030)	-	-	-
Total Change in Cash	(127,140)	942,015	299,156	148,173
Cash, Beginning of Year	6,186,624	6,059,484	7,001,498	7,300,655
Cash, End of Year	**$ 6,059,484**	**$ 7,001,498**	**$ 7,300,655**	**$ 7,448,827**

TEACH Tech High School

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.00%*	*2.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*407.00*	*407.00*	*407.00*
Average Daily Attendance	*365.20*	*377.25*	*377.25*	*377.25*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 4,918,473	$ 5,052,930	$ 5,239,106	$ 5,451,974
8012 Education Protection Account	73,040	75,450	75,450	75,450
8019 State Aid - Prior Year	-	-	-	-
8096 In Lieu of Property Taxes	1,280,986	1,422,028	1,422,028	1,422,028
	6,272,499	6,550,407	6,736,583	6,949,451
Federal Revenue				
8181 Special Education - Entitlement	89,336	92,426	94,274	96,160
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	224,280	271,278	276,704	282,238
8290 Title I, Part A - Basic Low Income	189,912	189,912	193,710	197,584
8291 Title II, Part A - Teacher Quality	18,699	18,699	19,073	19,454
8293 Title III - Limited English	13,128	13,128	13,391	13,658
8294 Title V, Part B - PCSG	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	157,664	3,000	-	-
8299 Prior Year Federal Revenue	-	-	-	-
	693,018	588,443	597,152	609,095
Other State Revenue				
8311 State Special Education	371,728	384,039	391,720	399,554
8520 Child Nutrition	16,511	25,677	26,191	26,715
8545 School Facilities (SB740)	446,772	514,265	514,265	514,265
8550 Mandated Cost	20,283	20,148	20,813	20,813
8560 State Lottery	90,935	93,935	95,814	97,730
8598 Prior Year Revenue	13,669	-	-	-
8599 Other State Revenue	719,419	518,550	519,287	95,457
	1,679,317	1,556,614	1,568,089	1,154,533
Other Local Revenue				
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	412,090	370,881	378,299	385,865
8689 Other Fees and Contracts	-	-	-	-
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-
8990 Contributions, Restricted	-	-	-	-
	412,090	370,881	378,299	385,865
Total Revenue	**$ 9,056,924**	**$ 9,066,346**	**$ 9,280,123**	**$ 9,098,944**
Expenses				
Certificated Salaries				

TEACH Tech High School

Multi-Year Forecast

Revised 6/12/24

		2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast
1100	Teachers' Salaries	1,742,246	1,786,713	1,822,448	1,858,897
1170	Teachers' Substitute Hours	58,271	128,508	131,078	133,700
1175	Teachers' Extra Duty/Stipends	102,263	41,219	42,043	42,884
1200	Pupil Support Salaries	230,843	190,578	194,390	198,277
1300	Administrators' Salaries	600,545	592,869	604,726	412,315
1900	Other Certificated Salaries	-	-	-	-
		2,734,168	2,739,887	2,794,685	2,646,073

TEACH Tech High School

Multi-Year Forecast

Revised 6/12/24

		2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast
Classified Salaries					
2100	Instructional Salaries	254,661	282,334	287,981	293,741
2200	Support Salaries	144,962	101,849	-	-
2300	Classified Administrators' Salaries	25,479	48,501	49,471	50,460
2400	Clerical and Office Staff Salaries	159,484	191,245	195,070	198,972
2900	Other Classified Salaries	364,358	394,592	402,484	410,534
		948,944	1,018,522	935,006	953,707
Benefits					
3101	STRS	494,278	523,318	533,785	505,400
3202	PERS	8,789	10,185	266,477	275,621
3301	OASDI	60,514	63,148	57,970	59,130
3311	Medicare	53,053	54,497	54,081	52,197
3401	Health and Welfare	259,994	328,000	326,400	316,282
3501	State Unemployment	29,260	26,460	25,970	24,990
3601	Workers' Compensation	53,750	52,618	52,216	50,397
3901	Other Benefits	83,966	-	-	-
		1,043,605	1,058,227	1,316,898	1,284,016
Books and Supplies					
4100	Textbooks and Core Curricula	50,691	52,400	53,448	54,517
4200	Books and Other Materials	18,033	18,600	18,972	19,351
4302	School Supplies	98,983	102,200	104,244	106,329
4305	Software	165,422	170,900	174,318	177,804
4310	Office Expense	115,601	119,400	121,788	124,224
4311	Business Meals	318	300	306	312
4312	School Fundraising	-	-	-	-
4400	Noncapitalized Equipment	51,274	53,000	54,060	55,141
4700	Food Services	248,011	296,956	302,895	308,953
		748,333	813,756	830,031	846,631
Subagreement Services					
5101	Nursing	-	-	-	-
5102	Special Education	225,050	232,500	237,150	241,893
5103	Substitute Teacher	155,089	160,200	163,404	166,672
5104	Transportation	113,256	117,000	119,340	121,727
5105	Security	61,159	63,200	64,464	65,753
5106	Other Educational Consultants	-	-	-	-
		554,554	572,900	584,358	596,045

TEACH Tech High School

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping				
5201 Auto and Travel	1,134	1,200	1,224	1,248
5300 Dues & Memberships	10,683	11,000	11,220	11,444
5400 Insurance	101,213	104,600	106,692	108,826
5501 Utilities	119,716	123,700	126,174	128,697
5502 Janitorial Services	21,002	21,700	22,134	22,577
5516 Miscellaneous Expense	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-
5900 Communications	16,011	16,500	16,830	17,167
5901 Postage and Shipping	-	-	-	-
	269,760	278,700	284,274	289,959
Facilities, Repairs and Other Leases				
5601 Rent	834,360	861,900	861,900	861,900
5602 Additional Rent	590	600	612	624
5603 Equipment Leases	17,401	18,000	18,360	18,727
5604 Other Leases	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-
5610 Repairs and Maintenance	84,120	86,900	88,638	90,411
	936,471	967,400	969,510	971,662
Professional/Consulting Services				
5801 IT	167	200	204	208
5802 Audit & Taxes	14,165	14,600	14,892	15,190
5803 Legal	1,291	1,300	1,326	1,353
5804 Professional Development	39,215	40,500	41,310	42,136
5805 General Consulting	7,020	7,300	7,446	7,595
5806 Special Activities/Field Trips	54,897	56,700	57,834	58,991
5807 Bank Charges	50	100	102	104
5808 Printing	16,864	17,400	17,748	18,103
5809 Other taxes and fees	17,285	17,900	18,258	18,623
5810 Payroll Service Fee	4,062	4,200	4,284	4,370
5811 Management Fee	944,864	939,738	928,012	909,894
5812 District Oversight Fee	62,725	65,504	67,366	69,495
5813 County Fees	5,540	5,700	5,814	5,930
5814 SPED Encroachment	258,976	267,518	267,518	267,518
5815 Public Relations/Recruitment	13,199	13,600	13,872	14,149
	1,440,318	1,452,260	1,445,986	1,433,659
Depreciation				
6900 Depreciation Expense	55,894	57,700	58,854	60,031
	55,894	57,700	58,854	60,031
Interest				
7438 Interest Expense	-	-	-	-
	-	-	-	-
Total Expenses	**$ 8,732,046**	**$ 8,959,351**	**$ 9,219,603**	**$ 9,081,784**
Surplus (Deficit)	**$ 324,879**	**$ 106,995**	**$ 60,520**	**$ 17,160**
Fund Balance, Beginning of Year	$ 8,322,978	$ 8,647,857	$ 8,754,851	$ 8,815,372
Fund Balance, End of Year	**$ 8,647,857**	**$ 8,754,851**	**$ 8,815,372**	**$ 8,832,532**
	99.0%	***97.7%***	***95.6%***	***97.3%***

TEACH Tech High School

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	324,879	106,995	60,520	17,160
Cash Flows From Operating Activities				
Depreciation/Amortization	55,894	57,700	58,854	60,031
Public Funding Receivables	(1,249,727)	644,308	55,166	19,454
Grants and Contributions Rec.	-	-	-	-
Due To/From Related Parties	691,906	-	-	-
Prepaid Expenses	18,752	-	-	-
Other Assets	(76,982)	-	-	-
Accounts Payable	140,099	(193,483)	(26)	221
Accrued Expenses	50,025	-	-	-
Deferred Revenue	0	(2,250)	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(139,620)	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-
Total Change in Cash	(184,774)	613,270	174,515	96,867
Cash, Beginning of Year	7,889,628	7,704,854	8,318,124	8,492,639
Cash, End of Year	**$ 7,704,854**	**$ 8,318,124**	**$ 8,492,639**	**$ 8,589,506**

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.00%*	*2.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*269.00*	*269.00*	*269.00*
Average Daily Attendance	*239.47*	*240.38*	*240.38*	*240.38*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 2,761,985	$ 2,752,810	$ 2,861,654	$ 2,979,970
8012 Education Protection Account	47,894	48,076	48,076	48,076
8019 State Aid - Prior Year	-	-	-	-
8096 In Lieu of Property Taxes	839,972	906,104	906,104	906,104
	3,649,851	3,706,990	3,815,833	3,934,149
Federal Revenue				
8181 Special Education - Entitlement	58,579	58,893	60,071	61,272
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	149,623	193,029	196,890	200,828
8290 Title I, Part A - Basic Low Income	111,154	111,154	113,377	115,645
8291 Title II, Part A - Teacher Quality	11,235	11,235	11,460	11,689
8293 Title III - Limited English	10,651	10,651	10,864	11,081
8294 Title V, Part B - PCSG	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	635,368	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-
	976,610	384,962	392,661	400,514
Other State Revenue				
8311 State Special Education	243,749	244,705	249,599	254,591
8520 Child Nutrition	11,015	18,271	18,636	19,009
8545 School Facilities (SB740)	297,558	331,097	331,097	331,097
8550 Mandated Cost	4,399	4,753	4,452	4,772
8560 State Lottery	59,628	59,854	61,051	62,272
8598 Prior Year Revenue	6,759	-	-	-
8599 Other State Revenue	1,483,314	1,221,522	1,223,749	990,149
	2,106,423	1,880,203	1,888,585	1,661,890
Other Local Revenue				
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	80,000	72,000	73,440	74,909
8689 Other Fees and Contracts	-	-	-	-
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-
8990 Contributions, Restricted	-	-	-	-
	80,000	72,000	73,440	74,909
Total Revenue	**$ 6,812,883**	**$ 6,044,154**	**$ 6,170,520**	**$ 6,071,463**
Expenses				
Certificated Salaries				

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/12/24

		2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast
1100	Teachers' Salaries	951,102	930,220	948,825	967,801
1170	Teachers' Substitute Hours	33,023	65,825	67,141	68,484
1175	Teachers' Extra Duty/Stipends	43,856	16,125	16,448	16,776
1200	Pupil Support Salaries	-	-	-	-
1300	Administrators' Salaries	261,355	386,271	393,997	324,908
1900	Other Certificated Salaries	-	-	-	-
		1,289,335	1,398,441	1,426,410	1,377,970

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/12/24

		2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast
Classified Salaries					
2100	Instructional Salaries	316,873	338,075	344,836	351,733
2200	Support Salaries	2,700	-	-	-
2300	Classified Administrators' Salaries	12,656	-	32,375	33,022
2400	Clerical and Office Staff Salaries	111,533	120,838	123,255	125,720
2900	Other Classified Salaries	125,156	175,889	179,407	182,995
		568,918	634,801	679,872	693,470
Benefits					
3101	STRS	267,831	267,102	272,444	263,192
3202	PERS	702	-	193,764	200,413
3301	OASDI	37,305	41,326	42,152	42,995
3311	Medicare	29,322	29,942	30,541	30,036
3401	Health and Welfare	153,336	144,000	146,880	149,818
3501	State Unemployment	15,810	17,150	17,150	17,150
3601	Workers' Compensation	35,650	28,910	29,488	29,000
3901	Other Benefits	56,946	53,690	54,763	53,857
		596,903	582,119	787,182	786,461
Books and Supplies					
4100	Textbooks and Core Curricula	9,725	9,800	9,996	10,196
4200	Books and Other Materials	-	-	-	-
4302	School Supplies	36,868	37,000	37,740	38,495
4305	Software	118,629	119,100	121,482	123,912
4310	Office Expense	88,124	88,500	90,270	92,075
4311	Business Meals	1,699	1,700	1,734	1,769
4312	School Fundraising	-	-	-	-
4400	Noncapitalized Equipment	44,878	45,000	45,900	46,818
4700	Food Services	241,998	211,300	215,526	219,836
		541,921	512,400	522,648	533,101
Subagreement Services					
5101	Nursing	-	-	-	-
5102	Special Education	173,248	173,900	177,378	180,926
5103	Substitute Teacher	59,652	59,900	61,098	62,320
5104	Transportation	86,995	87,300	89,046	90,827
5105	Security	23,775	23,900	24,378	24,866
5106	Other Educational Consultants	159,100	159,700	162,894	96,152
		502,769	504,700	514,794	455,090

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/12/24

		2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping					
5201	Auto and Travel	500	500	510	520
5300	Dues & Memberships	6,587	6,600	6,732	6,867
5400	Insurance	65,243	65,500	66,810	68,146
5501	Utilities	-	-	-	-
5502	Janitorial Services	3,333	3,300	3,366	3,433
5516	Miscellaneous Expense	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-
5900	Communications	11,435	11,500	11,730	11,965
5901	Postage and Shipping	50	100	102	104
		87,148	87,500	89,250	91,035
Facilities, Repairs and Other Leases					
5601	Rent	639,948	642,400	655,248	668,353
5602	Additional Rent	-	-	-	-
5603	Equipment Leases	16,735	16,800	17,136	17,479
5604	Other Leases	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-
5610	Repairs and Maintenance	89,522	89,900	91,698	93,532
		746,206	749,100	764,082	779,364
Professional/Consulting Services					
5801	IT	-	-	-	-
5802	Audit & Taxes	12,065	12,100	12,342	12,589
5803	Legal	4,225	4,200	4,284	4,370
5804	Professional Development	10,755	11,300	11,526	11,757
5805	General Consulting	821,148	545,155	406,058	339,179
5806	Special Activities/Field Trips	14,532	14,600	14,892	15,190
5807	Bank Charges	-	-	-	-
5808	Printing	17,164	17,200	17,544	17,895
5809	Other taxes and fees	12,252	12,300	12,546	12,797
5810	Payroll Service Fee	4,271	4,300	4,386	4,474
5811	Management Fee	728,224	648,885	617,052	607,146
5812	District Oversight Fee	36,499	37,070	38,158	39,341
5813	County Fees	5,239	5,300	5,406	5,514
5814	SPED Encroachment	169,815	170,460	170,460	170,460
5815	Public Relations/Recruitment	11,774	11,800	12,036	12,277
		1,847,960	1,494,670	1,326,690	1,252,988
Depreciation					
6900	Depreciation Expense	49,284	49,500	50,490	51,500
		49,284	49,500	50,490	51,500
Interest					
7438	Interest Expense	-	-	-	-
		-	-	-	-
Total Expenses		**$ 6,230,443**	**$ 6,013,231**	**$ 6,161,418**	**$ 6,020,978**
Surplus (Deficit)		**$ 582,440**	**$ 30,923**	**$ 9,102**	**$ 50,485**
Fund Balance, Beginning of Year		$ 2,657,197	$ 3,239,637	$ 3,270,560	$ 3,279,661
Fund Balance, End of Year		**$ 3,239,637**	**$ 3,270,560**	**$ 3,279,661**	**$ 3,330,147**
		52.0%	***54.4%***	***53.2%***	***55.3%***

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	582,440	30,923	9,102	50,485
Cash Flows From Operating Activities				
Depreciation/Amortization	49,284	49,500	50,490	51,500
Public Funding Receivables	(1,572,283)	1,077,347	159,252	9,952
Grants and Contributions Rec.	-	-	-	-
Due To/From Related Parties	(507,223)	-	-	-
Prepaid Expenses	31,994	-	-	-
Other Assets	246,988	-	-	-
Accounts Payable	506,164	(637,160)	110	134
Accrued Expenses	37,348	-	-	-
Deferred Revenue	0	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(24,726)	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-
Total Change in Cash	(650,014)	520,610	218,954	112,070
Cash, Beginning of Year	3,201,462	2,551,448	3,072,058	3,291,012
Cash, End of Year	**$ 2,551,448**	**$ 3,072,058**	**$ 3,291,012**	**$ 3,403,082**

TEACH Public Schools

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions				
LCFF COLA	*n/a*	*1.07%*	*2.73%*	*3.11%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*2.73%*	*3.11%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*0.01*	*0.01*	*0.01*
Average Daily Attendance	*0.01*	*0.01*	*0.01*	*0.01*
Revenues				
State Aid - Revenue Limit				
Other Local Revenue				
8689 Other Fees and Contracts	2,518,882	2,303,213	2,366,090	2,439,676
	2,518,882	2,303,213	2,366,090	2,439,676
Total Revenue	**$ 2,518,882**	**$ 2,303,213**	**$ 2,366,090**	**$ 2,439,676**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	-	49,500	50,490	51,500
1300 Administrators' Salaries	780,649	805,196	821,300	837,726
1900 Other Certificated Salaries	29,907	64,904	66,202	67,526
	810,556	919,600	937,992	956,752

TEACH Public Schools

Multi-Year Forecast

Revised 6/12/24

		2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Classified Salaries					
2200	Support Salaries	8,122	-	-	-
2300	Classified Administrators' Salaries	529,954	387,027	394,768	402,663
2400	Clerical and Office Staff Salaries	173,526	105,858	107,975	110,134
2900	Other Classified Salaries	-	-	-	-
		711,602	492,885	502,742	512,797
Benefits					
3101	STRS	163,699	175,644	179,156	182,740
3202	PERS	23	-	143,282	148,198
3301	OASDI	46,604	30,559	31,170	31,793
3311	Medicare	23,382	20,481	20,891	21,308
3401	Health and Welfare	92,973	88,000	89,760	91,555
3501	State Unemployment	4,677	4,900	4,900	4,900
3601	Workers' Compensation	16,571	19,775	20,170	20,574
3901	Other Benefits	72,508	70,624	72,037	73,477
		420,438	409,982	561,366	574,546
Books and Supplies					
4302	School Supplies	2,125	2,200	2,244	2,289
4305	Software	6,872	7,200	7,344	7,491
4310	Office Expense	63,638	66,500	67,830	69,187
4311	Business Meals	10,291	10,800	11,016	11,236
4400	Noncapitalized Equipment	45,382	47,400	48,348	49,315
		128,308	134,100	136,782	139,518
Subagreement Services					
5105	Security	5,115	5,300	5,406	5,514
		5,115	5,300	5,406	5,514

TEACH Public Schools

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping				
5201 Auto and Travel	47,560	24,700	25,194	25,698
5400 Insurance	125	100	102	104
5501 Utilities	8,035	8,400	8,568	8,739
5900 Communications	35,332	16,900	17,238	17,583
5901 Postage and Shipping	6,056	6,300	6,426	6,555
	97,108	56,400	57,528	58,679
Facilities, Repairs and Other Leases				
5603 Equipment Leases	542	600	612	624
5610 Repairs and Maintenance	831	900	918	936
	1,372	1,500	1,530	1,561
Professional/Consulting Services				
5801 IT	-	-	-	-
5802 Audit & Taxes	-	-	-	-
5803 Legal	15,956	10,000	10,200	10,404
5804 Professional Development	20,445	21,400	21,828	22,265
5805 General Consulting	4,888	5,100	5,202	5,306
5806 Special Activities/Field Trips	333	300	306	312
5807 Bank Charges	1,785	1,900	1,938	1,977
5809 Other taxes and fees	2,699	2,800	2,856	2,913
5810 Payroll Service Fee	668	700	714	728
5815 Public Relations/Recruitment	2,673	2,800	2,856	2,913
	49,445	45,000	45,900	46,818
Depreciation				
6900 Depreciation Expense	12,804	13,400	13,668	13,941
	12,804	13,400	13,668	13,941
Interest				
7438 Interest Expense	-	-	-	-
	-	-	-	-
Total Expenses	**$ 2,236,748**	**$ 2,078,167**	**$ 2,262,914**	**$ 2,310,126**
Surplus (Deficit)	**$ 282,134**	**$ 225,045**	**$ 103,176**	**$ 129,550**
Fund Balance, Beginning of Year	$ 282,135	$ 564,269	$ 789,315	$ 892,491
Fund Balance, End of Year	**$ 564,269**	**$ 789,315**	**$ 892,491**	**$ 1,022,041**
	25.2%	***38.0%***	***39.4%***	***44.2%***
Cash Flow Adjustments				
Surplus (Deficit)	282,134	225,045	103,176	129,550
Cash Flows From Operating Activities				
Depreciation/Amortization	12,804	13,400	13,668	13,941
Public Funding Receivables	(411,986)	411,985	0	-
Due To/From Related Parties	(729,657)	-	-	-
Prepaid Expenses	8,068	-	-	-
Other Assets	(1,367)	-	-	-
Accounts Payable	(58,036)	58,356	(0)	-
Accrued Expenses	147,899	-	-	-
Purchases of Prop. And Equip.	(28,103)	-	-	-
Proceeds(Payments) on Debt	-	-	-	-

TEACH Public Schools

Multi-Year Forecast

Revised 6/12/24

	2023-24 Prior Year	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Total Change in Cash	(778,243)	708,787	116,844	143,491
Cash, Beginning of Year	1,985,162	1,206,919	1,915,706	2,032,550
Cash, End of Year	**$ 1,206,919**	**$ 1,915,706**	**$ 2,032,550**	**$ 2,176,041**

Coversheet

Approval of Executive Director's Annual Salary

Section:	III. Items for Potential Action
Item:	E. Approval of Executive Director's Annual Salary
Purpose:	Vote
Submitted by:	
Related Material:	Executive Director Compensation Survey 2021 990s.pdf Raul Carranza Offer Letter 2024-2025.pdf

Executive Director Compensation Salary Survey

Sample of Los Angeles Area Charter Schools data from 2021 990 tax filings
(most recently available public data)

2021 990s

1. Alliance $409,964 (Dan Katzir)
2. Equitas $336,522 (Malka Borrego)
3. New Designs $341,849 (Paul Okaiteye)
4. Todays Fresh Start $318,693 (J Parker)
5. KIPP Los Angeles $306,457 (Angella Martinez *CEO in Residence*)
6. PUC – $285,425 (Jacqueline Elliot)
7. Vista Charter School – $283,052 (Don Wilson)
8. ICF $271,725 (Parker Hednut)
9. STEM Prep – $270,062 (Emilio Pack) (*2023-2024 board minutes shows approved $299,197 base salary for last school year)*
10. ISANA Academies – $213,389 (Nadia Shaiq)

Raul Carranza 2024-2025 Salary Proposal

2023-2024 $286,656.56 x 4.5% increase (4.5% raise is standard for all TEACH returning employees in the 24/25 budget proposal) = $299,557
Potential bonus up to 5% as described in TEACH Inc Bonus Resolution

July 1, 2024

Dear Raul Carranza,

On behalf of TEACH Public Schools am pleased to offer you the following terms of employment as Executive Director/Superintendent at TEACH Public Schools effective July 1, 2024. The terms of your position with TEACH Public Schools are set forth below:

1. Work Schedule.

Workdays and hours shall be consistent with the applicable calendar of workdays and hours for this position.

Initial_____

2. Compensation and Benefits.

Your pay will be $299,557, less payroll deductions and all required withholdings including PERS/STRS, if applicable. You will be paid semi-monthly on the TEACH Public Schools regularly scheduled pay dates.

In addition, you are eligible for the following standard TEACH Public Schools benefits for full time employees: life, health, dental, and vision coverage for employees; and you will be able to participate in the TEACH Public Schools 403 (b) plan AND 457. Additionally, you will accrue sick leave each pay period. Details about these benefits are provided in the employee Handbook.

3. Total Compensation Breakdown
Should you remain employed with TEACH Public Schools for a full year, your total annual compensation would be anticipated to be approximately the following:

- **Base Salary**: $299,557 per year.
- **Bonuses**: As part of our commitment to recognize and reward the dedication of our team members, you may be eligible for retention bonuses. These bonuses are contingent upon both your continued employment with TEACH Public Schools and our organization meeting its budgeted enrollment targets. The potential value of these bonuses equates to 5% of your base salary reflecting our appreciation for your contributions to our success and stability. Specific criteria for retention and budget achievements will be outlined in a board resolution.
- **PERS/STRS Contributions**: In alignment with state requirements and our dedication to your future, we will also contribute to STRS further enhancing the total value of your compensation.
- **Benefits Package**: Includes health, dental, and vision insurance; life insurance with a potential employer contribution of up to $2,000 per month. You are also eligibility to participate in our 457 plan and 403(b) plan with an employer match 2.5%, which adds to your total compensation.

It is important to note that the provision of bonuses for retention and meeting budgeted enrollment goals is designed to support our mutual commitment to the long-term success of TEACH Public Schools. These incentives are neither guaranteed nor intended to create an obligation on the part of TEACH Public

Schools. They are subject to review and adjustment based on the organization's performance and do not alter the at-will nature of your employment.

Initial_____

Initial_____

4. At-Will Employment.

In accepting our offer of employment, you certify your understanding that your employment will be on an at-will basis, and that neither you nor any TEACH Public Schools representative has entered into a contract regarding the terms or the duration of your employment. As an at-will Raul Carranza, you will be free to terminate your employment with the TEACH Public Schools at any time, with or without cause or advance notice. Likewise, TEACH Public Schools will have the right to terminate your employment at any time, with or without cause or advance notice. By accepting the role of Executive Director/Superintendent , you confirm you understand and agree, that this at-will relationship cannot be changed or retracted, either orally or in writing, or by any policy or conduct, unless you receive a document expressly stating that your employment is no longer at-will, which is signed both by you and the CEO, CFO/COO and approved by the TEACH Public Schools Board of Directors.

Initial_____

5. Additional Information.

I understand that I am required to attend all in-person professional development trainings and/or meetings.

This letter and the Employee Handbook, contain all of the terms of your employment with TEACH Public Schools and supersede any prior understandings or agreements, whether oral or written, between you and TEACH Public Schools. This letter may not be amended or modified except by an express written agreement signed by you and the TEACH Public Schools Board of Directors.

Initial_____

Upon acceptance of this offer of at-will employment, please sign and return to me.



_____ _____
Matt Brown, CFO/COO TEACH Public Schools Date

_____ _____
Board Member Date

_____ _____
Raul Carranza Date

Coversheet

Board Resolution Regarding Annual Bonuses

Section: III. Items for Potential Action
Item: F. Board Resolution Regarding Annual Bonuses
Purpose: Vote
Submitted by:
Related Material: TEACH_INC_Annual Bonuses_BOARD_RESOLUTION.pdf

Board Resolution Regarding Annual Bonuses

Date: June 18, 2024

Subject: Establishment of Criteria for Annual Retention Bonuses

WHEREAS, TEACH Public Schools aims to recognize and reward the dedication and hard work of its staff members through financial incentives;

WHEREAS, the Board recognizes that bonuses are a key component of a competitive compensation package that aids in retaining talented staff and meeting organizational objectives;

WHEREAS, the financial health of TEACH Public Schools, as forecasted by the May close financial statements, is essential to the sustainability of such bonus initiatives;

WHEREAS, the bonuses awarded by TEACH Public Schools are determined to be reasonable and not excessive based on benchmark studies of compensation within similar nonprofit educational organizations;

WHEREAS, the bonus plan was reviewed and approved without any conflict of interest, ensuring fair and equitable treatment of all employees;

BE IT RESOLVED THAT the Board of Directors of TEACH Public Schools hereby approves the provision of retention bonuses to eligible employees under the following conditions:

1. **Eligibility:** All full-time employees of TEACH Public Schools who have completed one year of service by the date of bonus issuance are eligible for the retention bonus.
2. **Bonus Criteria for TEACH Public Schools Staff:** Bonuses will be awarded based on:
    - Continued employment with TEACH Public Schools through the bonus issuance date.
    - The site meeting or exceeding its budgeted enrollment targets for the fiscal year OR
    - The site operating with an annual cash surplus, as forecasted by the monthly financial statements preceding the bonuses payout dates.
    - OR at the discretion of the TEACH Board of Directors, who may consider other factors relevant to the organization's mission and goals.
3. **Bonus Amount and Payment Schedule for TEACH Public Schools Staff:**
    - The retention bonus will be equivalent to 5% of the employee’s base annual salary.
    - Payment will be distributed in two installments:
        - 2.5% in December for all 12-month employees.

- 2.5% in July for 12-month employees and in September for 11-month employees.

4. **Compliance and Oversight:**
    - This bonus plan and all associated compensation practices will be regularly reviewed by legal counsel to ensure compliance with IRS guidelines, labor laws, and nonprofit compensation standards.
    - Any changes to the plan will require Board approval and will be documented in the board meeting minutes to maintain transparency and accountability.
5. **Non-Guarantee:** The provision of bonuses shall not be construed as an entitlement or guarantee of payment in any year, but rather as a discretionary incentive subject to organizational performance, financial stability, and the achievement of specific financial criteria.
6. **Review and Adjustment:** The bonus policy will be subject to annual review and adjustment by the Board, considering the organization's performance, financial stability, and strategic goals.

BE IT FURTHER RESOLVED THAT this bonus policy does not alter the at-will nature of employment at TEACH Public Schools, and employment may be terminated by either the employer or employee at any time, with or without cause or advance notice.

This resolution shall be effective immediately upon its adoption and shall be recorded in the official minutes of the Board meeting and communicated to all employees via official notices from the HR department.

Adopted by the Board of Directors of TEACH Public Schools at the meeting held on June 18, 2024

	[vote]
Cecilia Sandoval	
Austin Dragon	
James Lobdell	
Marc Maye	
Spencer Burrows	

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 June 18, 2024 and that this resolution has not been revoked.

_____

Spencer Burrows
Board Secretary

Coversheet

Consider and Approve the Education Protection Accounts (EPA Accounts)

Section: III. Items for Potential Action
Item: G. Consider and Approve the Education Protection Accounts (EPA Accounts)
Purpose: Vote
Submitted by:
Related Material: FY25 TAT-EPA Spending Plan Resolution.pdf
FY25-TPES-EPA Spending Plan Resolution.pdf
FY25-TTCHS-EPA Spending Plan Resolution.pdf

TEACH Academy of Technologies

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of TEACH Academy of Technologies;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of TEACH Academy of Technologies has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 18, 2024.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

TEACH Academy of Technologies

Budgeted expenditures through: June 30, 2025

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	1,422,260.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,422,260.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	924,469.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	497,791.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,422,260.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Preparatory Elementary

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of TEACH Preparatory Elementary;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of TEACH Preparatory Elementary has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 18, 2024.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

TEACH Preparatory Elementary

Budgeted expenditures through: June 30, 2025

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	48,076.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		48,076.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	31,249.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	16,827.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		48,076.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Tech Charter High

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of TEACH Tech Charter High;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the TEACH Tech Charter High has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 18, 2024.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

TEACH Tech Charter High

Budgeted expenditures through: June 30, 2025

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	75,450.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		75,450.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	49,042.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	26,408.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		75,450.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Presentation on the Local Indicators

Section: III. Items for Potential Action
Item: H. Presentation on the Local Indicators
Purpose: Discuss
Submitted by:
Related Material: Local Indicators Report June 2024.pdf

Local Indicators Report 2023-2024

TEACH Public Schools

LOCAL Indicators Report

Introduction

The Local Indicators Report presents data collected and analyzed through the State Board of Education's self-reflection tools. This report aims to inform the Board at the same meeting where the LCAP for the upcoming year is adopted. Upon approval, staff will submit the local indicator data to the state.

What are the Local Indicators?

The Local Control Funding Formula (LCFF) identifies priority areas for schools. For areas lacking state data, the California State Board of Education (SBE) approved local indicators based on information collected by local education agencies (LEAs).

The local indicators address the following state priorities:

- Priority 1: Basic Services and Conditions - Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.
- Priority 2: Implementation of State Academic Standards.
- Priority 3: Parent and Family Engagement.
- Priority 6: School Climate - Measured by a local climate survey.
- Priority 7: Access to a Broad Course of Study.

LCFF 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities

- Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100%.
- Results:
    - 100% of students at TEACH Tech Charter High, TEACH Academy of Technologies, and TEACH Prep Elementary have access to standards-aligned instructional materials.
    - There were zero instances where facilities did not meet the "good repair" standard.
    - TEACH Public Schools' Teacher Monitoring and Outcome data is available at : https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=19647330122242&year=2021-22 (Teach Academy of Technologies);

      https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=19647330122242&year=2021-22

      (TEACH Tech Charter High School);

      https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=19647330138305&year=2021-22
      (TEACH Prep)

LCFF 2: Implementation of State Academic Standards

Teach uses the following measures and tools to track progress in implementing the state academic standards:

State Academic Standards	Division	Tools used to Track Progress
ELA: Common Core	Elementary	McGrawHill
	Middle	McGrawHill
	High	McGrawHill
English Language Development	Elementary	McGraw Hill's products-Wonders has embedded ELD resources and every ELD student has an optional ELD practice book
	Middle	McGrawHill's product StudySync has embedded ELD resources
	High	McGrawHill's product StudySync has embedded ELD resources
Math Common Core Standards	Elem	McGrawHill
	Middle	McGrawHill and CPM
	High	CPM
Next Generation Science Standards	Elementary	McGrawHill
	Middle	McGrawHill
	High	McGrawHill
History- Social Science	Elementary	McGrawHill
	Middle	McGrawHill
	High	McGrawHill
Career technical education	High	N/A
Health Ed Content Standards	Elementary	CA Health Standards
	Middle	
	High	
Visual and	Elementary	NA

Performing Arts		
	Middle	
	High	
World Language	Elementary	N/A
	Middle	Vista Higher Learning: Encuentros ©2022
	High	Vista Higher Learning: Encuentros ©2022

Each selection went through a rigorous selection process that included school leaders, teachers and parent input. Influential factors included the stability of the company providing curriculum, the ability to have a seamless K-12 system and evidence of effective outcomes with similar demographics.

LCFF 3: Parent and Family Engagement

TEACH understands that family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

The schools used the self-reflection tool described below to reflect upon the quality of implementation of family engagement strategies as part of the continuous improvement process prior to updating the LCAP.

One of TEACH's perceived strengths is diverse staff that understands the cultures, languages, needs and interests of families in the surrounding neighborhoods. Furthermore, TEACH has developed family engagement policies, programs and practices in partnership with local families, using tools of continuous improvement.

The reflection tool was organized into three sections:

1) Building relationships between school staff and families
2) Building Partnerships for Student Outcomes
3) Seeking Input for Decision-Making

Families, staff and students participated in the reflection process. The results of the self-reflection were used to inform the goals, actions and services described in the LCAP.
In the area of *Building Relationships Between School Staff and Families*, TEACH falls into level 4- *Full Implement*ation (the rating scale consisted of the following levels from lowest to highest:

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability)

This rating was based on each school's level of success in the following practices:

- Developing the capacity of staff to build trustful and respectful relationships
- Creating welcoming environments for all families in the community
- Supporting staff to learn about each family's strengths, cultures, languages and goals for children.
- Developing multiple opportunities for parent and school 2-way communication.

Each school's greatest strength was the multiple opportunities for family and staff communication. The use of multiple communication platforms and taking the time to hold multiple gatherings throughout the year such as Coffee with the Principal, ELAC and SSC meetings, as well as other parent and family functions to celebrate student achievement.

One area for improvement is supporting staff to learn about each family's strengths, culture, languages and goals for children. This might be achieved by more home-visits and through the additional measures each school plans to take to engage parents in an effort to reduce absenteeism. Such measures include more parent education workshops, parents leading educational workshops for other parents, and working with outside organizations to provide solutions to areas of need for parents such as English language instruction and targeted parenting strategies that support student success and achievement.

In section 2: Building Partnerships for Student Outcomes, TEACH rated itself at level 3: *Initial Implementation*.

TEACH is scaling up practices such as providing professional learning and support to teachers and Principals to improve the school's capacity to partner with families, provide families with resources to support learning and development in the home, and supporting families to understand and exercise their rights to advocate for their students. Part of the LCAP goals and actions for the upcoming school year reflect building upon these practices and include education programs for parents to better support their students and specific meetings with parents to support their understanding of their student's diagnostic and formative assessment data.

Section 3: Seeking Input for Decision-Making represents the greatest area for growth, for this indicator, TEACH rated itself as 2- Beginning Development. TEACH has many opportunities for families to participate in decisions that impact the school community, but it is perceived that parents could be better informed and thus have a more meaningful role in decision-making discussions.

The role of advisory groups and participation in advisory groups is gaining traction at TEACH now that those meetings include all divisions, rather than being held separately. This is helping parents get the big picture of their child's education journey from kindergarten through high school. This is a new practice that will continue into the 2024-2025 school year.

Parents are also becoming more active in identifying, designing and leading their own family engagement activities. This development has been supported by the Office of Mental Health Services, and uses a "train the trainer" model to build capacity.

LCFF 6: School Climate

Survey results indicate that student's perception of safety (both physical and emotional) has improved slightly in the past year. At the high school 59% of responding students indicated they felt safe (based on a group of questions that measured feelings of physical and emotional safety in the school community). Only 50% of English Learners rated a feeling of safety at the high school but other student subgroup results were on par with the overall result of 59%.

At the middle school less than half of the students participated in the survey and among those that did, only 42% reported feeling safe and 36% of English Learners at the middle school felt safe. At the elementary school 51% of students reported feeling safe and there was no significant subgroup deviation.

TEACH has identified school safety and culture as an area of growth and the schools have implemented new practices in school year 23-24 that are gaining traction and promise to

continue improved results in this area. At the high school, Peace Circles are used for students to identify and develop coping strategies for behaviors such as bullying and less than positive use of social media. At the middle school and elementary school, Counselors are attending professional development to support students and positive student behaviors and Assistant Principals are focusing on coaching teachers to provide structures and systems for classroom management that are clear, easy to enforce and upheld campus-wide.

LCFF 7: Access to Broad Course of Study

At TEACH , we understand that a strong academic foundation in core disciplines is essential for accessing a broad course of advanced level study. When reflecting upon data related to this indicator, TEACH has identified this as an area for growth. In recent years, several advanced level courses have been added and students have been encouraged to enroll in these classes but end of year exam results indicate that many students lacked the academic foundation necessary to access the material in a meaningful way. The exception to this has been AP Spanish, where an overwhelming number of students in the course have qualified for college credit based on the AP Exam taken at the end of the year.

To address this area of growth, the emphasis in 2024-2025 and beyond will be to focus on addressing learning gaps and building a rock-solid foundation of essential skills and knowledge that are needed to engage in higher and more complex thinking within each discipline.

As background: At the high school, students access a broad scope of study that is aligned to and organized by the A-G Requirements that are designed to provide students with the scope

and sequence of courses they need to be successful in a California State University and the University of California System. Progress in these courses is measured through the state assessment SBAC (CAASP) results, as well as interim assessments such as the NWEA and IAB. These formative assessments measure mastery of skills acquired through the A-G approved courses and provide teachers with specific student-level data that is used to make adjustments to instruction and trigger student interventions. The Board receives detailed reports on student key measures for all grade levels at relevant times throughout the school year.

The high school is implementing the strategy of ability grouped classes in math. Grouping by ability allows for students without learning gaps to accelerate through the curriculum and access advanced courses such as AP Stats or AP Calculus in greater numbers and with a stronger foundation that will enable them to succeed in the course.
Middle and Elementary School students take a battery of diagnostic and formative assessments for the same purposes. Those include iReady, SmartyAnts, NWEA and IAB assessments. These assessments provide individual student progress data that also acts as a predictor for end-of-year SBAC (CAASP) results.

The Elementary school is using the strategy of teacher looping- where the same teacher stays with the same group of students for two years (two grade levels). This provides students with more continuity and teachers have greater flexibility in approaching remediation strategies that are needed to get students up to grade level.

The efforts at the middle and elementary school will eventually allow for greater course access at the high school level. Typically, more than 85% of TEACH students continue from the elementary to the middle and then go on to the high school.

Coversheet

Consider and Approve the Local Control and Accountability Plans (LCAPs) for TEACH Tech Charter High School and TEACH Prep Elementary School and the LCAP and CSI Plan for TEACH Academy of Technologies

Section: III. Items for Potential Action
Item: I. Consider and Approve the Local Control and Accountability Plans (LCAPs) for TEACH Tech Charter High School and TEACH Prep Elementary School and the LCAP and CSI Plan for TEACH Academy of Technologies
Purpose: Vote
Submitted by:
Related Material:
TEACH Prep 2024 LCAP and Budget Overview for Parents.pdf
TEACH Academies 2024 LCAP and Budget Overview for Parents.pdf
TEACH TECH LCAP AND BUDGET OVERVIEW FOR PARENTS 2024.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

CDS Code: 19647330138305

School Year: 2024-25

LEA contact information:

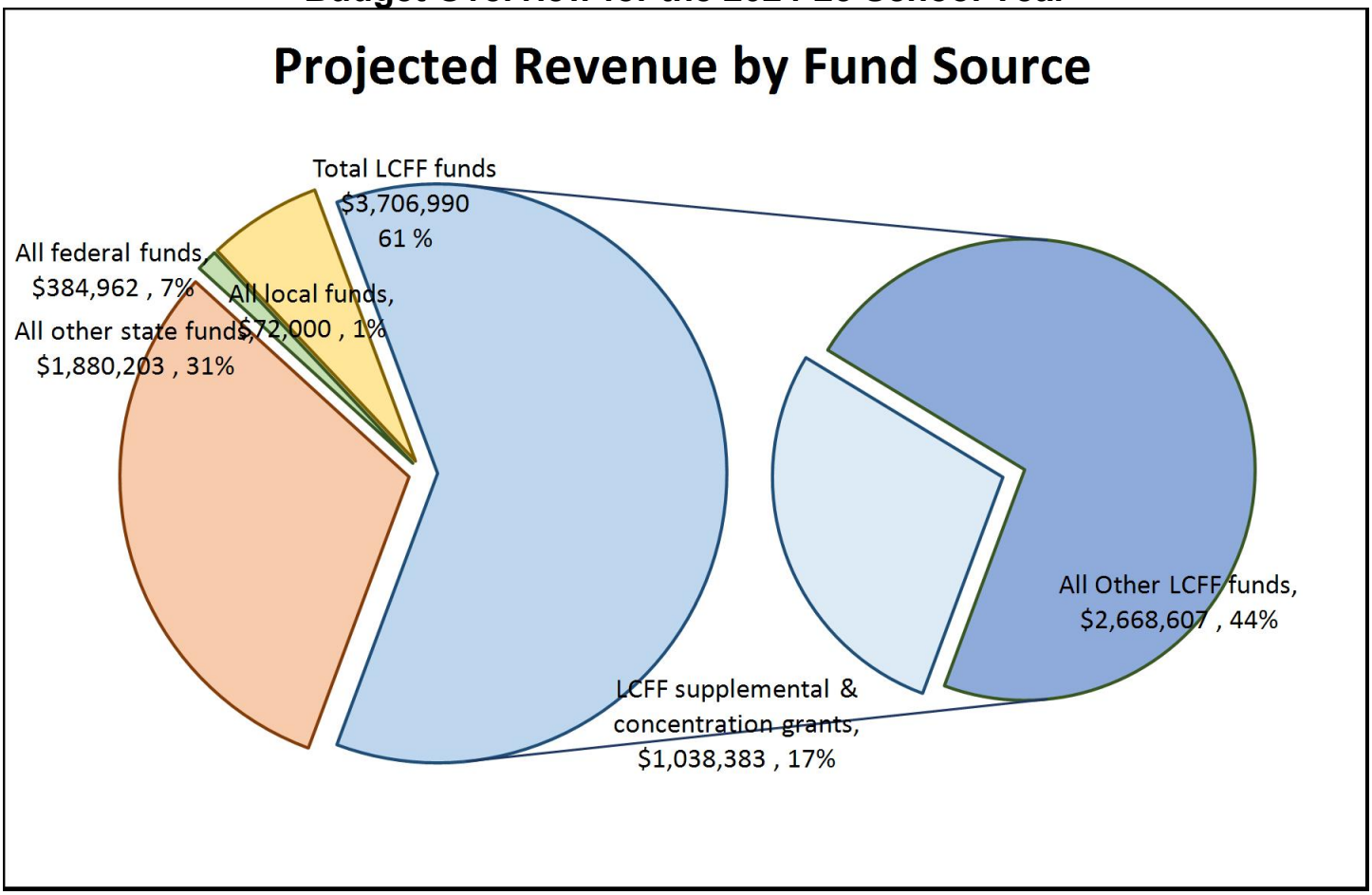
Sharon Rhee

Principal

323-872-0708

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

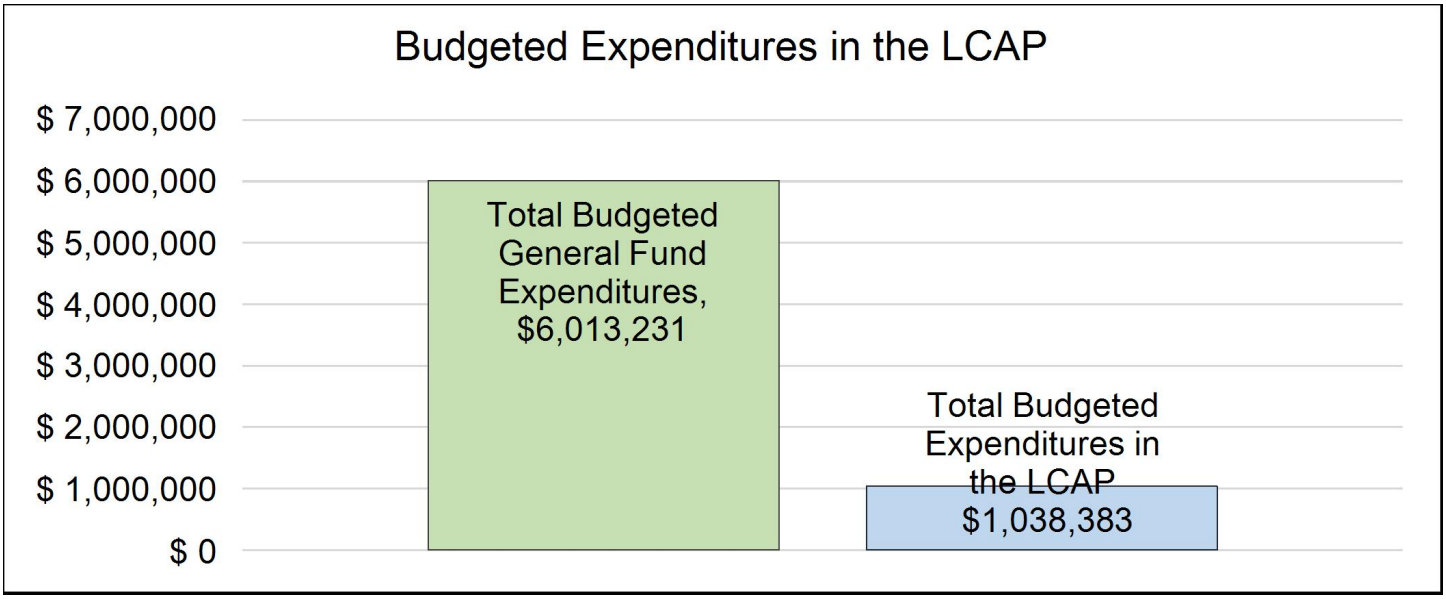


This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is $6,044,155, of which $3,706,990.00 is Local Control Funding Formula (LCFF), $1,880,203.00 is other state funds, $72,000.00 is local funds, and $384,962.00 is federal funds. Of the $3,706,990.00 in LCFF Funds, $1,038,383.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $6,013,231.00 for the 2024-25 school year. Of that amount, $1,038,383.00 is tied to actions/services in the LCAP and $4,974,848 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

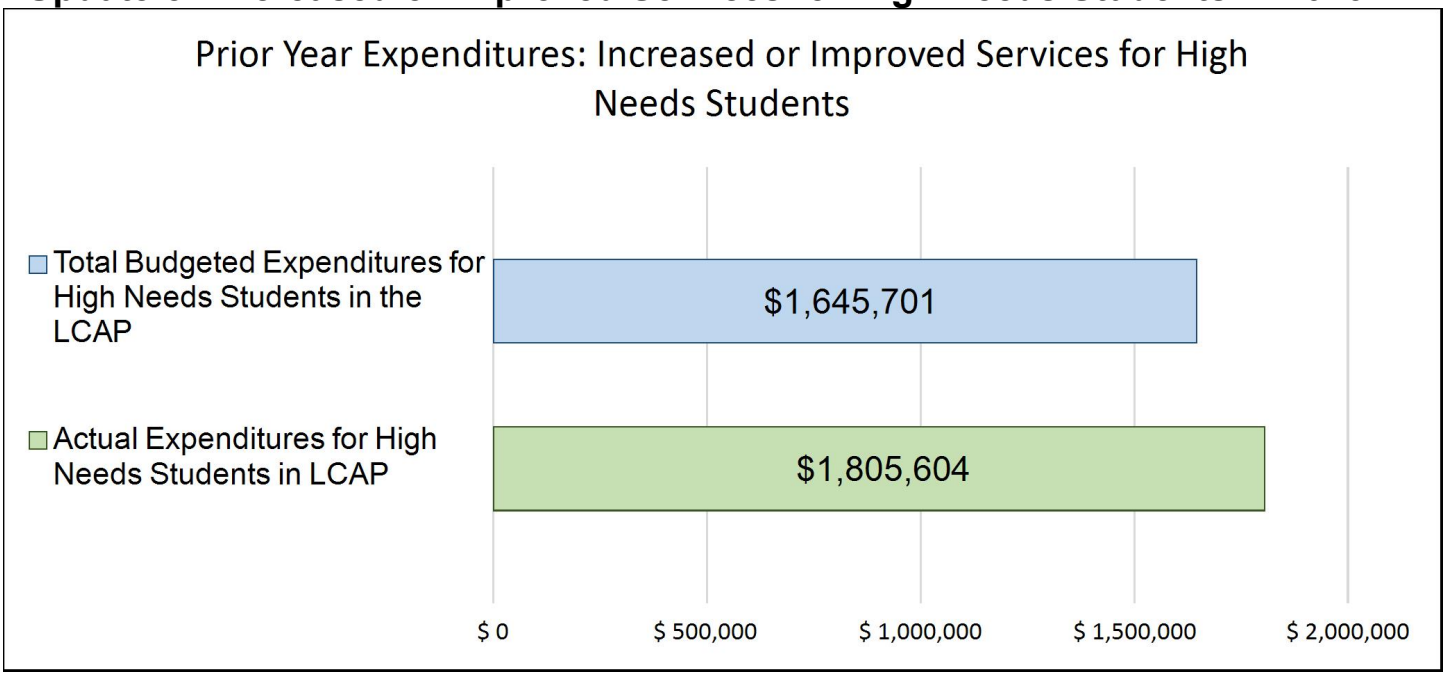
Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $6,013,231 for the 2024-25 school year. Of that amount, 1,038,383 is tied to actions/services within the LCAP, and $4,974,848 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Teacher and classified staff salaries & benefits, facility related costs including utilities rent, and maintenance, contracted services, books and supplies required to operate the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive $1,038,383.00 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $1,038,383.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's LCAP budgeted $1,645,701.00 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent $1,805,604.00 for actions to increase or improve services for high needs students in 2023-24.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Sharon Rhee Principal	srhee@teachps.org 323-872-0708

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Prep serves approximately 272 students in grades K-5. The student demographics include: 7% Students with Special Needs, 34.56% English Language Learners, 1% Foster Youth, and 97.06% Socioeconomically Disadvantaged.

TEACH Prep's mission is to create a high-quality, innovative teaching and learning environment focused on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. The school's vision is to establish a state-of-the-art community school in South Los Angeles that equips students with the skills and habits of mind needed to compete in the 21st century. TEACH Prep aims to reach students of all backgrounds by addressing their social, physical, emotional, moral, ethical, and intellectual needs, ensuring that the knowledge and experiences gained can be effectively applied to their daily lives upon graduation.

Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Public Schools were created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH focus on forging deep, lasting connections with students. The founders' goal was to provide quality education for students in the historically disenfranchised community of South Los Angeles, preparing them to enter college and the workforce by creating an environment that nurtures both the hearts and minds of students. Teachers are encouraged to build positive relationships with students to foster a sense of safety and security, promoting individual growth and flourishing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard Indicators:
On the 2023 Dashboard, the TEACH Prep scored red (lowest rating) for chronic absenteeism, and English Language Arts performance. The school scored orange (second lowest rating) for English Learner progress, and math performance. The suspension rate earned the school a rating of blue (highest rating).

The local indicators for 2023 include Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100% with all students having access to standards-aligned instructional materials and zero instances where facilities did not meet the “good repair” standard.

Specifically:
100% of students at TEACH Tech Charter High, TEACH Academy of Technologies, and TEACH Prep Elementary have access to standards-aligned instructional materials.
There were zero instances where facilities did not meet the “good repair” standard.

Two-year trend data for student performance in English Language Arts (ELA): In the 2021-2022 school year, 19% of students were proficient in ELA, which slightly decreased to 17% in the 2022-2023 school year. The graph visualizes this change in proficiency levels across the two years.

In 22-23, 98.1% of students were tested.

The rate of proficiency was slighter higher for male students (17.54%) compared to females (15.22%).

Hispanic/Latino proficiency rates (18.54%) outpaced Black or African American rates (14.63%).

7.5% if English Learners were proficient.

Math proficiency:a decrease from 9% proficiency in the 2021-2022 school year to 7% proficiency in the 2022-2023 school year. In 2022-2023 100% of the students were tested.

Chronic absenteeism: 56% of students missed 13 or more days of school in 22-23.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, students, teachers, admin, Principal and other staff	Participation in a data analysis, determination of priorities and strategies for implementation.
Parent groups and individual parents	Input and comments on LCAP goals and priorities through regular meetings (ELAC, SSC, Coffee with Principal); overview of school data
Community groups and public at large	Input at Public hearing

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

The first step in developing the LCAP was to complete a comprehensive data analysis. This stage involved administrators, teachers, parents and a representative student group.. Parents were given a primer on the various data points and then a larger group participated in a facilitated data analysis. The participating stakeholders then identified and prioritized areas for growth. The outside supporting organization After School All Stars participated in this LCAP development process.

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback. The parents had significant input on the prioritization of supporting academic achievement of Emerging Bilinguals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce the rate of chronic absenteeism.	

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Reduce the rate of chronic absenteeism. In 22-23, 56% of students were chronically absent (missing 13 or more days per year). Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.
Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.
Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.
Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism	56%			30% or lower	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CMO resources	CMO will provide support to develop and implement a policy and interventions for when students are absent. The CMO will conduct a comprehensive analysis to determine core reasons students miss school and evidence-based solutions.	$250,000.00	No Yes
1.2	Office Staff	Office Staff will communicate with parents when students are absent.	$143,896.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes
1.3	Counselor and Assistant Principal Position	The counselor and AP will ensure implementation of policy and interventions to address chronic absenteeism. These positions will support teachers, students and families to address the core reasons for students missing school.	$323,673.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve academic performance in math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SY 22-23 93% of TEACH Prep 3rd and fourth graders scored below grade level in math. REASONS: students and parents various; teacher inconsistency, lack of familiarity for teachers of curriculum materials

What worked last year: implementation of iready and smarty ants programs

Strategy: Continue IReady and Smarty Ants curriculum, offer teacher training specific to curriculum

Strategy: Teacher Looping- Teacher looping, where teachers serve the same cohort of students for two years in a row, offers several advantages:
Stronger Teacher-Student Relationships: Teachers and students have more time to build trust and rapport, leading to stronger relationships. This can create a more supportive and positive classroom environment, which can enhance student engagement and motivation.
Deeper Understanding of Student Needs: Teachers gain a better understanding of each student's strengths, weaknesses, and learning styles. This allows for more personalized and effective instruction, as teachers can tailor their approach to meet individual student needs.
Improved Continuity and Consistency: With looping, there is less disruption at the start of the second year since teachers already know their students. This continuity allows for a smoother transition and more consistent learning experiences, reducing the time spent on establishing routines and getting to know each other.
Enhanced Academic Progress: Teachers can build on the knowledge and skills students have acquired in the first year without needing to review as much material. This can lead to more continuous academic progress and deeper learning.
Better Classroom Management: Familiarity with students allows teachers to manage the classroom more effectively. They are more aware of potential behavior issues and can address them proactively, leading to a more orderly and focused learning environment.
Stronger Parental Involvement: Parents and teachers have more time to develop a relationship, which can improve communication and collaboration. This partnership can support student learning and address any concerns more effectively.
Reduced Anxiety for Students: Knowing their teacher and classmates for a second year can reduce anxiety and stress for students. This familiarity can create a more comfortable and safe learning environment, which can enhance student well-being and academic performance.
Opportunities for Long-Term Projects: Teachers can plan and implement long-term projects and activities that span two years. This allows for more in-depth exploration of subjects and can lead to more meaningful and comprehensive learning experiences.

Professional Growth for Teachers: Looping provides teachers with the opportunity to see the long-term impact of their teaching strategies and adjust their approaches based on students' progress over two years. This experience can contribute to professional growth and development.
Higher Student Retention and Attendance: Positive relationships and a supportive classroom environment can lead to higher student retention and attendance rates, as students are more likely to feel connected to their teacher and peers.
Strategy: Parent data nights- sharing diagnostic data with parents, explaining goals and ways to support student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum	Continue use of iReady, Smarty Ants and other curriculum to support Tier one and Tier 2 and 3 interentions.	$70,827.00	No Yes
2.2	Teacher looping and peer-to-peer mentoring	Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	$250,494.00	No Yes
2.3	Assistant Principal	Supports teacher development, provides PD for teachers to maximize use of selected curriculum.	$0.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve the English Language Arts proficiency rates of Emerging Bilinguals	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In 22-23, 7.5% of emerging bilinguals scored proficient in English Language Arts. Target: Improve proficiency rates of Emerging Bilinguals to 15% in 24-25, 20% in 25-26 and 25% in 26-27.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC (CAASP) Proficiency rates	7.5%			25% Proficient or higher	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1		The AP will build teacher capacity, provide coaching and PD on supporting Emerging Bilingual students in all grade levels.		No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,038,890.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.985%	0.000%	$0.00	42.985%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CMO resources **Need:** **Scope:** Schoolwide	CMO will provide resources to develop and imlement school-wide systems and structures to support student well-being and academic achievement.	Improved academic performance, decreased chronic absenteeism, implementation of interventions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Office Staff **Need:** **Scope:** Schoolwide	Office staff support family engagement by outreach and interventions to students who are absent.	Reduced chronic absenteeism.
1.3	**Action:** Counselor and Assistant Principal Position **Need:** **Scope:** Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.
2.1	**Action:** Curriculum **Need:** **Scope:** Schoolwide	Materials for learning provide the base for instruction.	Improved academic performance in ELA and math.
2.2	**Action:** Teacher looping and peer-to-peer mentoring **Need:** **Scope:**	Looping provides continuity, reduces academic deficienies or gaps and promotes mastery of standards and student well-being.	Improved academic performance, increased engagement, improved attendance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.3	**Action:** Assistant Principal **Need:** **Scope:** Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.
3.1	**Action:** **Need:** **Scope:** Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The above concentration grant funding will be used to fund 4.0 FTE's that will be able to provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:28
Staff-to-student ratio of certificated staff providing direct services to students		1:18

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,416,873.00	1,038,890.00	42.985%	0.000%	42.985%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,038,890.00				$1,038,890.00	$718,063.00	$320,827.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CMO resources	All	No Yes	School wide				$0.00	$250,000.00	$250,000.00				$250,000.00	
1	1.2	Office Staff	All	No Yes	School wide				$143,896.00	$0.00	$143,896.00				$143,896.00	
1	1.3	Counselor and Assistant Principal Position	All	No Yes	School wide				$323,673.00	$0.00	$323,673.00				$323,673.00	
2	2.1	Curriculum	All	No Yes	School wide				$0.00	$70,827.00	$70,827.00				$70,827.00	
2	2.2	Teacher looping and peer-to-peer mentoring	All	No Yes	School wide				$250,494.00	$0.00	$250,494.00				$250,494.00	
2	2.3	Assistant Principal	All	No Yes	School wide				$0.00	$0.00	$0.00				$0.00	
3	3.1		All	No Yes	School wide											

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,416,873.00	1,038,890.00	42.985%	0.000%	42.985%	$1,038,890.00	0.000%	42.985 %	**Total:**	$1,038,890.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,038,890.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	CMO resources	Yes	Schoolwide			$250,000.00	
1	1.2	Office Staff	Yes	Schoolwide			$143,896.00	
1	1.3	Counselor and Assistant Principal Position	Yes	Schoolwide			$323,673.00	
2	2.1	Curriculum	Yes	Schoolwide			$70,827.00	
2	2.2	Teacher looping and peer-to-peer mentoring	Yes	Schoolwide			$250,494.00	
2	2.3	Assistant Principal	Yes	Schoolwide			$0.00	
3	3.1		Yes	Schoolwide				

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,479,356.00	$1,950,503.66

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Ten (11) FTE classroom teachers	No Yes	$1,211,168.00	760,843.00
1	**1.2**	1 FTE aide, two .5 aides to support classroom instruction	No Yes	$339,071.00	170,582.00
1	**1.3**	Stipends for three lead teachers	Yes	$16,125.00	16,125.00
1	**1.4**	Costs for teacher and administrator expenses for clearing credentials	No Yes	$34,500.00	20,346.00
1	**1.5**	New Position of Assistant Principal of Instruction for 2023-2024 SY	No Yes	$138,391.00	126,946.00
1	**1.6**		No Yes		
1	**1.7**		No Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.8		No Yes		
1	1.9		No Yes		
1	1.10		No Yes		
1	1.11		Yes		
1	1.12		Yes		
1	1.13		Yes		
1	1.14		Yes		
1	1.15		Yes		
2	2.1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	No Yes	$155,556.00	238,015.00
2	2.2	Technology to support EL students: Listenwise	No Yes	$10,000.00	12,300.00
2	2.3	Curriculum and technology: Dreambox (math supplemental);	No	$10,000.00	15,273.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)	Yes		
2	**2.4**	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science- Foss Classroom Unit sets; Meet the Master- Art	No Yes	$26,300.00	74,543.00
2	**2.5**	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or broken during distance learning;	No Yes	$24,200.00	49,498.00
2	**2.6**	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	No Yes	$144,900.00	144,900.00
2	**2.7**		No Yes		
2	**2.8**		No Yes		
2	**2.9**		No Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10		No Yes		
2	2.11		Yes		
2	2.12		Yes		
2	2.13		Yes		
3	3.1	Technology platform: ParentSquare to facilitate communications with parents and guardians;	No Yes	$2,000.00	1,071.85
3	3.2	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	No Yes	$31,768.00	31,768.00
3	3.3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	No Yes	$234,628.00	202,326.00
3	3.4	1 FTE parent coordinator (shared among campuses)	No Yes	$65,549.00	0.00
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	No Yes	$35,200.00	85,966.00
3	3.6		No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
3	3.7		No Yes		
3	3.8		No Yes		
3	3.9		No Yes		
3	3.10		No Yes		
3	3.11		Yes		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,023,897.00	$1,645,701.00	$1,805,604.00	($159,903.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Ten (11) FTE classroom teachers	Yes	$871,761.00	760,843.00		
1	1.2	1 FTE aide, two .5 aides to support classroom instruction	Yes	$97,667.00	170,582.00		
1	1.3	Stipends for three lead teachers	Yes	$16,125.00	16,125.00		
1	1.4	Costs for teacher and administrator expenses for clearing credentials	Yes	$9,870.00	20,346.00		
1	1.5	New Position of Assistant Principal of Instruction for 2023-2024 SY	Yes	$138,391.00	126,946.00		
1	1.6		Yes				
1	1.7		Yes				
1	1.8		Yes				
1	1.9		Yes				
1	1.10		Yes				
1	1.11		Yes				
1	1.12		Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13		Yes				
1	1.14		Yes				
1	1.15		Yes				
2	2.1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	Yes	$155,556.00	238,015.00		
2	2.2	Technology to support EL students: Listenwise	Yes	$10,000.00	12,300.00		
2	2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)	Yes	$10,000.00	15,274.00		
2	2.4	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science- Foss Classroom Unit sets; Meet the Master- Art	Yes	$26,300.00	74,543.00		
2	2.5	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or	Yes	$24,200.00	49,498.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		broken during distance learning;					
2	**2.6**	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	Yes				
2	**2.7**		Yes				
2	**2.8**		Yes				
2	**2.9**		Yes				
2	**2.10**		Yes				
2	**2.11**		Yes				
2	**2.12**		Yes				
2	**2.13**		Yes				
3	**3.1**	Technology platform: ParentSquare to facilitate communications with parents and guardians;	Yes	$2,000.00	1,072.00		
3	**3.2**	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	Yes	$31,768.00	31,768.00		
3	**3.3**	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	Yes	$216,863.00	202,326.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	1 FTE parent coordinator (shared among campuses)	Yes				
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	Yes	$35,200.00	85,966.00		
3	3.6		Yes				
3	3.7		Yes				
3	3.8		Yes				
3	3.9		Yes				
3	3.10		Yes				
3	3.11		Yes				

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,581,264.00	1,023,897.00	0.00	39.666%	$1,805,604.00	0.000%	69.950%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

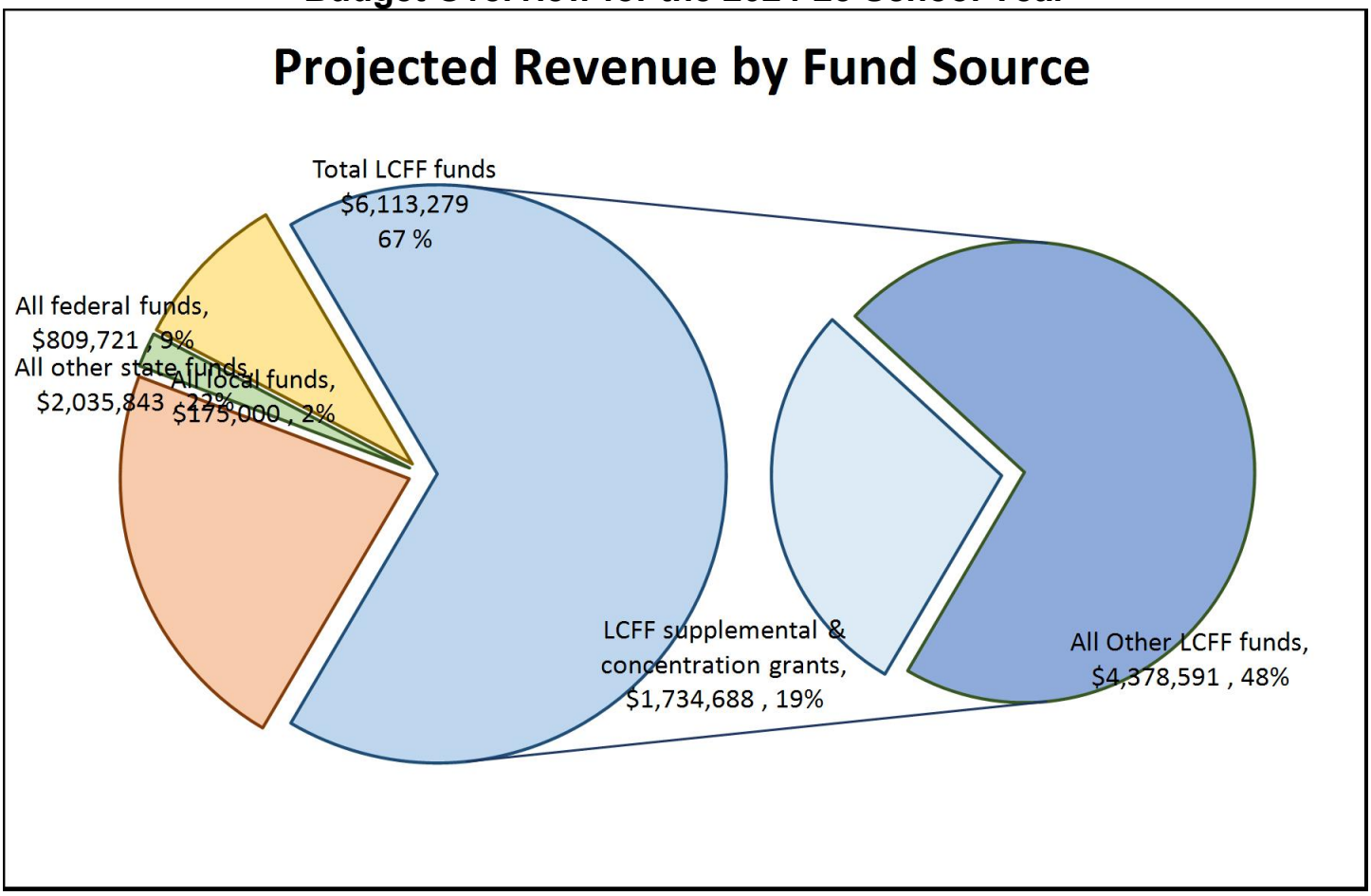
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies
CDS Code: 19647330122242
School Year: 2024-25
LEA contact information:
Bridgette Brown
Principal

323-872-0809

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

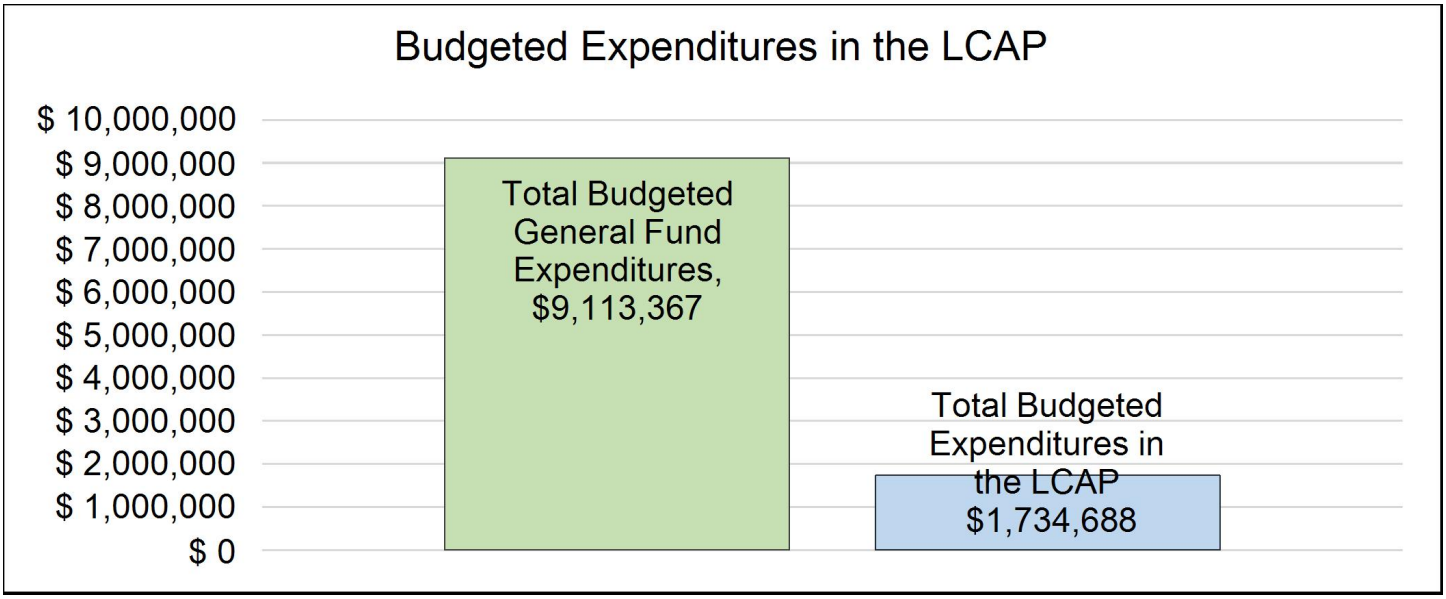


This chart shows the total general purpose revenue TEACH Academy of Technologies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Academy of Technologies is $9,133,843, of which $6,113,279.00 is Local Control Funding Formula (LCFF), $2,035,843.00 is other state funds, $175,000.00 is local funds, and $809,721.00 is federal funds. Of the $6,113,279.00 in LCFF Funds, $1,734,688.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much TEACH Academy of Technologies plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Academy of Technologies plans to spend $9,113,367.00 for the 2024-25 school year. Of that amount, $1,734,688.00 is tied to actions/services in the LCAP and $7,378,679 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

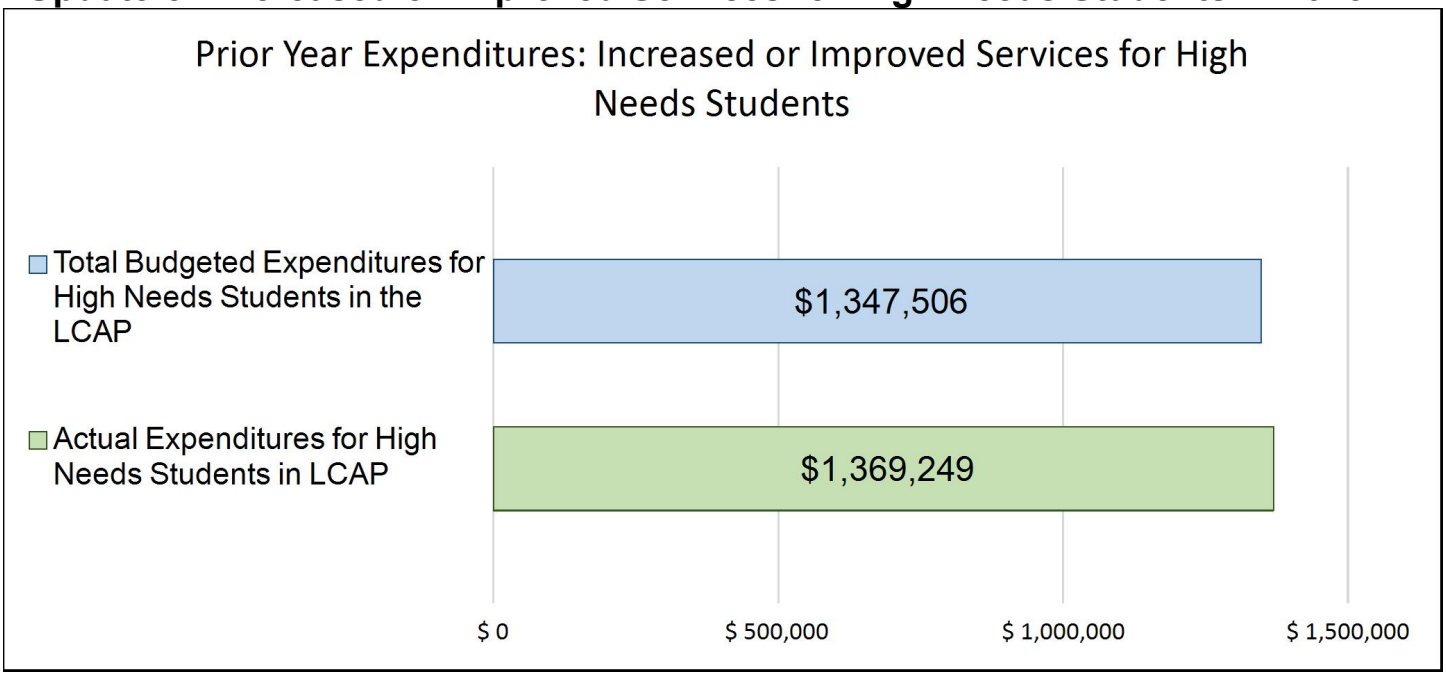
TEACH Academy of Technology plans to spend $9,113,367 for the 2024-25 school year. Of that amount, $1,734,688 is tied to actions/services within the LCAP, and $7,378,679 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Teacher and classified staff salaries & benefits, facility related costs including utilities rent, and maintenance, contracted services, books, and supplies required to operate the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, TEACH Academy of Technologies is projecting it will receive $1,734,688.00 based on the enrollment of foster youth, English learner, and low-income students. TEACH Academy of Technologies must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Academy of Technologies plans to spend $1,734,688.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what TEACH Academy of Technologies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEACH Academy of Technologies estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, TEACH Academy of Technologies's LCAP budgeted $1,347,506.00 for planned actions to increase or improve services for high needs students. TEACH Academy of Technologies actually spent $1,369,249.00 for actions to increase or improve services for high needs students in 2023-24.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Academy of Technologies	Bridgette Brown Principal	BBrown@teachps.org 323-872-0809

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

TEACH Academy of Technologies (TEACH Academy) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Academy serves approximately 469 students in grades 5-8. The student demographics include: 11.09% Students with Special Needs, 28.78% English Language Learners, 1% Foster Youth, and 98.29% Socioeconomically Disadvantaged.

TEACH Academy's mission is to create a high-quality, innovative teaching and learning environment focused on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. The school's vision is to establish a state-of-the-art community school in South Los Angeles that equips students with the skills and habits of mind needed to compete in the 21st century. TEACH Academy aims to reach students of all backgrounds by addressing their social, physical, emotional, moral, ethical, and intellectual needs, ensuring that the knowledge and experiences gained can be effectively applied to their daily lives upon graduation.

Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Academy was created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH focus on forging deep, lasting connections with students. In 2010, Cunningham and Morris established the middle school, TEACH Academy of Technologies, and expanded it into a high school in 2014. Their goal was to provide quality education for students in the historically disenfranchised community of South Los Angeles, preparing them to enter college and the workforce by creating an environment that nurtures both the hearts and minds of students. Teachers are encouraged to build positive relationships with students to foster a sense of safety and security, promoting individual growth and flourishing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard Data:

In 2023, The middle school scored red (the lowest rating for chronic absenteeism, English Learner progress, English Language Arts, and Math. The school scored blue (the highest rating) for suspension rates. The local indicators for 2023 include Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100% with all students having access to standards-aligned instructional materials and zero instances where facilities did not meet the “good repair” standard.

At the middle school,42.9% of students missed 13 or more days of school in SY22-23. Proficiency rates in English Language Arts decreased from 23% in the 2021-2022 school year to 15% in the 2022-2023 school year. Proficiency rates in math decreased from 6% in the 2021-2022 school year to 4% in the 2022-2023 school year. The school proficency rate of 4% is significantly lower than both the district at 29% and the state at 34%. In Science, proficiency rates increased from 5.56% in the 2021-2022 school year to 9.33% in the 2022-2023 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

TEACH Academy of Technologies has been identified as CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

CSI funds will support a detailed needs assessment and root cause analysis to identify factors leading to eligibility. A new position will be created to oversee this critical work, involving data collection, stakeholder collaboration, and evaluating resources and gaps. Additionally, existing TEACH employees contributing extra work on the CSI plan will receive stipends. Insights from this process will guide the development of targeted interventions, strategies, and activities, ensuring they align with LCAP objectives. This strategic approach ensures resources are effectively used to address identified needs, enhancing student outcomes.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Included in the CSI plan is a plan for monitoring and evaluating the plan for school improvement. Progress will be monitored by the new CSI position and will track both implementaion of initiatives and interim student academic progress.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, students, administrators, Principals, teachers and other personnel	Participation in group analysis of data, prioritizing areas for student academic performance and identifyng strategies to improve student performance in these areas.
Community groups, education partners and the public at large	Input and feedback on discussion draft of LCAP, participation in public hearing to provide input.
Individual parents and parent groups (ELAC and SSC)	Input at early stages on goals and priorities for the school, discussions about school-wide data and dashboard indicators.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

The first step in developing the LCAP was to complete a comprehensive data analysis. This stage involved administrators, teachers, parents and a representative student group.. Parents were given a primer on the various data points and then a larger group participated in a facilitated data analysis. The participating stakeholders then identified and prioritized areas for growth. The outside supporting organizations AADAP, Girls Club and After School All Stars participated in this LCAP development process.

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback.

One major example of how stakeholders influenced the final LCAP product was the emphasis on improving the academic results of Emerging Bilinguals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce Chronic Absenteeism. In 22-23, 56% of students were chronically absent (missing 13 or more days per year), TEACH Academy will reduce the rate to below 50% in 24-25, below 40% in 25-26 and below 35% in 26-27.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

TEACH will develop a policy for tardiness and absences among all three divisions with uniform interventions. In addition, all three divisions will conduct parent education sessions to emphasize the importance of school attendance.

Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.
Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.
Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.

Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rate	56%			35% or lower	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counselors	Counselors support communication to families and support students with strategies that improve attendance.	$239,088.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Office Personnel	Support communication and notification to parents when students are absent.	$339,206.00	No Yes
1.3	Coaching Position	By focusing on developing teacher capacity for classroom management and to provide engaging lessons, the coaching positions improves the school culture and climate and reduces barriers that keep students from coming to school.	$112,148.00	No Yes
1.4	CMO support	CMO resources to develop and implement a policy and set of interventions for students who are chronically absent.	$233,133.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student achievement in English Language Arts.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

TEACH Academy proficiency rates in ELA have decreased from 23% in the 2021-2022 school year to 15% in the 2022-2023 school year. This goal was developed to reduce this downward trend. 1. Increasing Culturally Relevant Teaching Practices
Explanation:

Culturally relevant teaching involves incorporating students' cultural references in all aspects of learning. This approach respects and values students' cultural backgrounds and connects learning to their lived experiences.
Impact on ELA Achievement:

Engagement and Motivation: Students are more likely to engage with texts and writing assignments that reflect their cultural experiences and perspectives. This increased engagement leads to a deeper interest in ELA activities.
Comprehension and Connection: When students see their cultures reflected in the curriculum, they are better able to relate to and understand the material, enhancing their comprehension skills.
Critical Thinking: Exposure to diverse perspectives helps students develop critical thinking and analytical skills, which are crucial for interpreting and analyzing texts.
2. Teacher Coaching - Planning and Delivering Instruction
Explanation:

Teacher coaching involves providing teachers with regular, personalized support to improve their instructional strategies. This can include modeling lessons, offering feedback, and collaboratively planning lessons.
Impact on ELA Achievement:

Improved Instructional Quality: Teachers receive guidance on effective ELA teaching strategies, which improves the overall quality of instruction.
Targeted Support: Coaches can help teachers identify and address specific areas where students are struggling, leading to more targeted and effective interventions.
Confidence and Skill Development: Continuous coaching helps teachers develop confidence and refine their skills, leading to more effective and innovative teaching practices.

3. Principals Providing PD and Instructional Leadership - Teacher Observations, Lesson Plan Feedback
Explanation:

Instructional leadership by principals includes conducting teacher observations, providing feedback on lesson plans, and leading professional development sessions to enhance teaching practices.
Impact on ELA Achievement:

Consistency and Alignment: Principals ensure that ELA instruction aligns with school-wide goals and standards, promoting consistency across classrooms.
Professional Growth: Regular feedback and PD opportunities help teachers continuously improve their instructional techniques, stay updated with best practices, and incorporate new strategies into their teaching.
Supportive Environment: Principals who actively engage in instructional leadership create a culture of continuous improvement and support, fostering a positive environment for both teachers and students.
Combined Impact
When these strategies are implemented together, they create a comprehensive support system that enhances teaching and learning in ELA. Culturally relevant teaching practices engage and motivate students, teacher coaching improves instructional quality, and strong instructional leadership ensures alignment and continuous professional growth. This holistic approach leads to increased student achievement in ELA by making learning more relevant, instruction more effective, and professional development more meaningful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally relevant curriculum and instructional practices	Provide teachers with curriculum, PD, resources to provide engaging lessons.	$525,700.00	No Yes
2.2	Assistant Principal Position	Assistant Principal will provide coaching, observations, feedback, and support to develop teacher capacity.	$136,538.00	No Yes
2.3	Principal	Principal to provide instructional leadership school-wide, support teachers with lesson-planning and the development of assessments.	$148,875.00	No Yes
2.4		Counselors support a healthy school culture, provide students with coping skills and focus on student social-emotional well-being. Improved school culture alllows for more productive learning time and improved student outcomes.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,734,688.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.617%	7.349%	$310,992.00	46.966%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Counselors **Need:** **Scope:** Schoolwide	Counselors will support student and family engagement to increase attendance, provide students and families for strategies for academic success.	Reduction in chronic absenteeism; implementation of intervention plan.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Office Personnel **Need:** **Scope:** Schoolwide	Office staff will support families and students with outreach and support when students are absent; support attendance and engagement efforts.	Increased academic performance; reduced chronic absenteeism
1.3	**Action:** Coaching Position **Need:** **Scope:** Schoolwide	Coaching will help build capacity in teachers to plan, deliver and assess effective and engaging lessons.	Increased academic proficiency rates
1.4	**Action:** CMO support **Need:** **Scope:** Schoolwide	CMO will support strategic planning, development and implementation of systems and structures to support student learning.	Improved academic proficiency rates, reduced chronic absenteeism.
2.1	**Action:** Culturally relevant curriculum and instructional practices **Need:**	Increase student engagement with academic material	Improved academic outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** Assistant Principal Position **Need:** **Scope:** Schoolwide	Support the development of teachers to deliver engaging and effective lessons; develop a school culture conducive to academic achievement.	Improved academic achievement
2.3	**Action:** Principal **Need:** **Scope:** Schoolwide	The Principal provides educational leadership, directs school operations and leads staff in creating a culture focused on developing optimal conditions for learning.	Improved academic outcomes, reduced chronic absenteeism.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The above concentration grant funding will be used to fund 4.75 FTE's that will be able to provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:67
Staff-to-student ratio of certificated staff providing direct services to students		1:18

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,378,591.00	1,734,688.00	39.617%	7.349%	46.966%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,734,688.00				$1,734,688.00	$975,855.00	$758,833.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counselors	All	No Yes	School wide				$239,088.00	$0.00	$239,088.00				$239,088.00	
1	1.2	Office Personnel	All	No Yes	School wide				$339,206.00	$0.00	$339,206.00				$339,206.00	
1	1.3	Coaching Position	All	No Yes	School wide				$112,148.00	$0.00	$112,148.00				$112,148.00	
1	1.4	CMO support	All	No Yes	School wide				$0.00	$233,133.00	$233,133.00				$233,133.00	
2	2.1	Culturally relevant curriculum and instructional practices	All	No Yes	School wide				$0.00	$525,700.00	$525,700.00				$525,700.00	
2	2.2	Assistant Principal Position	All	No Yes	School wide				$136,538.00	$0.00	$136,538.00				$136,538.00	
2	2.3	Principal	All	No Yes	School wide				$148,875.00	$0.00	$148,875.00				$148,875.00	
2	2.4		All	No												

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,378,591.00	1,734,688.00	39.617%	7.349%	46.966%	$1,734,688.00	0.000%	39.617 %	**Total:**	$1,734,688.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,734,688.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counselors	Yes	Schoolwide			$239,088.00	
1	1.2	Office Personnel	Yes	Schoolwide			$339,206.00	
1	1.3	Coaching Position	Yes	Schoolwide			$112,148.00	
1	1.4	CMO support	Yes	Schoolwide			$233,133.00	
2	2.1	Culturally relevant curriculum and instructional practices	Yes	Schoolwide			$525,700.00	
2	2.2	Assistant Principal Position	Yes	Schoolwide			$136,538.00	
2	2.3	Principal	Yes	Schoolwide			$148,875.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,369,249.00	$1,369,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Diagnostic Assessment Data	No Yes	$75,196.00	80,962.00
1	**1.2**	Personlized Education Plan	No Yes	$109,685.00	221,830.00
1	**1.3**	Instruction Program Feedback	Yes	$107,671.00	107,124.00
1	**1.4**	Instructional Experiences Feedback	No Yes	$6,000.00	7,830.00
1	**1.5**	Monthly Meetings, Workshops or Trainings	No Yes		
1	**1.6**	Use Communication Platforms	No		
1	**1.7**	Parent Committees	No		
2	**2.1**	IAB Administration	Yes	$21,324.00	37,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Professional Development	Yes	$214,203.00	223,480.00
2	2.3	Use of Data in Planning	No Yes	$127,454.00	185,028.00
2	2.4	Analyze and Disaggregate data	No		
2	2.5	Personalized Education Plan (Thrively)	Yes	$5,000.00	5,292.00
2	2.6	English Learner Coordinator Position	No Yes	$195,552.00	89,881.00
2	2.7	SPED Resource Teacher	No Yes	$164,249.00	65,545.00
3	3.1	Professional Development to Analyze Data	Yes		
3	3.2	Professional Development to Research Instructional Strategies	Yes		
3	3.3	Teacher Observations	Yes	$169,813.00	185,028.00
3	3.4	Provide Teacher Feedback			
3	3.5	Add a Site Administrators so there will be one administrator at each site focusing on the teacher development and academic needs of two grade levels (instead of one administrator covering 4 grade levels).			
4	4.1	Onboarding Calendar and Guide	No	$21,324.00	55,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
4	4.2	Onboarding Internal Professional Development	Yes	$32,183.00	28,466.00
4	4.3	Personalized Professional Development Plan	Yes	$40,229.00	33,583.00
5	5.1	Data Dashboard			
5	5.2	Positive School Climate for Inquiry	Yes	$55,229.00	21,350.00
5	5.3	Stakeholder Meeting Calendar	Yes	$24,137.00	21,350.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,680,241.00	$1,347,506.00	$1,369,249.00	($21,743.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Diagnostic Assessment Data	Yes	$75,196.00	80,962.00		
1	1.2	Personlized Education Plan	Yes	$109,685.00	221,830.00		
1	1.3	Instruction Program Feedback	Yes	$107,671.00	107,124.00		
1	1.4	Instructional Experiences Feedback	Yes	$6,000.00	7,830.00		
1	1.5	Monthly Meetings, Workshops or Trainings	Yes				
2	2.1	IAB Administration	Yes	$21,324.00	37,500.00		
2	2.2	Professional Development	Yes	$192,460.00	223,480.00		
2	2.3	Use of Data in Planning	Yes	$127,454.00	185,028.00		
2	2.5	Personalized Education Plan (Thrively)	Yes	$5,000.00	5,292.00		
2	2.6	English Learner Coordinator Position	Yes	$195,552.00	89,881.00		
2	2.7	SPED Resource Teacher	Yes	$164,249.00	65,545.00		
3	3.1	Professional Development to Analyze Data	Yes				
3	3.2	Professional Development to Research Instructional Strategies	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Teacher Observations	Yes	$169,813.00	185,028.00		
4	4.1	Onboarding Calendar and Guide	Yes	$21,324.00	55,000.00		
4	4.2	Onboarding Internal Professional Development	Yes	$32,183.00	28,466.00		
4	4.3	Personalized Professional Development Plan	Yes	$40,229.00	33,583.00		
5	5.2	Positive School Climate for Inquiry	Yes	$55,229.00	21,350.00		
5	5.3	Stakeholder Meeting Calendar	Yes	$24,137.00	21,350.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,231,653.00	1,680,241.00	0	39.706%	$1,369,249.00	0.000%	32.357%	$310,992.00	7.349%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

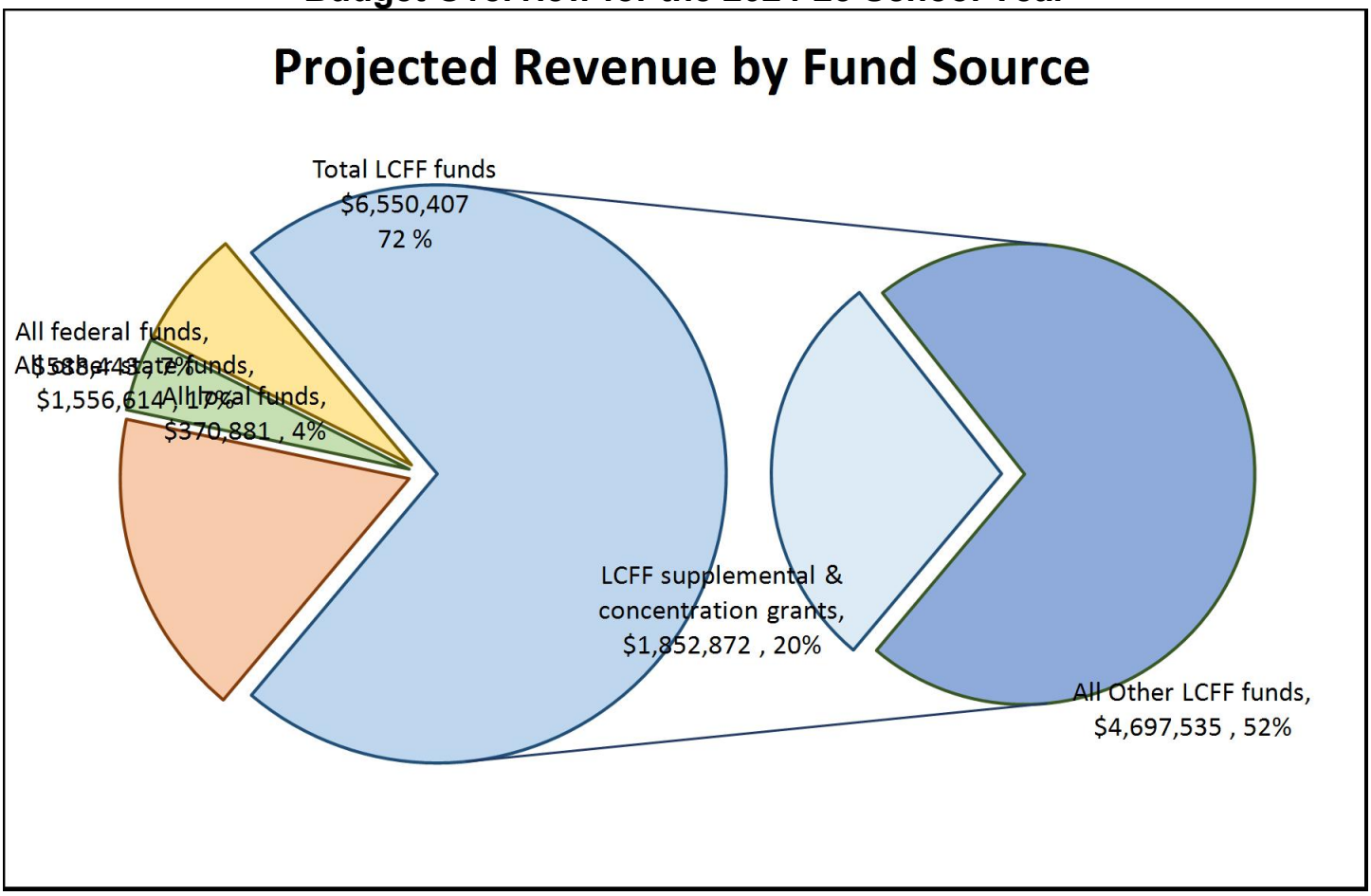
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Tech Charter High School
CDS Code: 19647330129627
School Year: 2024-25
LEA contact information:
Mr. Frank Williams
Principal

323-872-0707

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

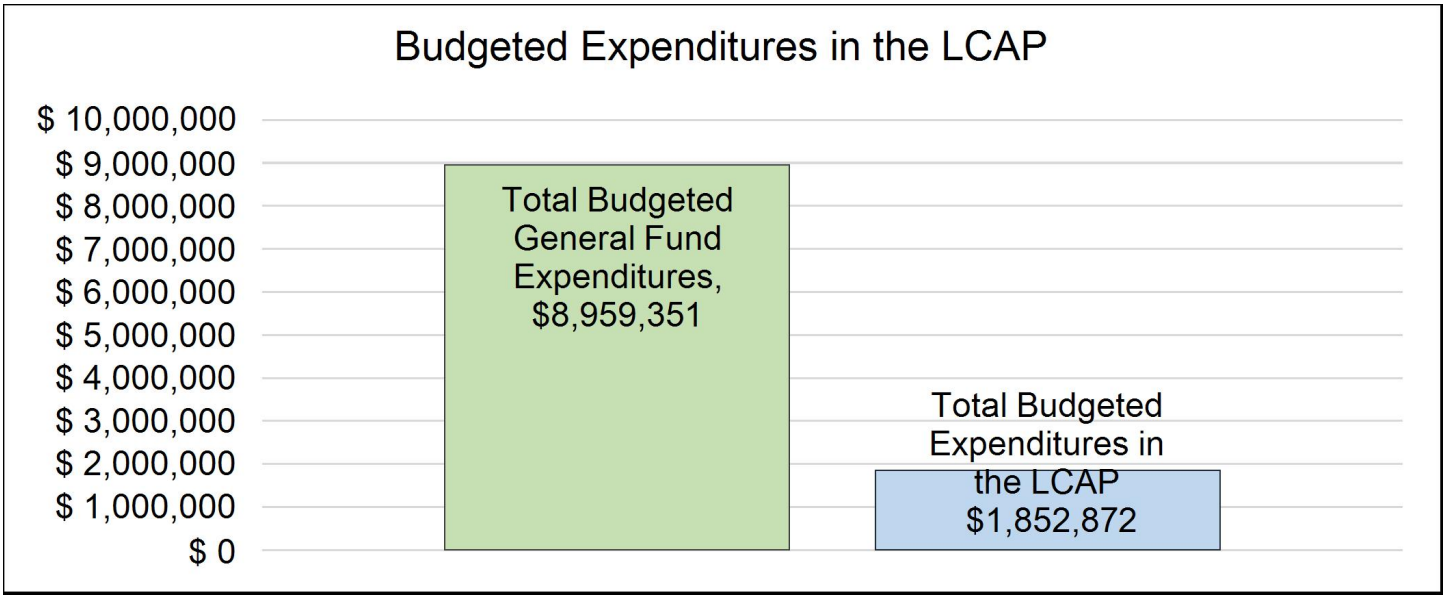


This chart shows the total general purpose revenue TEACH Tech Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Tech Charter High School is $9,066,345, of which $6,550,407.00 is Local Control Funding Formula (LCFF), $1,556,614.00 is other state funds, $370,881.00 is local funds, and $588,443.00 is federal funds. Of the $6,550,407.00 in LCFF Funds, $1,852,872.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much TEACH Tech Charter High School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Tech Charter High School plans to spend $8,959,351.00 for the 2024-25 school year. Of that amount, $1,852,872.00 is tied to actions/services in the LCAP and $7,106,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

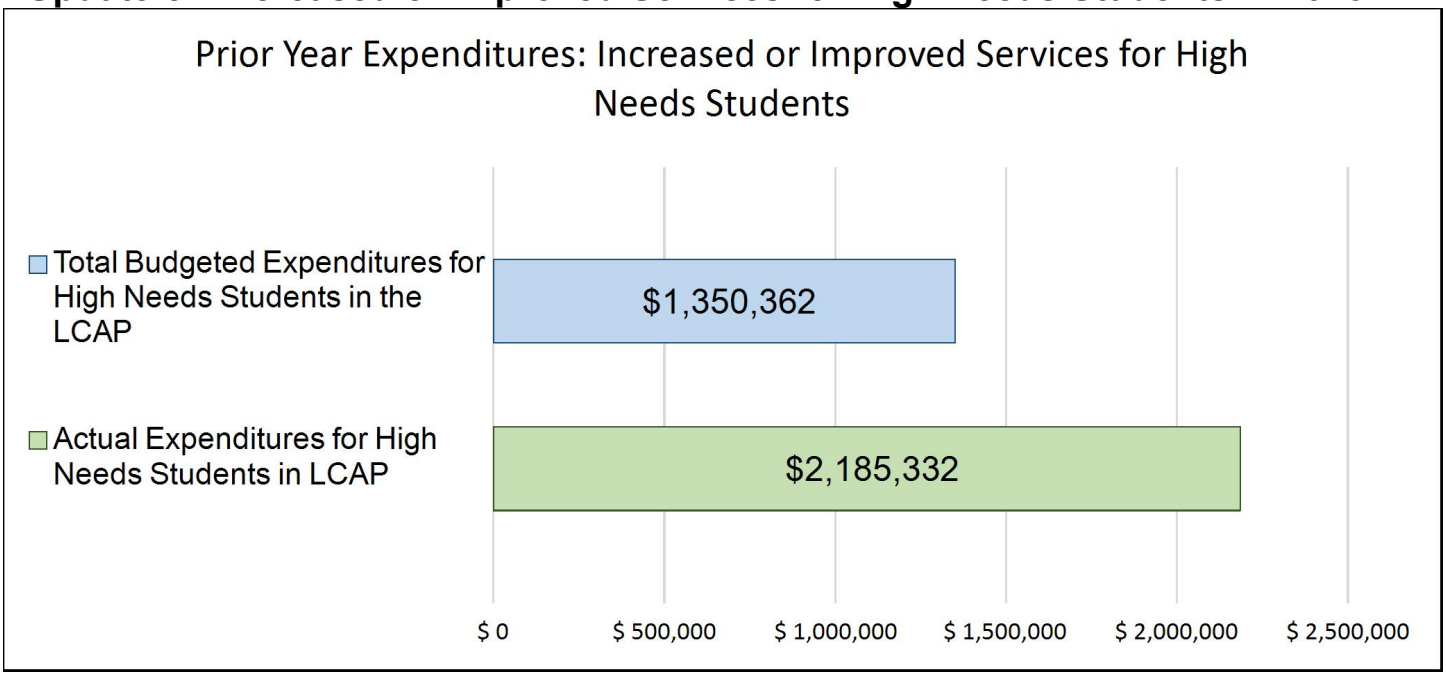
TEACH Tech Charter High plans to spend $8,959,351 for the 2024-25 school year. Of that amount, $1,852,872 is tied to actions/services within the LCAP, and $7,106,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Teacher and classified staff salaries & benefits, facility related costs including utilities rent, and maintenance, contracted services, books and supplies required to operate the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, TEACH Tech Charter High School is projecting it will receive $1,852,872.00 based on the enrollment of foster youth, English learner, and low-income students. TEACH Tech Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Tech Charter High School plans to spend $1,852,872.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what TEACH Tech Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEACH Tech Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, TEACH Tech Charter High School's LCAP budgeted $1,350,362.00 for planned actions to increase or improve services for high needs students. TEACH Tech Charter High School actually spent $2,185,332.00 for actions to increase or improve services for high needs students in 2023-24.

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Mr. Frank Williams Principal	FWilliams@teachps.org 323-872-0707

Goal 1

Goal Description
Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grade 11	-60 DFL3; 47.29% Meet or Exceed Proficiency standard	-8.8 points below standard	-12.2 DFS	data not yet available	Meet or exceed statewide rate (51.1% meet or exceed standard proficiency)
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade 11	-164.1 DFL3; 10.53% Meet or Exceed Proficiency standard	-133.2 points below standard	-51.7 DFS	data not yet available	Meet or exceed statewide rate (39.73% meet or exceed standard proficiency)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase attendance rates:	93%	87.41%	21-22 - 86.85% 22-23 - 87.87% INCREASE in ADA by 1%	90.68%	95-100%
Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%	22.09%	21-22 - 19.13% 22-23 - 45.11% INCREASE in Chronic Absenteeism	28.54%	less than 13%
Reduce High School Dropout Rates:	3%	1.27%	13.8%	data not yet available	0%
Improve High School Graduation Rates:	80.6% (19-20)	98%	86.6%	data not yet available	95% or higher
% of Grade 12 students that are CCR: UC A-G Completion rate	100%	98%	data not yet available	data not yet available	Maintain 100%
% of students who pass AP Exam with score 3+:	unavailable	unavailable	28% of the students that took at least one AP exam scored a 3 or higher	data not yet available	35%
% of students “College Ready” as measured by EAP: (ELA/Math)	0%/0%	ELA: 18.8 Math: 4.08	ELA: 15.29 Math: 1.18	data not yet available	
% of students access broad course of study: UC A-G approved	100%	100%	100%	100%	
Decrease % of Grade 9 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition	33.3%/38.1%	Data not available	unavailable	data not yet available	
Facilities Inspection Tool (FIT) Report Score: Good or Better	Good	Good	Good	Good	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Assessments** In addition, to state-mandated assessments (CAASPP ELA & Math: Grade 11, CELDT: Initial only, ELPAC: ELL only, Physical Fitness Test Grade 9, & California Science Test (CAST). TEACH Tech Charter High School staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. NWEA MAP ELA & Math Assessments: 3 times/year Interim Assessment Blocks: 3-4 times/year, benchmark assessments and Writing Assessments	No Yes	Fully Implemented			$606,166.00	$291,585.01
1.2	**Hire Second Counselor** TEACH Tech Charter High School's project-based learning environment integrates a rigorous College Preparatory curriculum and a character education program to prepare students to thrive in school, college, and the world. This curriculum guides students with the life skills necessary to communicate effectively, make informed decisions, and set goals. Using our data-driven instructional program, our school will scale SSTProgram for academic and social-	No	Fully Implemented			$121,795.00	$70,646.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	emotional/behavioral programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi-tiered System of Supports (MTSS) for implementation. Established curriculum such as the Overcoming Obstacles Character Education Curriculum is flexible to fit into core courses, advisory, and summer programs, counseling sessions, and college and career prep courses The Overcoming Obstacles curriculum is organized into middle and high school programs, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Because of the modular format, teachers are able to teach the curriculum from start to end, and/or select specific modules that best suit the school/students. Modules include respect; teamwork; citizenship; a technique for addressing bullying; preparing for college and career; conflict resolution; problem-solving; confidence building; and time management. Positive Behavioral Interventions and Supports (PBIS): I an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgment or feedback of positive student behavior will reduce unnecessary discipline and						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. Speaker Series: Our school will continue to host guest speakers on a variety of topics ranging from social, cultural, family, and community issues, relevant to our student's experiences that align with our Character Education Program and our school's mission. Restorative Justice: Social-emotional and behavioral issues are addressed using the Restorative Justice model, and one-on-on counseling led by the School Counselor & Principal. Counseling Services: our counselor provides counseling services. If necessary our school contracts social-emotional counseling services with the school Psychologist on an individual basis.						
1.3	**Special Education Team** TEACH Tech Charter High School is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing	No Yes	Fully Implemented			$556,784.00	$199,816.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instability, experiencing personal/family crisis or have other special needs. TTCHS's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP: 2 RSP Teachers 1 Instructional Assistants Psychologist (contracted) Occupational Therapist (contracted)						
1.4	**Purchase iLit Curriculum** Utilize iLit curriculum as a data point to track EL student progress in the language.	Yes	Fully Implemented			$10,000.00	$19,910.13
1.5	**Academic Interventions** To support the TEACH Tech Charter HS's program of academic interventions, our team includes a College Counselor, 2 Assistant Principal, an EL coordinator. The following outlines howTEACH Tech Charter HS assesses students for intervention and a description of the types of intervention strategies that our school will implement. Using our data driven instructional program, our school will scale SST programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi tiered System of Supports (MTSS) for implementation.	No Yes	Fully Implemented			$289,222.00	$162,785.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	**Purchase PowerSchool data wharehouse** We will implement a data warehouse to track longitudinal data.	No	Fully Implemented			$4,000.00	$15,299.65
1.7	**Professional development** Professional development to faculty to increase data literacy, using data to drive instruction and provide efficient interventions	No	Fully Implemented			$226,312.00	$124,046.36
1.8	**Add FTE Assistant Principal-Academics**		Fully Implemented			$148,490.00	$76,066.64
1.9	**Add FTE Restorative Justice Coordinator**		Fully Implemented			$100,504.00	$46,921.04
1.10	**Add FTE Emerging Bilingual Coordinator**		Fully Implemented			$105,550.00	$61,470.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description
Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students that have access to standards-aligned instructional materials:	100%	100%	100%	100%	100
% of teachers that will implement state standards for all students including EL access to CCSS & ELD	100%	100%	100%	100%	100
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%	100
Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC:	21%	30%	56.2%	data not yet available	50%
Increase English Learner reclassification rate:	32%	11.24%	26.3%	data not yet available	50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Secure Standards Aligned Instructional-Materials** All teachers will use instructional materials that support rigor and standards-aligned instruction for all learners including ELs and SPED. Materials will be reviewed for quality and quantity and new materials will be ordered for every course as needed.	No Yes	Fully Implemented			$92,200.00	$71,238.21
2.2	**Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards** All teachers will be knowledgable of the CCSS and ELD standards and use backwards planning to incorporate the standards when setting objectives and measuring progress. Science teachers will incorporate NGSS standards into their lessons.	No Yes	Fully Implemented			$413,467.00	$186,069.54
2.3	**Maintain Low Turnover Rate of Fully Credentialed Staff** All teachers are currently credentialed and appropriately assigned. Newly hired teachers will also be credentialed and appropriately assigned.	No	Fully Implemented			$80,963.00	$83,527.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	**Retain EL Coordinator to Support English Learners** The EL Coordinator will support school-wide goals to increase classification rate through professional development for teachers, ELD class, tracking and monitoring EL progress, and assessing ELs using the ELPAC.	No	Fully Implemented				
2.5	**Hire additional support staff for English learners as needed.** Additional support staff for English learners would included instructional aids on a a full-time or part time bases.	Yes	Fully Implemented			$88,876.00	$30,754.11
2.6	**Professional development for teachers** Professional development to increase teacher capacity to deliver standards aligned project-based, inquiry-based learning that promotes critical thinking.		Fully Implemented			$113,156.00	$62,023.18

Goal 3

Goal Description

Engage parents as active partners through communication, and collaboration, School Site Council, Parents Meetings and Council Meetings, to ensure that all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1 and 4)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent involvement through input in decision-making via SSC, & ELAC.	Met	SSC and ELAC have active membership of 10 parents.	Active membership of 8 parents	data not yet available	SSC has an active membership of 12 parents. ELAC has an active membership of 20 parents.
Parent involvement will include opportunities for participation in training programs.	Met	Met	Met	data not yet available	25% of parents have participated in a TEACH Parent Center training.
Suspension rate:	0%	1.27%	0%	8.67%	0% suspension rate
Maintain expulsion rates:	0%	0%	0%	0%	0% expulsion rate
Administer parent, student & teacher survey to measure sense of safety and school connectedness.	Met	Met	Met	Parent: 11% Student SEL: 42% Student School: 52% Teacher: 75%	75% of parents respond to survey. 100% of students respond to survey. 100% of staff respond to survey.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Develop Parent Center increasing family / community connectivity to school decision-making and school culture.** Create and offer parent training sessions that are relevant to them and the local community, i.e. English / Spanish language lessons / PowerSchool Training / College	No Yes	Not Implementing			$5,500.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Admissions & Scholarships Workshops, etc.						
3.2	**Maintain a zero percent suspension and expulsion rate.** Further develop PBIS program by creating Scrip / Rewards Program (Tech Bucks) which students can earn as rewards from teachers and staff for observed instances of positive behavior. Teachers will be distributed a set number of Tech Bucks each month and use them to reward students for positive behavior. Tech Bucks will be used toward prize raffles held at Way 2 Go Wednesday celebrations of student achievement.	No Yes	Planned			$6,208.00	
3.3	**Create additional safety protocols and procedures to accommodate the increasing number of students on campus.** Additional campus aides will be hired and an additional protocols put in place for ingress and egress of students and staff.	No Yes	Fully Implemented			$130,981.00	$44,837.02
3.4	**Hire 1 FTE Parent Coordinator** Hire 1 parent coordinator to be shared with other campuses	No Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1		No					

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Mr. Frank Williams Principal	FWilliams@teachps.org 323-872-0707

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

TEACH Tech Charter High School (TEACH Tech) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Tech serves approximately 406 students in grades 9-12. The student demographics include: 13.30% Students with Special Needs, 23.65% English Language Learners, 1% Foster Youth, and 94.63% Socioeconomically Disadvantaged.

TEACH Tech's mission is to create a high-quality, innovative teaching and learning environment focused on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. The school's vision is to establish a state-of-the-art community school in South Los Angeles that equips students with the skills and habits of mind needed to compete in the 21st century. TEACH Tech aims to reach students of all backgrounds by addressing their social, physical, emotional, moral, ethical, and intellectual needs, ensuring that the knowledge and experiences gained can be effectively applied to their daily lives upon graduation.

Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Tech was created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH Tech focuses on forging deep, lasting connections with students. In 2010, Cunningham and Morris established the middle school, TEACH Academy of Technologies, and expanded it into a high school in 2014. Their goal was to provide quality education for students in the historically disenfranchised community of South Los Angeles, preparing them to enter college and the workforce by creating an environment that nurtures both the hearts and minds of students. Teachers are encouraged to build positive relationships with students to foster a sense of safety and security, promoting individual growth and flourishing.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard data:
In 2023, TEACH Tech Charter High performed well on the majority of the California Dashboard Indicators: Blue (highest) for suspension rate, green (second highest rating) for graduation rate, English Language Arts performance was yellow (middle). Areas for improvement include math scores (orange, second to lowest rating) and college and career was low (two out of five bars).

The local indicators for 2023 include Metrics: TEACH annually measures its progress in meeting the Williams settlement requirements at 100% with all students having access to standards-aligned instructional materials and zero instances where facilities did not meet the “good repair” standard.
Results:
100% of students at TEACH Tech Charter High, TEACH Academy of Technologies, and TEACH Prep Elementary have access to standards-aligned instructional materials.
There were zero instances where facilities did not meet the “good repair” standard.

In English Language Arts, 46% of students were proficient in SY2021-2022 and 56% of the students were proficient in 2022-2023. The achievement for 2022-2023 significantly outpaced both the district and the state.

Notable subgroup data:

- Girls outperformed boys in ELA proficiency with 70.73% of girls scoring proficient or higher and 43.18% of boys scoring proficient or higher.

- English Language learners scored significantly lower with 18.75% of the subgroup reaching proficiency.In the area of math achievement, in 2021-2022, the proficiency rate was 16% and this decreased slightly in 2022-2023 to 13%. These results are below both the district and the state performance levels.

Breaking the results down by student subgroups, girls outperformed boys with 17% of girls reaching proficiency and 9% of boys scoring proficient. English Language Learners as a subgroup reached 12.5% proficient, on pace with the school's average achievement level.

In Science, the high school did not meet the minimum testing threshold, only 93.67% of students were tested, and this has a negative impact on results.

- 1.45% of all students scored proficient in science.

- Boys outperformed girls and English Language learner subgroups slightly.

- The 2022-2023 performance marks a decline from 2021-2022's rate of 9.64% and is below the state rates of 29% for 2021-2022 and 30% for 2022-2013.

One of the most significant statistics that we track is the dropout rate. In 2021-2022, the school's dropout rate was 16.7% compared to the district rate of 8.1 and the state rate of 9.4.

The school's rate improved slightly in 2022-2023 with an 8.8% drop out rate, the district was slightly lower at 8.5% and the state rate was 8.2%.

Graduation rate: TEACH Tech matched the district and state rate in 2020-2021 at an 83% graduation rate and achieved a notable increase to 90% in 2021-2022. This trend highlights the school's improvement and success in increasing its graduation rate.

Chronic Absenteeism tracks students who have missed 13 or more days of school in a given year. In the 2022-2023 school year, 45% of the students, or 203 out of the 450 enrolled, were absent from school for 13 or more days.

13% of high school students were enrolled in an AP course, with the remainder not enrolled in AP. This highlights the level of access to rigorous coursework at the school, alongside the fact that four AP courses were offered.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/a

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, students, teachers and other personnel and community partners	Participation in a comprehensive data analysis, identifying priority areas for school improvement and identifying key strategies to increase student achievement. Additional individuals reviewed a discussion draft of the LCAP and provided feedback and comments.
Community groups, educational partners and the public at large	A public hearing was held prior to the adoption of the LCAP that was opened to the public.
Parents, Parent groups (ELAC and SSC)	At regular meetings, (ELAC, SSC, Coffee with the Principal) parent groups reviewed dashboard data and provided input on what should be prioritized.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

TEACH understands that family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.). TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

The first step in developing the LCAP was to complete a comprehensive data analysis. This stage involved administrators, teachers, parents and a representative student group.. Parents were given a primer on the various data points and then a larger group participated in a facilitated data analysis. The participating stakeholders then identified and prioritized areas for growth. The outside supporting organizations AADAP, Girls Club, After School All Stars participated in this LCAP development process.

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback. Feedback and authentic participation at each stage of developing the LCAP influenced the final product. Specifically, parent groups stressed the importance of improving the performance of Emerging Bilinguals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce the rate of chronic absenteeism across all grade levels from 45% (baseline SY 2022-2023) to 30% (year one- SY24-25), 25% (SY25-26), and 20% or lower by SY26-27.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Attendance to school is critical to student achievement.In SY 23-24 TEACH Tech reduced the rate of chronic absenteeism by 10%. This was accomplished by improving school engagement on several fronts: improving the culture and climate of the school by integrating community peace circles that resulted in increased feelings of psychological safety and overall well-being and engagement; improved instructional strategies that impacted student learning and ability to access the curriculum. In addition, TEACH Tech improved outreach to families when students were absent.TEACH Tech plans to continue these efforts and implement a common policy for tardiness and absences among all three divisions with uniform interventions. In addition, all three divisions will conduct parent education sessions to emphasize the importance of school attendance.

Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.
Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.

Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.
Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rates	45% chronic absenteeism rate			20% or lower	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Liaison Position	The Community Liaison position (shared among the three divisions) supports attendance by providing direct outreach to families, implementing interventions and conducting home visits.	$120,575.00	No Yes
1.2	CMO support to develop and implement an intervention policy to improve attendance	The CMO will support a system-wide policy and set of interventions to support increased attendance.	$394,418.00	No Yes
1.3	Office Staff	The office staff will support family involvement and the implementation of interventions when students are absent or chronically absent.	$235,935.00	No Yes
1.4	Counselor Support	The Counselors will also support improved attendance by providing interventions and family outreach when students are absent or chronically absent.	$249,390.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Academic Achievement in Math. In SY 22-23, 87% of students tested below grade level in math, trailing both state and district numbers. TEACH Tech In the area of math achievement, in 2021-2022, the proficiency rate was 16% and this decreased slightly in 2022-2023 to 13%. The goal is to increase proficiency rates to 20% in SY 24-25, 25% in SY 25-26 and 30% in SY 26-27	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In SY23-24 TEACH tech adopted CPM math curriculum and delivered teacher training on effective use of the curriculum. Interim assessments throughout the year indicate positive growth in math and the use of this curriculum will be continued.
Strategy: TEACH Tech will continue to use the CPM math curriculum and will provide teacher professional development on how to improve instructional strategies in math that are aligned to the curriculum.
Using the same instructional materials for several years can benefit teachers and reduce gaps in student knowledge in several ways:
Curriculum Familiarity: Teachers become more familiar with the instructional materials over time, which allows them to plan and deliver lessons more effectively. This familiarity enables teachers to anticipate common student difficulties and develop strategies to address them.
Consistency and Continuity: Consistent use of instructional materials ensures that all students receive the same foundational knowledge year after year. This helps to build a solid base of understanding and reduces the likelihood of gaps in knowledge as students progress through grades.
Improved Lesson Planning: Teachers can refine and improve their lesson plans each year, based on what worked well and what didn't. This continuous improvement process leads to more effective instruction and better learning outcomes.
Professional Development: Teachers can focus their professional development efforts on mastering the specific instructional materials they will use year after year. This targeted approach can enhance their teaching effectiveness and confidence in delivering the curriculum.
Collaborative Teaching: When all teachers use the same materials, they can collaborate more easily, sharing best practices and resources. This collaboration can lead to more consistent and high-quality instruction across different classrooms and grade levels.
Student Confidence: Students benefit from a predictable and coherent learning experience. Familiarity with the structure and format of instructional materials can make learning less intimidating and more accessible, helping to build student confidence.

Resource Optimization: Reusing instructional materials can be cost-effective, freeing up resources that can be used for other educational needs, such as additional support for struggling students or enrichment programs.
Data-Driven Instruction: Consistent use of the same materials allows for better tracking of student performance over time. Teachers can use this data to identify patterns, address areas of weakness, and tailor instruction to meet the needs of all students.
Alignment with Standards: When instructional materials are carefully chosen to align with educational standards, consistent use ensures that students are meeting the required benchmarks at each grade level, reducing the likelihood of knowledge gaps.

Strategy: Finding qualified math teachers has been challenging. To improve teacher retention, TEACH Tech will continue to offer bonuses for hard to fill positions such as math. Offering teacher bonuses for hard-to-fill positions can support student academic achievement in several ways:
Attracting Qualified Teachers: Higher bonuses can attract more qualified and experienced teachers to positions that are typically hard to fill, such as in STEM subjects, special education, or schools in underprivileged areas. Qualified teachers are more likely to deliver effective instruction, leading to better student outcomes.
Retaining Talent: Bonuses can help retain skilled teachers in challenging positions. Consistency in teaching staff can lead to a more stable learning environment, fostering better relationships between teachers and students, and improving academic achievement.
Encouraging Professional Development: Financial incentives can motivate teachers to pursue further training and certifications in their subject areas, improving their teaching skills and the quality of education they provide to students.
Addressing Teacher Shortages: By filling vacancies in critical areas, schools can ensure that all students have access to the full curriculum. This prevents disruptions in learning and ensures that students receive instruction from teachers who are experts in their subjects.
Enhancing Teacher Morale: Financial recognition for taking on difficult positions can boost teacher morale. Motivated and satisfied teachers are generally more effective in the classroom, positively impacting student engagement and achievement.
Reducing Class Sizes: Filling hard-to-staff positions can help reduce class sizes, allowing for more individualized attention and support for each student, which can improve academic performance.
Promoting Equity: Offering bonuses for positions in under-resourced schools can help ensure that students in these areas receive a quality education comparable to their peers in more advantaged schools, thereby promoting educational equity and improving overall student achievement.

Strategy: Improve access to capstone level math courses by grouping high school students by ability in math, to offer the following benefits:

Tailored Instruction: Teachers can adjust their teaching pace and style to match the abilities of the students in each group. Advanced students can be challenged with more complex problems, while those who need more help can receive additional support.
Enhanced Learning Environment: Students are less likely to feel left behind or bored. Those who struggle with math can build confidence in a supportive environment, and advanced students can avoid the frustration of a slower-paced class.
Efficient Use of Resources: Teachers can focus their resources more effectively. Remedial groups can spend more time on foundational skills, while advanced groups can explore topics in greater depth.
Improved Student Engagement: Students may be more engaged and motivated when the material is appropriate for their skill level. This can lead to better attendance, participation, and overall enthusiasm for the subject.

Higher Achievement: Research has shown that ability grouping can lead to higher academic achievement for students at all levels, as it allows for more targeted and effective instruction.
Positive Peer Interaction: Students can benefit from working with peers at a similar ability level, fostering collaboration and mutual support.
Preparation for Future Challenges: Advanced students can be better prepared for college-level math and STEM careers, while those needing more help can build a stronger foundation for future coursework.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CPM math curriculum	TEACH Tech will continue to implement the CPM math curriculum and provide professional development to teachers to increase capacity and instructional strategies specific to the curriculum.	$72,000.00	No Yes
2.2	Retain qualified math teachers through competitive salaries/bonuses	TEACH Tech will offer competitive salaries and or bonus structures for teacher retention in hard to fill positions such as math.	$398,060.00	No Yes
2.3	Ability grouping	Students will be placed according to diagnostic assessments.	$237,466.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase English Language Proficiency of Emerging Bilinguals	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In SY 22-23, 18.75% of TEACH Tech's Emerging Bilingual population scored proficient in ELA, well below the achievement of the school population as a whole. Goal is to increase Emerging Bilingual student population academic achievement in ELA to 25% proficient in 24-25; 30% proficient in 25-26; 35% proficient in 26-27. Two strategies will be implemented to support this goal:
Strategy: Add a new position that is designated to serving ELD students and to supporting teachers in serving ELD student.

Strategy: provide professional development and training to all teachers to support language development among emerging bilingual students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA Proficiency rates of students identified as Emerging Bilinguals as measured by the SBAC (CAAASP)	18.75% of students identified as Emerging Bilinguals scored proficient in ELA on the SBAC			35% of students identified as Emerging Bilinguals score proficient in ELA on the SBAC	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Emerging Bilingual Coordinator position	the position of Emerging Bilingual Coordinator dedicated to serving ELD students and to supporting teachers in serving ELD studen	$115,028.00	No Yes
3.2	Professional Development	Professional development for all teachers to support English Language acquisition across disciplines	$30,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,852,872.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.444%	0.000%	$0.00	40.444%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Community Liaison Position **Need:** **Scope:** Schoolwide	Community Liaison will connect families to the school, improve family and student engagement and build community relations.	reduced chronic absenteeism, improved academic outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** CMO support to develop and implement an intervention policy to improve attendance **Need:** **Scope:** LEA-wide Schoolwide	The CMO will support the school to develop school-wide systems and structures that support academic success.	Improved academic outcomes, reduced chronic absenteeism
1.3	**Action:** Office Staff **Need:** **Scope:** Schoolwide	Office staff supports family engagement efforts and outreach for students who are absent.	Reduced chronic absenteeism, improved academic outcomes, implementation of interventions.
1.4	**Action:** Counselor Support **Need:** **Scope:** Schoolwide	Counselors support family engagement efforts, provide strategies for academic success to students.	Improved academic performance and reduced chronic absenteeism.
2.1	**Action:** CPM math curriculum **Need:**	Provides standards-based, rigorous and engaging curriculum for students.	Improved academic performance in math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** Retain qualified math teachers through competitive salaries/bonuses **Need:** **Scope:** Schoolwide	Retaining experienced teachers provides continuity and increases overall staff capacity to deliver effective instruction and increase student mastery of standards and overall student well-being.	Improved academic achievement; improved engagement.
2.3	**Action:** Ability grouping **Need:** **Scope:** Schoolwide	Ability grouping allows acceleration and allows more students to access higher level math courses	Enrollment in advanced math courses, improved academic performance in math.
3.1	**Action:** Emerging Bilingual Coordinator position **Need:** **Scope:** Schoolwide	Supports teachers to improve instructional strategies for Emerging Bilinguals; supports individual students to make academic gains.	ELA proficiency rates of Emerging bilinguals; increased teacher capacity to serve Emerging Bilinguals.
3.2	**Action:** Professional Development	Develop teacher capacity and effectiveness.	Improve student academic performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant funding will allow for the addition of 3.0 FTE's as well as the retention of 4.0 high-quality FTE's that will provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:51
Staff-to-student ratio of certificated staff providing direct services to students		1:14

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,581,324.00	1,852,872.00	40.444%	0.000%	40.444%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,852,872.00				$1,852,872.00	$1,386,454.00	$466,418.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community Liaison Position	All	No Yes	School wide				$120,575.00	$0.00	$120,575.00				$120,575.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	All	No Yes	LEA-wide School wide		All Schools		$0.00	$394,418.00	$394,418.00				$394,418.00	
1	1.3	Office Staff	All	No Yes	School wide				$235,935.00	$0.00	$235,935.00				$235,935.00	
1	1.4	Counselor Support	All	No Yes	School wide				$249,390.00	$0.00	$249,390.00				$249,390.00	
2	2.1	CPM math curriculum	All	No Yes	School wide				$0.00	$72,000.00	$72,000.00				$72,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	All	No Yes	School wide				$398,060.00	$0.00	$398,060.00				$398,060.00	
2	2.3	Ability grouping	All	No Yes	School wide				$237,466.00	$0.00	$237,466.00				$237,466.00	
3	3.1	Emerging Bilingual Coordinator position	Emerging Bilinguals	No Yes	School wide				$115,028.00	$0.00	$115,028.00				$115,028.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.2**	Professional Development	All	No Yes	School wide				$30,000.00	$0.00	$30,000.00				$30,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,581,324.00	1,852,872.00	40.444%	0.000%	40.444%	$1,852,872.00	0.000%	40.444 %	**Total:**	$1,852,872.00
								LEA-wide Total:	$394,418.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,852,872.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Community Liaison Position	Yes	Schoolwide			$120,575.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	Yes	LEA-wide Schoolwide			$394,418.00	
1	1.3	Office Staff	Yes	Schoolwide			$235,935.00	
1	1.4	Counselor Support	Yes	Schoolwide			$249,390.00	
2	2.1	CPM math curriculum	Yes	Schoolwide			$72,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	Yes	Schoolwide			$398,060.00	
2	2.3	Ability grouping	Yes	Schoolwide			$237,466.00	
3	3.1	Emerging Bilingual Coordinator position	Yes	Schoolwide			$115,028.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Professional Development	Yes	Schoolwide			$30,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,100,174.00	$3,139,482.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Assessments	No Yes	$606,166.00	556,998.00
1	**1.2**	Hire Second Counselor	No	$121,795.00	130,817.00
1	**1.3**	Special Education Team	No Yes	$556,784.00	512,007.00
1	**1.4**	Purchase iLit Curriculum	Yes	$10,000.00	0.00
1	**1.5**	Academic Interventions	No Yes	$289,222.00	351,594.00
1	**1.6**	Purchase PowerSchool data wharehouse	No	$4,000.00	15,300.00
1	**1.7**	Professional development	No	$226,312.00	230,725.00
1	**1.8**	Add FTE Assistant Principal-Academics		$148,490.00	139,608.00
1	**1.9**	Add FTE Restorative Justice Coordinator		$100,504.00	91,760.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Add FTE Emerging Bilingual Coordinator		$105,550.00	113,284.00
2	2.1	Secure Standards Aligned Instructional-Materials	No Yes	$92,200.00	67,305.00
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	No Yes	$413,467.00	394,573.00
2	2.3	Maintain Low Turnover Rate of Fully Credentialed Staff	No	$80,963.00	64,098.00
2	2.4	Retain EL Coordinator to Support English Learners	No		0.00
2	2.5	Hire additional support staff for English learners as needed.	Yes	$88,876.00	97,143.00
2	2.6	Professional development for teachers		$113,156.00	168,558.00
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	No Yes	$5,500.00	5,500.00
3	3.2	Maintain a zero percent suspension and expulsion rate.	No Yes	$6,208.00	6,208.00
3	3.3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	No Yes	$130,981.00	75,832.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Hire 1 FTE Parent Coordinator	No Yes		118,172.00
4	4.1		No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,770,688.00	$1,350,362.00	$2,185,332.00	($834,970.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Assessments	Yes	$153,543.00	556,998.00		
1	1.3	Special Education Team	Yes	$183,925.00	512,007.00		
1	1.4	Purchase iLit Curriculum	Yes	$10,000.00	0.00		
1	1.5	Academic Interventions	Yes	$289,222.00	351,594.00		
2	2.1	Secure Standards Aligned Instructional-Materials	Yes	$92,200.00	67,305.00		
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	Yes	$389,907.00	394,573.00		
2	2.5	Hire additional support staff for English learners as needed.	Yes	$88,876.00	97,143.00		
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Yes	$5,500.00	5,500.00		
3	3.2	Maintain a zero percent suspension and expulsion rate.	Yes	$6,208.00	6,208.00		
3	3.3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	Yes	$130,981.00	75,832.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	Hire 1 FTE Parent Coordinator	Yes		118,172.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,501,844.00	1,770,688.00	0.00	39.333%	$2,185,332.00	0.000%	48.543%	$0.00	0.000%

Powered by BoardOnTrack

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

Foster Youth Transportation Plan MOU with LA County

Section: III. Items for Potential Action
Item: J. Foster Youth Transportation Plan MOU with LA County
Purpose: Vote
Submitted by:
Related Material:
ESSA FAQs_5.12.21_Charters.docx
ESSA Process One Pager_5.12.21.docx
Interagency Agreement ESSA School Stability MOU - TEACH Public Schools.pdf

LA County School Stability Transportation for Foster Youth Long-Term Plan

Frequently Asked Questions

1. **How are transportation costs split between Education and Child Welfare?**
   - The cost-sharing is outlined in the MOU as follows, for transportation during Stop-Gap Transportation, the Best Interest Determination and Long-Term Transportation:
     - DCFS will cover the cost of any caregiver reimbursements or public transportation cards/tokens they provide to their youth.
     - The Independent Charter Organization will cover the cost of utilizing/rerouting school bus routes and any public transportation cards they provide to their students.
     - DCFS and the Independent Charter Organization will share the costs of the private vendor contracted by the County (which is currently HopSkipDrive) 50/50.
   - As there is one Child Welfare Agency, 80 School Districts, and over 300 charter schools in LA County, DCFS has jointly developed the MOU during a two-year pilot period through a workgroup consisting of DCFS, LEAs, LACOE, OCP, and advocates that can serve both DCFS and the 80 districts.

2. **Who makes decision about whether the child remains in their school of origin (SOO)?**
   - The Education Rights Holder (ERH) determines whether it is in the child's best interest to remain in their SOO.
   - The SOO is the default placement. Youth may not be unenrolled from school until and unless the Best Interest Determination (BID) occurs and finds it is in the youth's best interest to change school placements.

3. **How will I be notified that a foster youth is/will be placed in out-of-home care or changing placements?**
   - The DCFS CSW will utilize the Form 1399 to notify the school following a determination that a youth will be or has been placed into out-of-home care or is moving to a new placement.
   - For questions about notifications or the Form 1399 please reach out to DCFS Education YES box youth.education.support@dcfs.lacounty.gov

4. **What are Independent Charter Organization Foster Youth Liaison responsibilities?**
   - Supporting a youth's rights with respect to school of origin. This includes the responsibilities listed below as well as contacting the youth's ERH(s) and caregiver before disenrolling a foster youth student or enrolling a new foster youth student to inform them of the student's right to SOO.
   - As soon as possible, convene a best interest determination meeting. The ERH and youth must also attend this meeting. The ERH determines whether the child will remain in their SOO. The CSW may be included in order to get their perspective. **NOTE:** This meeting can be by phone or in-person. Other parties, such as the DCFS Education Specialist and caregiver, can also participate in this meeting.
   - If the Foster Youth Liaison wishes to recommend that it is in the child's best interest to move schools, the liaison must provide the ERH with a written explanation. The Foster Youth Liaison serves in an advisory capacity during this meeting.
   - The Foster Youth District Liaison should work internally to determine whether a bus route would be possible for the stop-gap or long-term transportation method. The Foster Youth Liaison should also asses to see whether a child is eligible for transportation under another entitlement or through the student's IEP.

5. **What should a Independent Charter Organization Foster Youth Liaison do if they cannot get a hold of the ERH?**
   - If having difficulty contacting the ERH(s), please reach out to the CSW and/or minor's attorney who can walk this issue on to court and get a co-ERH or new ERH assigned for the youth.

6. **What should I do if they cannot get a hold of the Ed Specialist or CSW?**
    - If you are having trouble reaching out to the CSW or Ed Specialist please reach out to the DCFS Education YES box: youth.education.support@dcfs.lacounty.gov.

7. **Who gets to make the decision about the long-term method of transportation?**
    - DCFS CSWs, Ed Specialists and the Independent Charter Organization Foster Youth Liaisons jointly determine the long-term method of transportation. Caregivers and ERH may provide input but the final decision is made by the Independent Charter Organization and DCFS.

8. **How will the Independent Charter Organization know who is being transported to their school of origin via the private vendor?**
    - The private vendor will notify the Foster Youth Liaisons, CSW, and DCFS Education Specialists whenever a ride has been confirmed.
    - As noted above, the Independent Charter Organization and DCFS will jointly decide who gets to make the decision about the long-term method of transportation. As noted in the ESSA Process One-Pager, during stop-gap transportation the youth is immediately transported to their school of origin and continues to be transported until a best-interest determination can be convened. Often, the stop-gap transportation method is the private vendor, unless another option can be made quickly available.
    - A Independent Charter Organization will receive a receipt of the preceding month with the names of youth being transported, number of rides, start/stop date, cancellations, and costs. DCFS will receive a list with a matched amount that they will be responsible for.

9. **How will the Independent Charter Organization and DCFS keep track of costs during the year?**
    - Rides will be billed through the mechanism described in Question 14 once a Independent Charter Organization signs on to an MOU.
    - As private transportation referrals are submitted the DCFS Education team will sign off on each referral before it moves forward. Only referrals for SOO transportation are accepted.
    - Both DCFS and the Independent Charter Organization can help control costs by moving forward the Best Interest Determination meeting, as often the stop-gap method will be the private vendor which is more expensive, but the long-term may be a less expensive option such as caregiver reimbursement, public transportation, or utilizing/rerouting a school bus.

10. **Is there insurance for the Independent Charter Organization if transportation is provided through the private vendor (HopSkipDrive)?**
    - Yes, all Independent Charter Organizations who sign on to the MOU will be indemnified and covered by the County's contract with the private vendor, HopSkipDrive. Additional documentation regarding the indemnification and insurance provisions of the contract can be provided.

11. **How long is transportation provided?**
    - Transportation is provided for the duration of the child's time in out-of-home care, unless the ERH determines it is no longer in the child's best interest to remain in the SOO.
    - While the Federal right to transportation ends when the foster care case closes, under California education law, when a youth in grade 1-8 leaves care, they maintain the right to attend school at their school of origin for the remainder of the school year. If the youth is in high school, this right extends until high school graduation. Though the Independent Charter Organization and DCFS no longer have obligations to provide or fund the transportation, Independent Charter Organizations and DCFS should

work with resource families and ERHs in anticipation of the closing of a youth's case to support them in coming up with ideas to support the exercise of this right.

12. Is transportation provided to youth in their home of parent?

- No, currently transportation is only provided to foster youth placed in out-of-home care. Once a foster youth returns to their home of parent, the parent is responsible for transportation to school.

13. Are youth in Short-Term Residential Therapeutic Programs (STRTPs) provided transportation?

- Youth in STRTPs also have the right to SOO transportation. STRTPs are solely responsible for providing and funding transportation to SOO for foster youth within their care.
- If you have any questions or concerns about a youth in an STRTP receiving transportation please reach out to the DCFS Education YES box: youth.education.support@dcfs.lacounty.gov.

14. How will payment work?

- DCFS and each Independent Charter Organization will pay 50% of the shared private vendor costs into a trust managed by the County's Auditor Controller based on an estimated cost for the next 12 months, which was calculated based on costs and growth rate data from the previous fiscal year.
- Potential sources to pay for these costs include allocating LCFF or Title I funding.
- For details on payment, please refer to the MOU, Section 3.D.2.
- When 60% of the amount in the trust fund is reached, the Independent Charter Organization will receive an email to notify them and next steps to begin discussing adding funding if needed. When the amount in the trust reaches 5%, the Independent Charter Organization will receive another notification. When funds reach 2%, rides will stop.
- If costs are less than what is paid into the trust, the funds can be rolled over into the next year or returned. If costs are more, a bill will be issued for the remaining balance.

15. What is the long-term funding plan?

- Since this is an unfunded mandate, DCFS, LACOE, and OCP are working together to advocate to the state to provide funding to cover this cost for child welfare and LEAs. We have already begun outreaching to state-level officials and have gotten a lot of positive reception to getting state funding for ESSA school of origin transportation.

16. Who should I contact with questions?

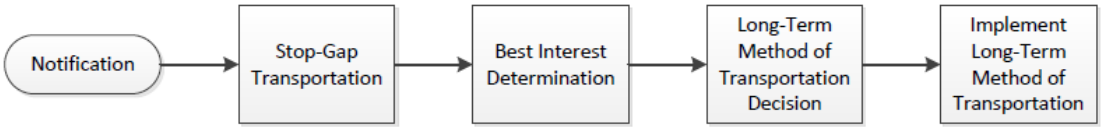
- For questions about process, facilitating transportation, or payment/billing please reach out to the DCFS Education YES box youth.education.support@dcfs.lacounty.gov.

LA County MOU Regarding School Stability Transportation for Foster Youth Process[1]

This one-pager provides a high-level overview of processes outlined in the Every Student Succeeds Act (ESSA) School Stability Transportation Long-Term Plan:

- **What is School of Origin (SOO)?**
  - The SOO[2] is the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. The SOO may also be a school that the foster youth attended where he/she is connected and that he/she attended within the immediately preceding 15 months.

Process Overview



- **Notification and Identification of Foster Youth Placed in Out-of-Home Care**
  - DCFS CSWs will utilize the DCFS 1399 form to notify the school a following a determination that the youth will be or has been placed into out-of-home care or is moving to a new out-of-home care placement.
  - If the youth has an active IEP, any local education agencies involved should receive notice at least 10 days in advance of the school change.[3]

- **Stop-Gap Transportation**
  - Stop-Gap transportation helps ensure that youth can stay in their school of origin immediately following their removal from home or from a current foster care placement until a best interest determination (see below) can occur. The youth must be transported to their SOO until a BID has occurred, and if the youth is staying in their SOO, until the long-term method of transportation is established.
  - After DCFS has been notified that a youth will need SOO transportation, the DCFS CSW will immediately work with the DCFS Education Specialist to evaluate transportation options:
    - This may include reaching out to the school district to see if the youth has an IEP or a bus route is available.
    - The CSW will also look to see if public transportation or education travel reimbursement is available.
    - If no options are quickly available, the DCFS Education Specialist will submit an electronic referral to the private vendor, HopSkipDrive for stop-gap transportation.

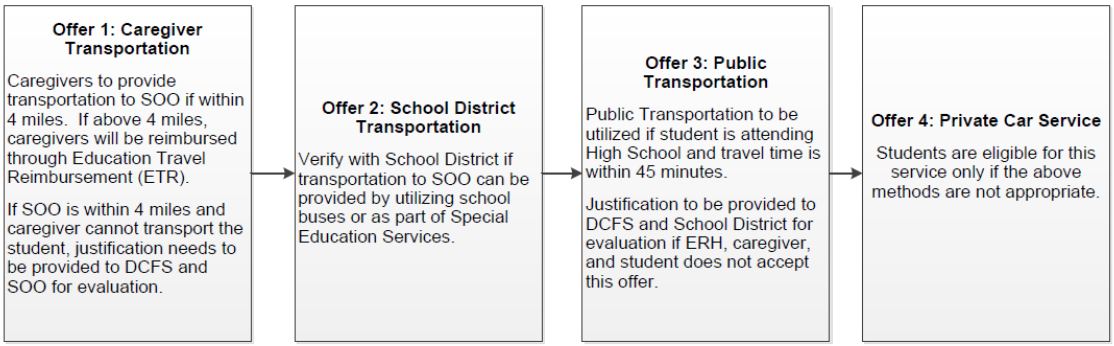
- **Best Interest Determination (BID)**
  - The SOO is the default placement. Youth may not be unenrolled from school until and unless the BID occurs and finds it is in the youth's best interest to change school placements.
  - The Education Rights Holder (ERH), youth, and Independent Charter Organization Foster Youth Liaison are required[4] to have a meeting (in person or by phone) to determine whether or not it is in a child's best interest to remain in her school of origin. Input from the CSW, DCFS Education Specialist, and caregiver may also be considered but they are not the decisionmaker.
  - **The ERH determines whether the child should remain in their school of origin**.

---

[1] The process outlined below will be utilized once the school district also signs on to the MOU
[2] California Education Code Section 48853.5 (g)
[3] CA Rule of Ct. 5.651(e)(1)(B).).
[4] Education Code § 48853.5

- The role of the Independent Charter Organization Foster Youth Liaison is to advise[5] and if the liaison wishes to recommend that the child's best interest is to move schools, the liaison must provide the ERH with a written explanation.
- The Independent Charter Organization Foster Youth Liaison should reach out to the ERH and youth to convene a BID as soon as possible after they receive a notification that a youth may be removed from their home. The Liaison may also include the CSW in this meeting or to help reach out to the ERH and youth.
- Once a BID has occurred, the Liaison should email the results to the DCFS Education Specialist, CSW, and any other parties involved with the BID or entitled to know.

- **Long-Term Method of Transportation Decision**
  - If it is determined that a youth shall remain in their school of origin, DCFS and the Independent Charter Organization shall then have a conversation to determine the method of transportation. Caregivers and ERH may consult, and DCFS and the Independent Charter Organization are the final decision makers on the method.
  - DCFS CSW and Independent Charter Organization Foster Youth Liaisons will work to exhaust all resources prior to requesting private transportation (see below for flowchart):
    - CSW will determine whether education travel reimbursement or public transit can be utilized.
    - The Independent Charter Organization will assess whether the child is eligible for transportation services under another entitlement, a related service is included in the student's IEP, or the district is able to use or modify an existing bus route.
    - If multiple options are available, DCFS and the Independent Charter Organization should select the most cost-effective and reasonable option, which means considering the cost, distance, length, and developmental appropriates of transportation.[6]
    - If none of the above options are available, only then can the private vendor (currently HopSkipDrive) be chosen as the long-term method of transportation. If this method is chosen, the DCFS Education Specialists should be contacted and they will work with HopSkipDrive to set up the rides.
  - If the stop-gap transportation method is chosen as the long-term plan, Independent Charter Organization Foster Youth Liaison and DCFS CSW and Education Specialist should confirm this by e-mail.
  - DCFS and Independent Charter Organization have five school days after the BID to implement the long-term method of transportation



For questions about process or facilitating transportation please reach out to the DCFS Education YES box youth.education.support@dcfs.lacounty.gov

[5] EC § 48853.5(c).
[6] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016.

Interagency Agreement between the Los Angeles County Department of Children and Family Services (DCFS), the Los Angeles County Office of Workforce Development, Aging and Community Services (WDACS), the Los Angeles County Office of Education (LACOE), Undersigned Independent Charter Schools/Charter Management Organizations, and the Undersigned Los Angeles County School Districts and their Affiliated Charter Schools for a Long-Term Transportation Plan to Ensure School Stability for Foster Care Youth

It is the intent of the parties that this agreement establish procedures to provide and fund[1] the necessary transportation for foster youth to remain in their school of origin[2] (SOO) as required by the Every Student Succeeds Act ("ESSA") (20 U.S.C. 6311-12). The agreement is in effect until otherwise agreed upon by the parties.

1. Definitions

The parties agree to the definitions included in Appendix A as part of this agreement.

2. Scope

The provisions of this agreement cover all youth from preschool[3] to 12th grade who are entering foster care, placed in out-of-home care (OHC), or changing placements under the supervision of DCFS (herein after referred to as "youth" or "foster youth") within all of the undersigned Los Angeles County School Districts (herein after referred to as "Districts" or "School Districts") or Independent Charter Schools/Charter Management Organizations (herein after referred to as "Independent Charter Schools" or "CMOs").

3. Funding[4]

A. DCFS will administer Education Travel Reimbursement Payments to resource families and Metro TAP cards to eligible youth as appropriate. DCFS will be responsible for any costs associated with these methods for SOO transportation.

B. DCFS contracted Short-Term Residential Therapeutic Programs (STRTPs) will be responsible for providing transportation to SOO for foster youth within their care[5].

---

[1] Contingent upon available funding

[2] See Appendix A for definition

[3] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016 (Question 7, Page 8): If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (See ESEA section 1111(g)(1)(E))

[4] Please see Appendix E as well as Sections 5-9 below to determine when a given method of transportation will be utilized

[5] California Department of Social Services Short-Term Residential Therapeutic Program Interim Licensing Standards, (Cal. Dept. of Social Services, STRTP ILS), Version 3.

C. School Districts/Independent Charter Schools/CMOs will be responsible for any costs associated with utilizing or re-routing bus routes for SOO transportation or for any Metro TAP cards they provide to foster youth as appropriate.

D. DCFS and School Districts of Origin/Independent Charter Schools of Origin/CMOs of Origin shall split transportation costs evenly (50% each) for both stop-gap and long-term private transportation (see Section 5 & 8).[6] School Districts/Independent Charter Schools of Origin/CMOs of Origin participating in this shared transportation cost component will be added as indemnified parties to the private transportation agreement.

1. Appendix E, Estimated Private Vendor Costs, have been projected based on the data from the pilot project, broken down by School District/Independent Charter Schools of Origin/CMOs of Origin, and includes an estimated growth rate and an estimated eight (8) percent administrative fee split evenly between DCFS and the School Districts/Independent Charter Schools /CMOs. Annual changes or adjustments to the amounts identified in Appendix E will be distributed to all affected parties and incorporated into this agreement through a change notice.
2. School Districts/Independent Charter Schools /CMOs
   a. School Districts/Independent Charter Schools/CMOs that wish to participate may sign on at any time and provide monies as outlined in Appendix E, Estimated Private Vendor Cost or at an agreed upon pro-rated rate.
   b. Participating School Districts/Independent Charter Schools /CMOs will issue a check to the County of Los Angeles and send it to the attention of:

      Dennis Conte
      County of Los Angeles
      Workforce Development, Aging & Community Services
      510 S. Vermont Avenue, 11th Floor
      Los Angeles, CA 90020

   c. Separate accounts will be established for each participating School District/Independent Charter Schools/CMOs in a non-interest bearing trust fund for the private transportation vendor services. Initial establishment of the account may take up to 30 days. Notice of the account, once established, and invoice copies will be sent to the individual identified in Appendix D, Points of Contact.
      i. When the account balance falls below 60% notice shall be provided to the individual identified in Appendix D, Points of Contact.
      ii. If additional funds are not available, private transportation services will cease when funds fall below 2%

[6] Pending available funding

iii. Following the initial signing year, School Districts/Independent Charter Schools /CMOs must provide their shared cost allocation as shown in Appendix E, Estimated Private Vendor Cost, no later than July 15th for the upcoming academic year.

3. DCFS shall establish a departmental service order or other agreed upon payment method in the amounts identified in Appendix E, Estimated Private Vendor Costs, to match the costs for those School Districts/Independent Charter Schools/CMOs participating under this agreement.

4. Identifying Youth Entering Foster Care Who Will Be Placed In Out-of-Home-Care (OHC) or Who Are Changing Placement[7]

A. DCFS Children's Social Worker (CSW) will provide notification to the School District/Independent Charter School/CMO Foster Youth Liaison, no later than one business day after the youth placed in OHC or moved to a new OHC placement. Notification may be made using the Initial Placement Notification, Form 1399[8], or another suitable method to the School District/Independent Charter School/CMO Foster Youth Liaison. If the youth has an active Individualized Education Plan (IEP), rules of court require that any local education agencies involved receive notice at least 10 days in advance of the school change (CA Rule of Ct. 5.651(e)(1)(B).). The notification shall also remind the School District of Origin's/Independent Charter Schools of Origin's/CMOs of Origin's District Foster Youth Liaison of a potential need for a best interest determination[9] (BID)(see Section 7).

B. School Districts/Independent Charter Schools of Origin/CMOs of Origin shall ensure that there is a designated School District/Independent Charter Schools of Origin/CMOs of Origin Foster Youth Liaison (or other designee) to receive and respond to these notifications in a timely manner. School Districts/Independent Charter Schools of Origin/CMOs of Origin shall provide updated contact information for this individual and send it to LACOE Foster Youth Services Coordinating Program (FYSCP). LACOE FYSCP will update this list on their website and email the DCFS Education Section YES email box at youth.education.support@dcfs.lacounty.gov.

C. DCFS will share the youth's CSW information through the DCFS 1399 form that they provide to the school as well as through weekly data sharing between California Department of Education (CDE) and California Department of Social Services (CDSS). If a School District/Independent Charter School/CMO would like to make a transportation

[7] Please see Appendix E for a flowchart of the entire long-term ESSA process.

[8] DCFS 1399: Notification to School of Pupil's Foster Care Status and/or Request for Transfer of Pupil and Records. This form shall be submitted to the School Districts via fax or email, until the LACOE Education Passport System is fully implemented and the DCFS 1399 form can be sent electronically to School Districts through that system. The 1399 form also has instructions for the school and district regarding procedures for pursuing an IEP for the student.

[9] See Appendix A for definition

referral, they can email the CSW assigned to the youth's case who will then connect the School District/Independent Charter School/CMOwith the appropriate Education Specialist.

D. If LACOE FYSCP receives any transportation referrals, they will forward them to the DCFS Education Unit YES email box at youth.education.support@dcfs.lacounty.gov.

5. Stop-Gap Transportation

For Newly Detained Youth Not Placed in STRTPs

A. DCFS CSW will discuss with the Education Rights Holder (ERH) and the DCFS supervised youth both of their education rights as well as the potential for a BID meeting to be called in the future.

B. DCFS will determine whether immediate stop-gap transportation to the SOO is necessary while a best-interest determination is being made (Section 7) and long-term transportation plans finalized (Section 8).

C. If an immediate default stop-gap option[10] is feasible, that method will be utilized. DCFS and/or School District/Independent Charter School/CMO Foster Youth Liaison, depending on the method of stop-gap transportation, will coordinate with the resource family as needed to facilitate stop-gap transportation.

D. If an immediate default stop-gap transportation option is not available, DCFS will refer to the contracted private vendor to schedule a ride. The referral will be sent simultaneously to the contracted private vendor and to WDACS. WDACS, as the contract holder, will track the invoices and oversee the fiscal monitoring. The contracted private vendor will set-up the ride and send out a confirmation email to the CSW, School District/Independent Charter School/CMO Foster Youth Liaison, and Education Specialist.

E. All costs will be split according to Section 3. If DCFS does not provide notification to the School District/Independent Charter School/CMO as described in paragraph 4A above, the School District/Independent Charter School/CMO is only responsible for paying for half of the cost of the most cost-effective stop-gap transportation method that could have been provided had they been notified no later than one business day after the youth placed in OHC or moved to a new OHC placement. If the most cost-effective method is different than what DCFS provided, the School District/Independent Charter School/CMO will provide evidence that they would have been able to implement a more cost-effective stop-gap method if the notice had been provided within one business day. Once notice has been provided to the School District/Independent Charter School/CMO all costs will be split according to Section 3.

[10] An immediate default stop-gap option is an option that can be implemented to ensure the youth can attend their school of origin immediately, this may include caregiver driving the youth to school, child can walk, TAP cards, etc.

For Newly Detained Youth Placed in STRTPs

F. The STRTP will provide immediate stop-gap transportation to the youth's SOO, which includes any SOO in an Independent Charter School/CMO.

6. Identifying the Education Rights Holder

For Newly Detained Youth:

A. At the initial court hearing, the court must consider who holds the education rights and whether the parental education rights are to be limited or terminated. If they are limited or terminated, then the court may assign a new or co-ERH to make education decisions on behalf of the foster youth, using form JV 535 (Order Designating Education Rights Holder).[11]

B. Once an ERH has been determined or newly assigned, the CSW will inform the ERH of their rights, the youth of their educational rights, and the potential for a Best Interest Determination meeting to be called in the future (Section 7).

For Replacements:

C. If the ERH is listed and reachable, the CSW will call the ERH and inform them of the ERH's rights, the youth's educational rights, and the potential for a Best Interest Determination meeting to be called in the future (Section 7).

D. If an ERH is not listed or the CSW cannot get a hold of them, the CSW will either 1) bring up this issue at an upcoming Court Hearing or 2) fill out and file a JV-539 (Request for Hearing Regarding Child's Education).

E. If a CSW uses an existing hearing or walk-ons to address the issue of not being able to reach an ERH, the Court will determine whether or not the current ERH rights are to be limited or terminated or assign a new ERH or co-ERH.

F. Once an ERH has been determined or newly assigned, the CSW will inform them of their rights as well as the potential for a BID meeting to be called in the future (Section 7).

7. Best Interest Determination (BID)[12]

A. The SOO, which includes any SOO in a School District/Independent Charter School/CMO, is the default school placement. Prior to any school changes, a BID process must occur. The youth may not be unenrolled from school until and unless that determination finds it in his/her best interest to change school placements. The youth must be transported to the SOO through the stop-gap process outlined in Section 5, until the long-term method of transportation is determined (Section 8).

B. Data will be gathered from DCFS and the School District/Independent Charter/CMO to track whether the BID is happening in a timely manner. A reminder will be sent to the

[11] California Rule of Court 5.651 (b)(1)

[12] See Appendix A for definition and Appendix B for tool.

DCFS CSW and School District/Independent Charter/CMO Foster Youth Liaison to convene a BID with the ERH and youth.

C. When a BID is convened, the ERH, youth, CSW and School District/Independent Charter/CMO Foster Youth Liaison may use Appendix B: BID Tool to help guide their discussion.

D. Before recommending that a youth be moved from his/her SOO, the School District/Independent Charter/CMO Foster Youth Liaison shall provide the youth and the ERH with a written explanation stating the basis for the recommendation and how the recommendation serves the youth's best interest. The youth's ERH ultimately decides whether to invoke or waive SOO rights.

E. If the ERH determines that the best interest of the youth would be served by his/her transfer to a school other than the SOO, the youth shall immediately be enrolled in the new school. If DCFS or any other party disagrees with the ERH's best-interest determination, they should refer to Section 13 for Dispute Resolution procedures.

F. If the ERH determines that the youth will remain in their SOO, the School District/Independent Charter/CMO and DCFS CSW, in consultation with the Education Specialist, shall then move to the Method of Transportation discussion[13] (Section 8).

8. Long-Term Method of Transportation

For Newly Detained Youth Not Placed in STRTPs

A. The DCFS CSW, Education Specialist, and the School District/Independent Charter/CMO Foster Youth Liaison will discuss the available long-term transportation options for the student. DCFS and Districts will work to exhaust all resources prior to requesting private transportation (see Appendix C for tool). This conversation only occurs if during the BID, the ERH determines the youth shall remain in the SOO.

B. DCFS CSW will determine 1) the resource family's capacity to provide transportation (with mileage reimbursement) to the SOO, and/or 2) the possibility of the student's using bus passes or public transportation vouchers.

C. The School District/Independent Charter/CMO Foster Youth Liaison assesses whether 1) the youth is eligible for transportation services under another entitlement, 2) a related service is included in his/her Individualized Education Plan (IEP) or 504 Plan, or 3) the School District/Independent Charter/CMO is able to incorporate the student into an existing bus route, modify an existing bus route, or other no cost or low-cost options. Transportation is provided and funded by the School District/Independent Charter/CMO if option 3 is available. School Districts/Independent Charter/CMO can collaborate to provide transportation to the SOO when a student in OHC resides outside of the boundaries of the School District/Independent Charter/CMO of origin. This can include,

[13] This discussion must be separate and have no bearing on the BID. See Appendix C for tool.

but is not limited to, School Districts/Independent Charters/CMOs modifying and connecting cross-district routes, or one School District/Independent Charter/CMO providing transportation to the SOO while the other provides transportation from the SOO. The School District/Independent Charter/CMO of origin can contact the district of residence directly or send an email to request facilitation.

D. If multiple non-private transportation options are available, DCFS and School Districts/Independent Charters/CMOs should select the most "cost-effective" and "reasonable" which means considering the cost, distance, length, and developmental appropriateness of the mode of transportation.[14] Once a selection is made, this method shall be administered and costs split in accordance with Section 3.
E. If all non-private vendor transportation options are exhausted, the contracted private vendor is chosen as the long-term method of transportation, and DCFS Education Specialists shall send a referral to the contracted private vendor. A copy of the referral will also be sent to WDACS staff assigned to this contract for monitoring and administration purposes.
F. If only one transportation option is available and is cost-effective and reasonable given the youth's developmental needs,[15] this method shall be administered as the long-term transportation plan for the foster youth. Costs shall be split according to the cost-sharing methodology laid out in Section 3.
G. In setting up transportation plans, best efforts should be made to accommodate for participation in before and after school sponsored activities, education related activities, or child care. School Districts/Independent Charters/CMOs will work with their affiliated after-school programs to create procedures for the contracted private vendor drivers to pick-up foster youth.
H. If DCFS and School Districts/Independent Charters/CMOs disagree over which options are cost-effective and reasonable and cannot come to an agreement on their own during the Long-Term Transportation Discussion, they will move to Dispute Resolution (Section 13 A&B). For disagreements between the ERH or caregiver regarding the long-term method of transportation, refer to Section 13F. The student must continue to receive stop-gap transportation during the pendency of the dispute (Section 5).

For Newly Detained Youth Placed in STRTPs

I. The STRTP will provide long-term transportation to the youth's school of origin, which includes any SOO in an Independent Charter School/CMO.

9. Timing of Implementing Long-Term Transportation

[14] Ibid.
[15] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016.

A. DCFS and the School Districts/Independent Charter/CMO have five school days after the best-interest determination is finalized to implement the long-term transportation plan. In the interim, stop-gap transportation is provided as outlined in Section 5.

Figure 1. Overview of SOO Transportation



10. Duration of Transportation

A. Transportation is provided for the duration of the child's time in OHC, unless the ERH determines it is no longer in the youth's best interest to remain in the SOO.
B. Stop-gap transportation is intended to be short-term and ends when long-term arrangements determined by DCFS and School Districts/Independent Charters/CMOs are implemented as outlined in Section 8.
C. Stop-gap transportation can become the long-term plan if DCFS and School District/Independent Charter/CMO Foster Youth Liaison confirm this by e-mail.
D. To maintain educational stability, if a youth exits foster care before the end of a school year, transportation to the SOO is maintained by the youth's School District/Independent Charter/CMO of origin through the end of the school year, when possible.[16]
E. While the Federal right to transportation ends when the foster care case closes, under California education law, when a youth in grade 1-8 leaves care, they maintain the right to attend school at their SOO for the remainder of the school year[17]. If the youth is in high school, this right extends until high school graduation. Though the School District/Independent Charter/CMO and DCFS no longer have obligations to provide or fund the transportation, School Districts/Independent Charters/CMOs and DCFS should work with resource families and ERHs in anticipation of the closing of a youth's case to support them in coming up with ideas to support the exercise of this right.[18]

11. Transportation Arrangements for Los Angeles County Youth In Foster Care Placed Outside of Los Angeles County

[16] Non-regulatory Guidance, Pg. 11, Question 11: "SEAs and LEAs should consider adopting policies that allow a child that exited foster care during the school year to continue in the school of origin through at least the end of academic year, if appropriate."
[17] Cal. Educ. Code § 48853.5(f)(5).
[18] Cal. Educ. Code § 48853.5(f).

A. DCFS CSW notifies DCFS Education Specialist via email upon learning that a youth under the jurisdiction of Los Angeles County DCFS will be placed in an OHC placement outside of Los Angeles County.
B. DCFS CSW immediately notifies the SOO using the DCFS 1399 form.
C. Whenever possible, the parties in this Agreement will use the procedures provided in this Agreement to provide transportation to the SOO for a youth placed outside of Los Angeles County.

12. Data and Evaluation

A. School Districts/Independent Charter Schools/CMOs, DCFS, and LACOE agree to share relevant data to compile lessons learned and track progress.
B. School Districts/Independent Charter Schools/CMOs and DCFS will collect data on:
    - Lessons learned,
    - Potential barriers to countywide implementation,
    - Numbers of youth served,
    - Modes of transportation used,
    - Average distances traveled,
    - Costs associated with transportation, and
    - Other information that the parties agree is important for understanding lessons learned and program performance, and to develop recommendations for program improvement.
C. LACOE will work on developing and implementing the Education Passport System to help the exchange and availability of clean education data between child welfare and education which will be helpful to assessing outcomes for school stability in the long-term.

13. Dispute Resolution[19]

When DCFS and the District/Independent Charter School/CMO Disagree on the most cost-effective option during the long-term transportation discussion:

A. School Districts/Independent Charter Schools/CMOs and DCFS must make every effort to collaborate in serving children in OHC. When a dispute arises between the agencies over method of transportation or paying the costs of transportation, the School District/Independent Charter School/CMO and DCFS must make every effort to resolve the dispute collaboratively at the local level.
B. If the School District/Independent Charter School/CMO Foster Youth Liaison and CSW do not agree on the method of transportation, they must send, by email, details of the dispute to the DCFS manager and School District/Independent Charter School/CMO

[19] California Rule of Court 5.651(e).

administrator. *Note that the youth must be provided continued transportation through the pendency of the dispute, paid for as per cost-sharing in Section 3.*

C. The school district administrator and DCFS manager should work together to review the case and resolve the dispute. If they reach agreement, they will email the line staff their decision to be implemented.
D. If the School District/Independent Charter School/CMO administrator and DCFS manager cannot come to agreement, a request should be sent by email to the School District/ Independent Charter School/CMO Superintendent (or designee) and the DCFS Director (or designee) for a review of the case. The School District/Independent Charter School/CMO Superintendent (or designee) and the DCFS Director (or designee) should meet to review the case and resolve the dispute. If they reach agreement they should email their decision to the School District/Independent Charter School/CMO administrator and DCFS manager to manage implementation of their decision.
E. If the School District/Independent Charter School/CMO Superintendent (or designee) and the DCFS director (or designee) cannot resolve the dispute, then the School District/Independent Charter School/CMO Superintendent (or designee) and DCFS Director (or designee) will initiate proceedings with an independent mediator that is agreed upon by both the DCFS and School District/Independent Charter School/CMO. The dispute resolution method may be reviewed one year after the contract is executed and amended if the DCFS and School District/Independent Charter School/CMO agree to a different mechanism for dispute resolution.

When the ERH or Caregiver Disagree with the long-term method of transportation chosen by DCFS and the School District/Independent Charter/CMO:

F. If the ERH or resource family disagrees with the method that the School District/Independent Charter School/CMO and DCFS choose as the long-term method of transportation, the ERH or caregiver may file the JV-539 (Request for Hearing Regarding Child's Education) or reach out to their attorney to walk-on this issue to Dependency Court.

Department of Education Uniform Compliant Procedures:

G. Nothing in this agreement is intended to limit the rights of any person or agency, including but not limited to a youth, ERH, biological parent, foster/resource parent, or another representative of a foster child, to file a complaint with the California Department of Education using the Uniform Complaint Procedures (UCP) authorized by the California Code of Regulations Title 5, Sections 4600-4687 or to pursue other available remedies. Each School District/Independent Charter School/CMO is required to adopt UCP compliant policies and procedures and designate a staff member to be responsible for receiving, investigating, and resolving complaints. This information is commonly found on a School District's/Independent Charter School's/CMO's website, but the School

District/Independent Charter School/CMO foster-care point of contact can also be contacted to provide the details of that district's policy.

H. The following applies while the UCP processes referenced in Section 13D is being conducted:
   1. The child remains in the SOO as required by ESSA and
   2. Transportation is provided and paid for as outlined in Sections 3 and 5, while the dispute process is pending.[20]

14.Additional Roles

LACOE FYSCP will facilitate implementation of countywide ESSA transportation by:

A. Provide materials, tools and training to stakeholders (Child Welfare, School Districts/Independent Charter Schools/CMOs, and Caregivers) on BID and SOO rights.
B. Collect agreed upon data from DCFS and School Districts/Independent Charter Schools/CMOs.
C. Provide staffing to maintain data and provide analysis (this can also be a contracted evaluator).
D. Complete annual reports for California Department of Education and all partners of this agreement on program impacts based on agreed upon outcome goals.

15. Termination

A. Any party may terminate this agreement without penalty at any time but must provide 30 school days written notice. Notice is deemed served on the date of mailing to the following address:

Department of Children and Family Services
Head Quarters
Brandon Nichols, Interim Director
510 S. Vermont Avenue, 10th Floor
Los Angeles, CA 90020

16.Amendments

A. This agreement may be amended in writing. For changes that materially affect the scope, term of agreement, and/or funding for the agreement, Amendments to the agreement must be prepared and executed by the parties.
B. For non-material changes, a written request by e-mail or letter from one party to DCFS shall be made. DCFS will distribute the request to the affected parties for approval. Once approved by the affected parties, a Change Notice may be issued and signed by DCFS.

[20] ESEA section 1111(g){1}(E)(i)

C. Changes to the assignment of the County entity administering the Private Transportation Vendor contract can be made through a Change Notice to all concerned parties within 10 business days prior.

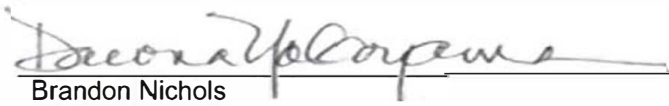
17. Facsimile Representation

Parties to this agreement hereby agree to regard facsimile representations of original signature of authorized officers of each party, when appearing in appropriate places on the amendments prepared pursuant to Section 15, Amendments, and received via communications facilities, as legally sufficient evidence that such original signatures have been affixed to Amendments to this agreement, such that the parties need not follow-up facsimile transmissions of such documents with subsequent (non-facsimile) transmission of "original" versions of such documents.

18. Execution Requirements/Counterparts

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission signature; and/or other commonly accepted, widely used, commercially acceptable signature methods. This agreement may be executed in counterparts, each of which so executed shall, irrespective of the date of its execution and delivery, be deemed an original, and all such counterparts together shall constitute one and the same instrument.

Signatures by authorized Department Heads, Superintendents, or designees:



for

Brandon Nichols
Interim Director
Department of Children & Family Services

Date



June 22, 2022

Debra Duardo M.S.W., Ed.D.
Superintendent
Los Angeles County Office of Education

Date



06/07/22

Otto Solorzano
Acting Director
Workforce Development, Aging and Community Services Department

Date

(Insert Name and School District/Independent Charter Schools/CMO
Superintendent

Date

Appendix A: Definitions

Additional costs: Costs incurred in providing transportation to the school of origin reflect the difference between what a local education agency (LEA) otherwise would spend to transport a youth to his/her assigned school and the cost of transporting a child in foster care to his/her school of origin. For example, if the LEA provides transportation through an established bus route, there is no additional cost. If the LEA provides special transportation only for the child in foster care (e.g., through a private vehicle or transportation company), the difference between the special transportation costs and the usual transportation costs can be considered additional. If the LEA must re-route buses to transport a child in foster care to one of its schools, the cost of this re-routing can be considered additional cost.

School District/Independent Charter School/CMO Foster Youth Liaison: Every School District/Independent Charter/CMO must appoint an educational liaison to serve foster children. EC §48853.5(b).

Best-Interest determination: Under federal and California law, upon removal of a child into out-of-home care or a child is removed to a new out-of-home care placement, the child shall remain or enroll in his/her school of origin unless a determination is made that it is not in the child's best interest to attend the school of origin. Factors to consider when determining if maintaining school of origin enrollment is in the foster youth's best interest include, but are not limited to preferences of the child; preferences of the child's parent(s) or education decision-maker(s); the child's attachment to the school, including meaningful relationships with staff and peers; the placement of the child's sibling(s); influence of the school climate on the child, including safety; the availability and quality of services in the school to meet the child's educational and socio-emotional needs; the history of school transfers and how they have affected the child; and how the length of the commute would affect the child, based on the child's developmental stage.

Youth in foster care: ESSA provides for transportation for a foster youth placed in out-of-home care to the youth 's school of origin. A "youth in foster care" under the LCFF definition, who are living at home with either parent, may be entitled to remain in their school of origin, but are not entitled to the ESSA transportation mandates and provisions.

School of origin: Per California Education Code Section 48853.5 (g), the school of origin is the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if the foster child attended some other school where he/she is connected and that he/she attended within the immediately preceding 15 months, the educational liaison, in consultation with and with the agreement of the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school to be deemed the school of origin.

School District/Independent Charter/CMO of origin: The district that operates the school of origin.

Appendix B: Best Interest Determination Tool

Step 1: Best Interest Determination

The Education Rights Holder—with input from the student, social worker/probation officer, School District/Independent Charter School/CMO Foster Youth Liaison, and caregiver—should consider the following factors to assess whether it is in the student's best interest to remain in his or her school of origin. **Complete this tool and select the school choice that is in the student's best interest to attend.**

	Remain at Current School (School of Origin)		Transfer to Other School Attended in Prior 15 Months or School Attended Where Student Last Permanently Resided (School of Origin)		Transfer to New School Near Placement[21]
☐	***Student preference*** Student wants to remain in the same school.	☐	***Student preference*** Student wants to attend this school.	☐	***Student preference*** Student wants to transfer to new local school.
☐	***Student safety/school climate*** Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)	☐	***Student safety/school climate*** Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)	☐	***Student safety/school climate*** Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)
☐	***Length of attendance/strong ties*** Student attended this school for an extended period of time and developed strong positive ties (friends, teachers/staff, extracurricular activities).	☐	***Length of attendance/strong ties*** Student previously attended this school and developed strong positive ties; or matriculating into this school would preserve strong positive ties.	☐	***Length of attendance/strong ties*** Student does not have strong positive ties to a previous school.
☐	***Academics*** School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).	☐	***Academics*** School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).	☐	***Academics*** School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).
☐	***Special needs*** School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).	☐	***Special needs*** School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).	☐	***Special needs*** School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).
☐	***Timing of transfer*** Student would have to change schools mid-year, during testing, etc.	☐	***Timing of transfer*** School change would occur at end of school year or end of semester.	☐	***Timing of transfer*** School change would occur at end of school year or end of semester.
☐	***Commute time*** Commute is not so long as to negatively affect the student, in light of student's age, needs, and activities, and student is willing to commute.	☐	***Commute time*** Commute is not so long as to negatively affect the student, in light of student's age, needs, and activities, and student is willing to commute.	☐	***Commute time*** Commute time to school(s) of origin will negatively affect the student, in light of student's age, needs, activities and willingness to commute.
☐	***Extracurricular Activities*** Student has the ability to participate in extracurricular activities of interest at this school.	☐	***Extracurricular Activities*** Student has the ability to participate in extracurricular activities of interest at this school.	☐	***Extracurricular Activities*** Student has the ability to participate in extracurricular activities of interest at this school.
☐	***Length of anticipated stay*** This school is best option in light of anticipated length of placement and student's permanency plan.	☐	***Length of anticipated stay*** This school is best option in light of anticipated length of placement and student's permanency plan.	☐	***Length of anticipated stay*** This school is best option in light of anticipated length of placement and student's permanency plan.
☐	***Other factors*** Examples: Number of past school changes; siblings' school placement; etc.	☐	***Other factors*** Examples: Number of past school changes; siblings' school placement; etc.	☐	***Other factors*** Examples: Number of past school changes; siblings' school placement; etc.

[21] The school considered must be the local school of the least restrictive environment based on the best interest of the child as determined by the education rights holder.

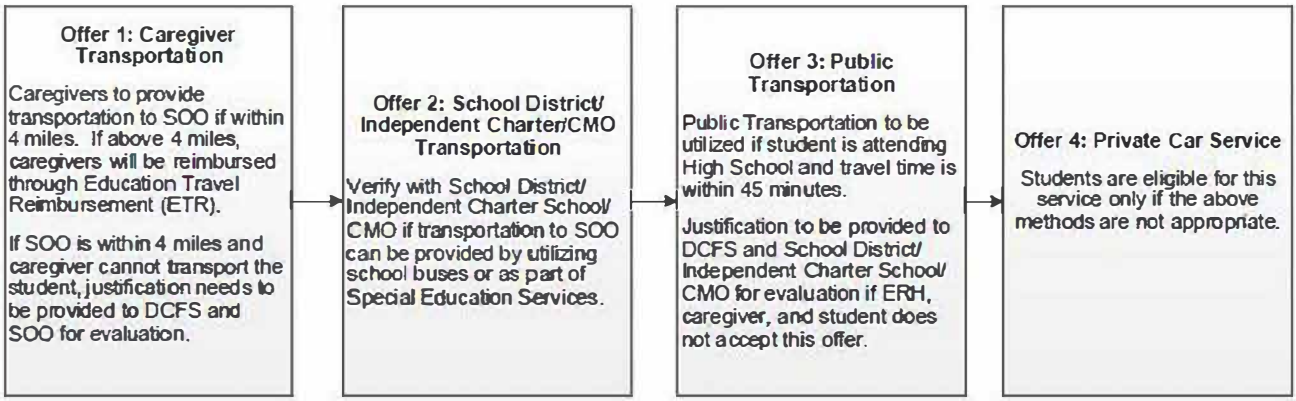
Comments:

Appendix C: Method of Transportation Tool

Method of Transportation Tool

Step 2: School of Origin Method of Transportation*

**To be used after Step 1: Best Interest Determination, if the youth will remain in the school of origin. Method of transportation is decided by SOO and DCFS.*



Appendix D. Points of Contact

Los Angeles County Department of Children and Family Services
Loren Solem-Kuehl
562-345-6610
solemlb@dcfs.lacounty.gov

Los Angeles County Office of Education
La Shona Jenkins
562-922-6469
Jenkins_LaShona@lacoe.edu

Los Angeles County School Districts

Please visit https://docs.google.com/spreadsheets/d/1M0XdZh9xWk10sYznG5mn37iGC5YdRx82/edit#gid=585444824 for an updated list of District Foster Youth Liaisons for each School District.

Los Angeles County Independent Charter Schools/CMOs

Please visit https://www.cde.ca.gov/ls/pf/fy/ab490contacts.asp for an updated list of Foster Youth Liaisons for each Independent Charter School/CMO.

Appendix E. Estimated Private Vendor Costs

Table 1 below reflects an estimated 12 month shared cost for each School District and DCFS for the private vendor for FY 2021-2022. Estimates for Independent Charter School/CMO will be based on a comparable sized School District and the number of foster youth they serve. Table 2 below reflects the estimated 12 month shared cost for each Independent Charter School/CMO and DCFS for the private vendor for FY 2021-2022. The estimated costs below are based on calculations using the ESSA School Stability, cost data and anticipated growth from the 2019-2020 fiscal year[22]. An eight (8) percent administrative fee split evenly between DCFS and the School Districts/Independent Charter Schools/CMOs is included in the estimated cost below.

Table 1. 2021-2022 Fiscal Year Estimated 12 Month ESSA School Stability Transportation Costs for School Districts

District	Estimated 12 Month Cost for DCFS	Estimated 12 Month Cost for District
ABC Unified	$30,666.51	$30,666.51
Acton-Agua Dulce Unified	$7,995.09	$7,995.09
Alhambra Unified	$34,367.82	$34,367.82
Antelope Valley Union High	$52,229.60	$52,229.60
Azusa Unified	$2,000.00	$2,000.00
Baldwin Park Unified	$7,995.09	$7,995.09
Bassett Unified	$5,375.22	$5,375.22
Bellflower Unified	$30,666.51	$30,666.51
Beverly Hills Unified	$14,997.20	$14,997.20
Bonita Unified	$42,548.87	$42,548.87
Burbank Unified	$4,157.30	$4,157.30
Castaic Union	$2,745.10	$2,745.10
Centinela Valley Union High	$5,257.69	$5,257.69
Charter Oak Unified	$26,374.81	$26,374.81
Claremont Unified	$4,000.00	$4,000.00
Compton Unified	$30,444.76	$30,444.76
Covina-Valley Unified	$11,475.10	$11,475.10
Culver City Unified	$8,304.37	$8,304.37
Downey Unified	$12,333.30	$12,333.30
Duarte Unified	$5,257.69	$5,257.69
East Whittier City Elementary	$11,475.10	$11,475.10
Eastside Union Elementary	$1,883.01	$1,883.01
El Monte City	$802.47	$802.47
El Monte Union High	$54,994.45	$54,994.45

[22] As no rides were provided during COVID, we are using data from 2019-2020 to estimate costs and anticipate growth for the 2021-2022 fiscal year.

El Rancho Unified	$15,298.09	$15,298.09
El Segundo USD	$2,438.09	$2,438.09
Garvey Elementary	$11,475.10	$11,475.10
Glendale Unified	$16,762.71	$16,762.71
Glendora Unified	$7,918.67	$7,918.67
Gorman School District	$2,275.27	$2,275.27
Hacienda la Puente Unified	$7,995.09	$7,995.09
Hawthorne	$5,429.71	$5,429.71
Hermosa Beach	$2,438.09	$2,438.09
Hughes-Elizabeth Lake (HLUSD)	$2,438.09	$2,438.09
Inglewood Unified	$8,336.34	$8,336.34
Keppel Union Elementary	$2,438.09	$2,438.09
La Canada	$2,438.09	$2,438.09
Lancaster Elementary	$30,791.55	$30,791.55
Las Virgenes Unified	$2,745.10	$2,745.10
Lawndale Elementary	$8,304.37	$8,304.37
Lennox	$2,454.89	$2,454.89
Little Lake City Elementary	$5,257.69	$5,257.69
Long Beach Unified	$114,472.81	$114,472.81
Los Angeles Unified	$690,905.48	$690,905.48
Los Nietos	$8,304.37	$8,304.37
Lowell Joint	$2,745.10	$2,745.10
Lynwood Unified	$2,310.70	$2,310.70
Manhattan Beach	$2,438.09	$2,438.09
Monrovia Unified	$19,188.18	$19,188.18
Montebello Unified	$7,581.71	$7,581.71
Mountain View Elementary	$5,853.05	$5,853.05
Newhall	$23,280.24	$23,280.24
Norwalk-La Mirada Unified	$21,994.06	$21,994.06
Palmdale Elementary	$20,856.50	$20,856.50
Palos Verdes	$2,275.27	$2,275.27
Paramount Unified	$29,848.88	$29,848.88
Pasadena Unified	$38,812.68	$38,812.68
Pomona Unified	$42,161.69	$42,161.69
Redondo Beach (RBUSD)	$2,275.27	$2,275.27
Rosemead School District	$2,275.27	$2,275.27
Rowland Unified	$11,286.72	$11,286.72
San Gabriel Unified	$8,304.37	$8,304.37
San Marino	$14,997.20	$14,997.20
Santa Monica-Malibu Unified	$23,280.24	$23,280.24
Saugus Union	$11,665.99	$11,665.99
South Pasadena Unified	$2,745.10	$2,745.10

South Whittier Elementary	$1,955.72	$1,955.72
Temple City Unified	$8,304.37	$8,304.37
Torrance Unified	$21,812.35	$21,812.35
Valle Lindo	$2,745.10	$2,745.10
Walnut Valley	$4,157.30	$4,157.30
West Covina Unified	$34,394.66	$34,394.66
Westside Union Elementary	$22,603.04	$22,603.04
Whittier City Elementary	$5,853.05	$5,853.05
Whittier Union High	$8,789.87	$8,789.87
William S. Hart Union High	$70,603.79	$70,603.79
Wilsona Elementary	$16,762.71	$16,762.71
Wiseburn Unified	$2,275.27	$2,275.27
Total	$1,855,698.29	$1,855,698.29

Table 1. 2021-2022 Fiscal Year Estimated 12 Month ESSA School Stability Transportation Costs for Independent Charter Schools/CMOs		
Number of Foster Youth (Based on CDE 2019-2020 DataQuest Count)	**Estimated 12 Month Cost for DCFS**	**Estimated 12 Month Cost for Independent Charter School and/or Organization**
2	$2,438.09	$2,438.09
3	$2,438.09	$2,438.09
4	$2,438.09	$2,438.09
5	$2,438.09	$2,438.09
6	$2,438.09	$2,438.09
11	$2,275.27	$2,275.27
13	$2,745.10	$2,745.10
15	$2,745.10	$2,745.10
16	$2,745.10	$2,745.10
18	$2,745.10	$2,745.10
20	$2,275.27	$2,275.27
21	$2,745.10	$2,745.10
22	$8,304.37	$8,304.37
27	$8,304.37	$8,304.37
28	$8,304.37	$8,304.37
29	$8,304.37	$8,304.37
41	$8,304.37	$8,304.37
51	$16,762.71	$16,762.71

Interagency Agreement between the Los Angeles County Department of Children and Family Services (DCFS), the Los Angeles County Office of Workforce Development, Aging and Community Services (WDACS), the Los Angeles County Office of Education (LACOE), Undersigned Independent Charter Schools/Charter Management Organizations, and the Undersigned Los Angeles County School Districts and their Affiliated Charter Schools for a Long-Term Transportation Plan to Ensure School Stability for Foster Care Youth

CHANGE NOTICE #3

The Change Notice updates the Interagency Agreement as follows:

1) **Updates the title of the Interagency Agreement**

Interagency Agreement between the Los Angeles County Department of Children and Family Services (DCFS), the Los Angeles County Office of Education (LACOE), the Undersigned Independent Charter Schools/Charter Management Organizations, and the Undersigned School Districts and their Affiliated Charter Schools for Transportation Plan to Ensure School Stability for Los Angeles County Foster Care Youth

2) **Updates Section 2**

The provisions of this agreement cover all youth from preschool[1] to 12th grade who are entering foster care, placed in out-of-home care (OHC), or changing placements under the supervision of DCFS (herein after referred to as “youth" or “foster youth”) within all of the undersigned Los Angeles County School Districts (herein after referred to as “Districts” or “School Districts”) or Independent Charter Schools/Charter Management Organizations (herein after referred to as “Independent Charter Schools” or “CMOs”). Transportation services are to be provided from placement to SOO and SOO to placement unless otherwise agreed upon.

3) **Updates Section 3D**

[1] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016 (Question 7, Page 8): If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child’s best interest. (See ESEA section 1111(g)(1)(E))

D. DCFS and School Districts of Origin/Independent Charter Schools of Origin/CMOs of Origin shall split transportation costs evenly (50% each) for both stop-gap and long-term private transportation (see Section 5 & 8).[6] School Districts/Independent Charter Schools of Origin/CMOs of Origin participating in this shared transportation cost component will be added as indemnified parties to the private transportation agreement.

1. School District/Independent Charter Schools of Origin/CMOs of Origin estimated annual shared cost will be based on private transportation vendor expenditures the previous fiscal year. An eight (8) percent administrative fee split evenly between DCFS and the School Districts/Independent Charter Schools /CMOs is included in this cost.
    a. School District/Independent Charter Schools of Origin/CMOs of Origin that did not have any expenditures the previous fiscal year or are new to the MOU will be required to have a $3,000.00 beginning balance for their trust fund.
2. School Districts/Independent Charter Schools /CMOs
    a. Participating School Districts/Independent Charter Schools /CMOs will issue a check to the County of Los Angeles and send it to the attention of:
    Deposit Unit
    County of Los Angeles
    Department of Children and Family Services
    510 S. Vermont Ave., 14th Floor
    Los Angeles, CA 90020
    b. Separate accounts will be established for each participating School District/Independent Charter Schools/CMOs in a non-interest bearing trust fund for the private transportation vendor services. Initial establishment of the account may take up to 30 days. Notice of the account, once established, and receipts of the private transportation vendor expenditures will be sent to the individual identified in Appendix D, Points of Contact.
        i. When the account balance falls below 60% notice shall be provided to the individual identified in Appendix D, Points of Contact.
        ii. If additional funds are not available, private transportation services will cease when funds fall below 2%
        iii. Following the initial signing year, School Districts/Independent Charter Schools /CMOs must provide their shared cost allocation no later than July 15th for the upcoming academic year.

4) Updates Section 5C

C. If an immediate default stop-gap option[10] is feasible, that method will be utilized. DCFS and Districts will work to exhaust all resources prior to requesting private vendor transportation (see Appendix C for tool). DCFS and/or School District/Independent Charter School/CMO Foster Youth Liaison, depending on the method of stop-gap transportation, will coordinate with the resource family as needed to facilitate stop-gap transportation.

5) Updates Section 5D

D. If an immediate default stop-gap transportation option is not available, DCFS will refer to the contracted private vendor to schedule a ride. The referral will be sent simultaneously to the contracted private vendor. DCFS, as the contract holder, will track the invoices and oversee the fiscal monitoring. The contracted private vendor will set-up the ride and send out a confirmation email to the CSW, School District/Independent Charter School/CMO Foster Youth Liaison, and Education Specialist.

6) Updates Section 8E

If all non-private vendor transportation options are exhausted, the contracted private vendor is chosen as the long-term method of transportation, and DCFS Education Specialists shall send a referral to the contracted private vendor.

7) Updates Section 15A

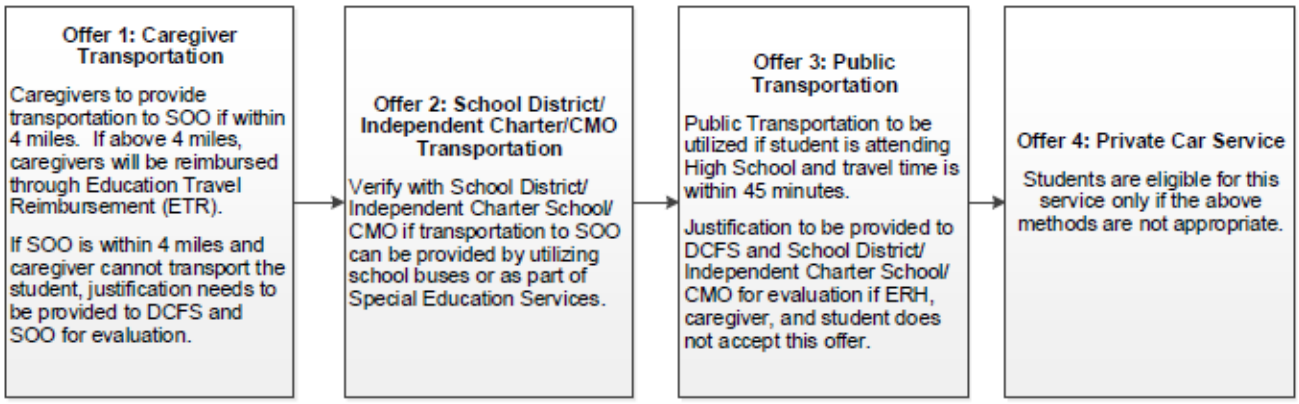
A. Any party may terminate this agreement without penalty at any time but must provide 30 school days written notice. Notice is deemed served on the date of mailing to the following address:

Department of Children and Family Services
Headquarters
Brandon T. Nichols, Director
510 S. Vermont Ave., 10th Floor Los Angeles, CA 90020

8) Delete Appendix C in its entirety with hereto

Appendix C: Method of Transportation Tool

Method of Transportation Tool



9) Delete Appendix E

This modification is being incorporated into the Interagency Agreement by this action, as allowed under Section 3.D.1. and Section 16, Amendments.

BRANDON T. NICHOLS
Director
Department of Children & Family Services

05/25/2023
Date

Coversheet

Consider and Approve the Charter Safe Insurance Proposal

Section:	III. Items for Potential Action
Item:	K. Consider and Approve the Charter Safe Insurance Proposal
Purpose:	Vote
Submitted by:	
Related Material:	Teach Inc..1141.CharterSAFEInvoice2425.pdf 2024- 2025 Renewal Letter to Membership.pdf MOC Summary of Changes 24-25 Final.pdf Teach Inc..1141.CharterSAFEProposal2425.05-22-2024.pdf 2024 CharterSAFE Executive Report.pdf

CharterSAFE
BE SAFE • FEEL SAFE

INVOICE

Invoice Date: May 22, 2024
Account Number: 1141

INSURED: **Teach, Inc.**

CONTACT: Matt Brown

ADDRESS: 10600 S. Western Ave.
Los Angeles, CA 90047

Member Contribution for Policy Year 2024-2025

(Choose one option)	Amount	Use ACH	Due Date
❑ **Payment in Full**	**$292,540.00**	❑	**Due Now**
❑ **Installment Plan:**			
Deposit (25%)	**$73,135.00**	❑	**Due Now**
Monthly Installment	**$24,378.00**	❑	**August 01, 2024**

9 installments due the 1st of every month

ACH PAYMENT OPTION!
See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.

Please Remit All Payments To:
CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:
Whitney Delano
Managing Director of Operations and Communications
Email: wdelano@chartersafe.org

Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

May 22, 2024

Dear CharterSAFE member,

It is our pleasure to present your membership proposal for the 2024-2025 policy year. This is a particularly special year as CharterSAFE is celebrating its 20th anniversary. CharterSAFE would like to thank all its members for their partnership; together we have championed making charter schools safe and protected. Since our inception in 2004, we have grown from 63 members to 276, representing approximately 800 locations, $1.2 billion in payroll, $1.6 billion in property, and 173,000 students. As a member owned non-profit organization specializing in providing insurance coverage for charter schools, our goal is to partner with you, our member, to ensure your school is safe and sustainable.

The insurance market remains challenging as we enter the 2024-2025 policy year. Insurance carriers are offering less coverage at higher prices, and we are continuing to see carriers leaving the state of California. Being a member of CharterSAFE, a Joint Powers Authority (JPA), proves even more rewarding as we exercise our collective size to negotiate favorable terms. CharterSAFE's team diligently evaluates all coverage programs each year, so you are protected when bad things happen. We negotiate with both domestic and international insurance carrier partners to provide members with the best possible pricing and coverage terms.

CharterSAFE has successfully kept many of our rates stable and even achieved a small reduction in property rates. At the same time, we are pleased to announce an increase in Property limits to $100M this year and continue to provide our members with $55M in limits for childhood sexual assault (CSA). Additionally, through CharterSAFE's insurance captive, CharterSAFE National, we will continue with the Employment Practices Liability (EPL) program we restructured last year, offering our members more input in the claim process.

While we have many successes to tout, the hard insurance market has shown coverages for CSA and EPL are continuing to rise in cost with more exclusions, lower limits, and increased deductibles. However, CharterSAFE has not been idle. We have prepared for these hard markets by developing more insurance relationships and using our own captive insurance company to help protect against these risks and ensure your continued financial security.

Our weighted average rate increase is approximately 9%, which aligns with current market trends.

- Workers' Compensation 5%
- Liability Package 9.04%
- Property -4%
- **All Programs Combined 9%**
  (Percentages are combined weighted averages)
  The above rates are an average for the entire JPA; each member is rated individually.

Your Action Items:

1. Please review the attached **Executive Report** to learn more about CharterSAFE, our financial stability, the current insurance market, loss and safety trends for charter schools, and our services.

2. Review your **Member Contribution Proposal** (attached) thoroughly for accuracy, to ensure the number of students, employees, payroll, vehicle schedule, property schedule, and other data. Make changes by emailing your primary member service representative, and they can assist you with updating your charter school's exposures to get a revised proposal. You have until **June 15, 2024**, to make any necessary changes.

If you provided provisional withdrawal, your final decision on membership is due to CharterSAFE by *June 15, 2024.*

3. **Login to the CharterSAFE** member portal and complete the **Proposal Acceptance** by signing the member contribution acknowledgment, thereby confirming your acceptance of the proposal and continuation of membership with CharterSAFE for your school's insurance and risk management needs.

4. Refer to the enclosed **Changes to the 2024-2025 Memorandum of Coverage** (MOC) for a high-level summary of coverage changes.

As a valued member of CharterSAFE, you benefit from a range of no-cost resources to help mitigate your school's risk. These include expert human resources consulting, claim support and advocacy, risk management assistance, contract review, site inspections, comprehensive online training, and dedicated support from our service team. Please continue to take advantage of these resources; **the safer our schools are, the lower the claims and insurance costs.** We are here to answer any questions you may have regarding your renewal. Thank you for your membership and continued partnership.

We look forward to serving you in the 2024-2025 year.
The CharterSAFE Team

2024-2025 Material Changes to Memorandum of Coverage (MOC)

Below is a summary of the changes to the MOC. Please refer to the 2024-2025 MOC for complete details of all coverages.

SECTION IV. CHILDHOOD SEXUAL ASSUALT LIABILITY

Clarified Insuring Agreement #3: (stated in part)

3. ……Upon confirmation of successful completion of the required CharterSAFE **CHILDHOOD SEXUAL ASSAULT** Prevention Training, **CCS JPA** shall issue an endorsement to the **NAMED MEMBER**'s coverage document. Successful completion shall mean the completion of CharterSAFE **CHILDHOOD SEXUAL ASSAULT** Prevention Training by 90% or more of **NAMED MEMBER's EMPLOYEES** and Student Teachers……

Impact:

None. The prior language stated more than 90%, which required at least 91% of staff to complete the training to qualify for the deductible waiver. This language clarifies our original intent that 90% or more of your staff must complete the training.

SECTION VII. AUTOMOBILE

Change in definition:

Owned & Scheduled Vehicles. This section includes coverage for **AUTOMOBILES** owned by the **NAMED MEMBER** and scheduled with **CCS JPA** **while on official business of the NAMED MEMBER.**

Long Term Automobile Leases. NAMED MEMBER shall inform **CCS JPA** of **AUTOMOBILES** leased for a period of six (6) months or longer. **AUTOMOBILES** meeting such long-term lease arrangements and scheduled with **CCS JPA** shall be considered Scheduled **AUTOMOBILES** and will not be subject to the **HIRED AUTOMOBILE** Physical Damage **DEDUCTIBLE, while being used on official business of the NAMED MEMBER.**

Impact:

These definitions clarify that owned, scheduled and long-term leases are covered while being used on official business. In addition, leases of six (6) months must be reported to CCS JPA.

Added Exclusion:

8. **Non-Compliance. DAMAGES** arising out of the ownership, maintenance, or use of passenger vans with capacity of 12 or more passengers, including the driver, used for transporting students that are non-compliant with State and Federal law.

Impact:

This exclusion protects against members having non-compliant converted vans used for transportation that may create a safety hazard.

1141
A
SELF
P,WC

2024-2025 Membership Renewal Proposal

Prepared for:

Teach, Inc.

Coverage Effective:

July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 22, 2024 at 4:16 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Matt,

CharterSAFE is pleased to present your membership renewal for the 2024-2025 year. Your membership includes the following:



For a more detailed listing of our member services, please contact Egan Yu at eyu@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2024-2025 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

1141
A
SELF
P,WC

MEMBER CONTRIBUTION SUMMARY

Teach, Inc.

Coverage Effective: July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$224,874.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution	**$67,666.00**
Total Member Contribution	**$292,540.00**

Member can choose one of two payment options when accepting the proposal online	**Payment in Full - $292,540.00** **Installment Plan** • Deposit (25%) - Due Now - $73,135.00 • 9 Monthly Installments - $24,378.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

10600 S. Western Ave.
Los Angeles, CA 90047

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

Student Count	**890**
Employee Count	**102**
Annual Estimated Payroll	**$7,250,000.00**
Total Insured Value	**$21,712,968.00**
Building Value (owned or required to insure)	$17,563,961.00
Tenant Improvements	$200,000.00
Portable Value	$700,000.00
Content Value	$855,000.00
Electronic Data Processing (EDP) Value	$2,394,000.00
Number of Portables	**7**

Scheduled Locations and Breakdown of Exposures

Location ID: 14362
Teach Academies Modular Classrooms: 1750 W. Century
Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**500,000.00**
Building Value:	200,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	50,000.00
EDP Value:	250,000.00
# of Portables:	**0**

Location ID: 14361
Teach Academy of Technologies Parking Lot: 10001 S. Western Ave.
Los Angeles, CA, 90047
Leased/Owned:

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 14360
Teach Academy of Technologies: 10000 S. Western Ave.
Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**250**
Employees:	**20**
Payroll:	**1,750,000.00**
Total TIV:	**7,799,000.00**
Building Value:	7,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	90,000.00
EDP Value:	709,000.00
# of Portables:	**0**

Location ID: 16334
Teach Academy of Technologies: 10000 S. Western Ave.
Los Angeles, CA, 90047
Leased/Owned:

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 16333
Teach Academy of Technologies: 10045 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**200**
Employees:	**20**
Payroll:	**1,200,000.00**
Total TIV:	**1,550,000.00**
Building Value:	0.00
Tenant Improvements:	200,000.00
Portable Value:	700,000.00
Content Value:	100,000.00
EDP Value:	550,000.00
# of Portables:	**7**

Location ID: 14359
Teach Academy of Technologies: 10045 Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Leased**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**1,100,000.00**
Building Value:	450,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	100,000.00
EDP Value:	550,000.00
# of Portables:	**0**

Location ID: 14610
Teach Incorporated, DBA Teach Academy of Technologies: 10000 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned:

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 19145
Teach Prep Elementary: 8505 S Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**2,438,961.00**
Building Value:	1,913,961.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	315,000.00
EDP Value:	210,000.00
# of Portables:	**0**

Location ID: 18719
Teach Tech Charter High School: 10600 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**0**
Employees:	**10**
Payroll:	**2,000,000.00**
Total TIV:	**1,075,000.00**
Building Value:	1,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	50,000.00
EDP Value:	25,000.00
# of Portables:	**0**

Location ID: 17860
Teach Tech Charter High School: 10616 S. Western Ave.

Los Angeles, CA, 90047
Leased/Owned: **Owned**

Students:	**440**
Employees:	**52**
Payroll:	**2,300,000.00**
Total TIV:	**7,250,000.00**
Building Value:	7,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	150,000.00
EDP Value:	100,000.00
# of Portables:	**0**

Location ID: 20734
Wooten Avila, LLC: 10600 South Western Ave.

Los Angeles, CA, 90047
Leased/Owned:

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 20991
Wooten Avila, LLC: 10616 S Western Ave.

Los Angeles, CA, 90047
Leased/Owned:

Students:	**0**
Employees:	**0**
Payroll:	**0.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2011**
Employment Practices Liability Retroactive Date: **07/01/2011**
Fiduciary Liability Retroactive Date: **07/01/2012**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and member aggregate	$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and **not to exceed sixty (60) days after policy expiration**. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org / (310) 984-6611.		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and member aggregate	$0 if school completes training mandate* $100,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to **not exceed** sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
***Training Mandate** Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is **REQUIRED** to be completed by 90% or more of staff **no later than September 30th**. If coverage begins after July 1, the training must be completed no later than ninety (90) days from when coverage begins. New employees are required to complete the training within six (6) weeks of employment.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and member aggregate	$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/**claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities **Forgery or Alteration** **Employee Dishonesty** **Computer and Funds Transfer Fraud**	$1,000,000 per occurrence and member aggregate	$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and aggregate. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$10,000,000 per occurrence	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org / (310) 984-6611.		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per pollution condition

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence See "Exposures & Locations" section for schedule limits	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $5,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $250,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $50,000 per **claim**

Reporting:

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

20th ANNIVERSARY
CharterSAFE
est. 2004
BE SAFE • FEEL SAFE

EXECUTIVE REPORT

May 2024



Protecting **Schools.** Promoting **Safety.** Customizing **Insurance.**

California Charter Schools Joint Powers Authority • A Nonprofit



Table of Contents

A Letter from the CEO 4
Board of Directors and Team 5
20 Years of Protecting California Charter Schools 6
The CharterSAFE Community 7
The Strength of a Joint Powers Authority 7
Today's Insurance Market 8
Navigating the Insurance Landscape 10
Coverages That Protect 11
CharterSAFE National 12
Empowering CA Charter Schools Beyond Insurance 12
Services Spotlight 13
Understanding Frequency and Severity in Claims 14
Trending Risks and CharterSAFE's Targeted Support 16
Financially Strong for 20 Years 18
You Spoke and We Listened 20
Partnering for School Success with CharterSAFE 21

Our Mission

As an insurance pooling JPA, CharterSAFE's mission is to serve as a steward-guardian of school safety by providing our charter school members with a strong understanding of school hazards and approach to risk management.

As a result, members will have a safe and secure environment that promotes a focus on teaching, learning, and student outcomes.

Our Values

Our organizational values drive the work of our team to best serve the needs of our member schools by:

- Being accountable and taking ownership
- Collaborating openly
- Embracing growth mindset
- Proceeding with heart
- Channeling positivity into action

Powered by BoardOnTrack

A LETTER FROM THE CEO

CharterSAFE is proud to have served the charter school community in California for 20 years. Since our inception in 2004, created by charter leaders to fill the need for a quality insurance and school safety program at the best rates, the CharterSAFE team continues to be led by our charter school members in meeting relevant insurance and school safety needs of the charter community.

Looking back through our years of partnership, CharterSAFE:

- Built trust and confidence within the charter school community reflected by membership growth from 63 members in 2004 to now 276 members strong.
- Provided Over 800 trainings to members.
- Piloted ten different programs from cybersecurity to anti-bullying to creative loss prevention efforts.
- Assisted in the resolution of 11,558 claims, where our goal is to advocate for fair and equitable resolution of claims on behalf of members.

I am humbled by the trust that our charter school members and the charter community place in us to be your partner in charter school insurance, risk management, and safety. And likewise, we promise to uphold our partnership in serving as your steward-guardian in providing relevant and pragmatic solutions to help you keep your schools safe and your focus on educating the next generation.

I am proud of the CharterSAFE community.

Thuy Wong

Board of Directors

Yvette King-Berg, *Executive Director*, Youth Policy Institutes Charter Schools—*Chairwoman*

Parker Hudnut, *CEO*, Inner City Education Foundation (ICEF) —*Vice-Chair*

Kristin Dietz, *Senior Vice President*, EdTec—*Secretary*

Ted Morris, *Executive Director*, Collegiate Charter High School

Jared Austin, *Co-Founder & Executive Director,* Kairos Public Schools

Jayna Gaskell, *Executive Director*, Pivot Charter School

David Riddick, *CEO*, Fenton Public Schools

MEET YOUR TEAM



President and CEO

Thuy Wong, MPH ARM-P
President & CEO
twong@chartersafe.org

Insurance & Member Services



Bettina Hooper
Managing Director, Insurance & Member Services
bhooper@chartersafe.org



Dan Berry
Director, Insurance & Member Services
dberry@chartersafe.org



Egan Yu
Senior Manager, Insurance & Member Services
eyu@chartersafe.org

Risk Management



Karen Bianchini, ARM
Managing Director, Risk Management
kbianchini@chartersafe.org



Kim Alonzo, ARM-P CSRM CEAS
Senior Manager, Risk Management
kalonzo@chartersafe.org



Karla M. Ksan, MPA SPHR PHRca SHRM-SCP
Director, Human Resources Partner
kksan@chartersafe.org



Blair Reese, PHR PHRca
Associate Director, Human Resources Partner
breese@chartersafe.org

Claims Management



Daniel Rodriguez, MBA ARM SIP
Managing Director, Claims
drodriguez@chartersafe.org



Ben Hunter, AINS
Manager, Casualty Claims
bhunter@chartersafe.org



Susan Diamanti, WCCP
Director, Workers' Compensation
sdiamanti@chartersafe.org



Susan Mae Washington
Assistant, Risk Management & Claims
mwashington@chartersafe.org

Finance & Technology



Pilar Archer
Managing Director, Finance & Technology
parcher@chartersafe.org



Caitlin Knowlton
Customer Service/ Finance Specialist
cknowlton@chartersafe.org



Whitney Delano
Managing Director, Operations & Communications
wdelano@chartersafe.org

Operations & Communications

Broker Consultant



John Chino
Area Senior Vice President
John_chino@ajg.com



Kiki Goldsmith
Client Services Executive
Kiki_goldsmith@ajg.com



Denise Simpson
Area Vice President
Denise_simpson@ajg.com



Karen Durley
Client Services Executive
karen_durley@ajg.com

Powered by BoardOnTrack

20 YEARS OF PROTECTING CALIFORNIA CHARTER SCHOOLS

As CharterSAFE celebrates its 20th anniversary, we reflect on two decades of unwavering dedication to serving California's charter school community. Since our founding in 2004, CharterSAFE has been at the forefront of providing comprehensive insurance and risk management solutions tailored specifically for charter schools. Over the years, we have evolved and adapted to meet the evolving needs of our members, piloting innovative programs and providing invaluable support to ensure their safety and success. As we mark this milestone, we extend our heartfelt gratitude to our charter school members, whose trust and partnership have been the driving force behind our journey. We remain committed to serving as your steward guardian, empowering you to focus on what matters most: educating the next generation.

Let us celebrate members that have been with CharterSAFE since 2004:

Bullis Charter School

CHIME Institute

Eel River Charter School

Escuela Popular Accelerated Family Learning Center

Golden Eagle Charter School

Griffin Technology Academies

Lewis Center

Long Valley Charters

Magnolia Education & Research Foundation

Multicultural Learning Center

Pacific Community Charter School

Plumas Charter School

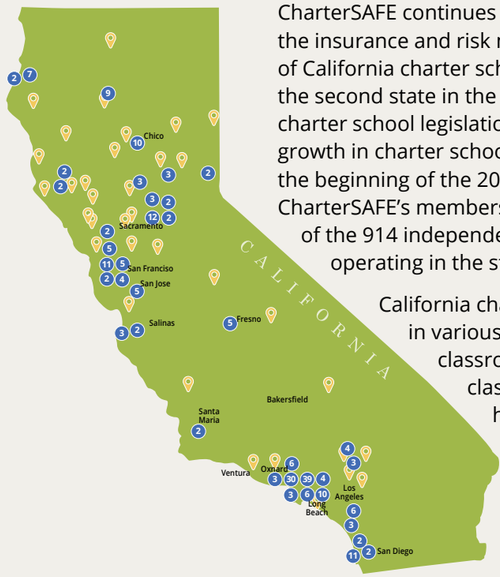
Riverside Gateway to College Early College High School

The School of Arts & Enterprise

The Multicultural Learning Center (MLC) has been a partner with CharterSAFE for 20 years making us one of the inaugural schools to become a member! In the beginning it was truly a feeling of "charter safety" to join a group of charter schools in this venture so that we could work together to provide our organizations with necessary safeguards. Over time, it became so much more than an insurance policy—but a true partnership. As rules and requirements evolved, so did CharterSAFE, continuously providing us with coverage, learning opportunities, resources for compliance, and private consultation whenever we need it! In addition to the supports and protections, CharterSAFE has been there for us in times of significant challenge—walking us through the steps and literally holding our hand as we navigated things for the first time—or even the second or third time, knowing that we needed the guidance. CharterSAFE staff are always a phone call away and for an organization with so much at stake to serve a community of learners and their families, we rely on and appreciate that CharterSAFE is there for us.

—Gayle Nadler,
Executive Director,
Multicultural
Learning Center

THE CHARTERSAFE COMMUNITY



CharterSAFE continues to lead in meeting the insurance and risk management needs of California charter schools. California, as the second state in the nation to adopt public charter school legislation, has seen significant growth in charter school enrollment. As of the beginning of the 2023–2024 school year, CharterSAFE's membership represents 30% of the 914 independent charter schools operating in the state.

California charter schools come in various forms, including classroom-based, non-classroom-based, and hybrid models. Our membership encompasses a wide range of institutions, from developing schools to conversion schools and large charter management organizations. These schools are known for their innovation, offering diverse programs such as foreign language emphasis, performing arts, space exploration, and military-focused curricula. CharterSAFE embraces the entrepreneurial spirit of its members and adjusts its risk management practices supporting their unique endeavors.

Moreover, CharterSAFE's membership extends across the state, serving schools from rural to urban areas. This geographic diversity enables our members to spread property risks effectively and secure competitive coverage and rates.

THE STRENGTH OF A JOINT POWERS AUTHORITY

We, as a Joint Powers Authority (JPA), unite charter schools to collectively manage their shared risks and exposures through self-insurance and group insurance purchasing. Governed by a board of directors comprising of charter school leaders and industry experts, we prioritize our members' needs as we steward the JPA's joint funds.

Though JPAs are not insurance companies, we leverage our expertise in insurance to secure excess and reinsurance, guaranteeing coverage for high-exposure claims. With a proven record, **JPAs such as CharterSAFE remain the most effective method for schools to obtain insurance**, with 99% of traditional public-school districts utilizing JPAs for this purpose.

Within our JPA, members benefit from risk mitigation through shared loss predictability and trend identification. CharterSAFE assists members in implementing tailored risk management and safety techniques specific to charter schools, thereby reducing the likelihood and cost of losses.

Moreover, we provide personalized claims management services, ensuring consistent advocacy for our members throughout the claims process. With our dedicated claims team, we uphold CharterSAFE's values and prioritize our members' interests at every stage.

As a member of CharterSAFE, your needs are our top priority. We are committed to safeguarding your interests and advocating for the best outcomes for our membership.

Powered by BoardOnTrack

TODAY'S INSURANCE MARKET

We are witnessing a continued hardening of the California insurance market; that means carriers are offering coverage at lower maximum limits with higher premiums and scrutinizing more carefully as to who they insure. You may have already noticed an impact on your personal auto or homeowner's policies. However, the impact on CharterSAFE and its members is modified by the large critical mass we bring to the market. Additionally, the insurance industry views pools as safer and more secure than "stand-alone" schools, allowing CharterSAFE to negotiate cost-effective premiums while maintaining our most important coverages intact, such as Childhood Sexual Assault (CSA), Employment Practices Liability (EPL), and Property insurance.

Even better news: Workers' Compensation rates and costs continue to remain stable. Our proactive efforts in training on CSA prevention and human resources best practices are paying off as we can negotiate much more stable rates when the market is still volatile. We also expect a calming of the cyber liability market for those with strong data protection measures in place.

To secure the highest levels of insurance protection, carriers demand that at least four areas of protection be in place:

1. Multi-factor authentication (MFA)
2. Duplication of data stored in different servers and locations and only accessible via separate credentials outside of Active Directory.
3. Endpoint-to-endpoint encryption (EDR)
4. Staff training (e.g., phishing campaigns and password protection)



As a JPA, CharterSAFE offers purchasing power on a scale that would not be feasible to obtain insurance independently even in the best of markets. We procure the limits necessary to protect against the most expensive claims, ensuring your school is protected with liability limits of $55M and property coverage at replacement cost. Our coverage meets the most stringent authorizer insurance requirements.

Insurance coverage gaps occur when there is a primary limit in coverage, followed by an uncovered layer before any excess insurance takes effect. These gaps can expose a school to millions of dollars in liabilities, putting its financial stability—and even its existence –at risk. Other gaps may occur in a policy with "exclusions" limiting coverage. We have seen many insurance quotes and policies with both types of coverage gaps.

At CharterSAFE, we ensure that you do not have gaps in coverage. We know the market is putting a lot more schools in jeopardy as Property, EPL, and CSA limits are being reduced by insurance companies.

Gap example:

General Liability Primary Limit $1M	Uninsured Coverage Gap (school is responsible) $4M	Excess Coverage >$5M

Another risk is having too low of limits to protect in the event of a high exposure loss.

Low limit example:

General Liability Primary Limit $1M	Excess Coverage $1M–$4M	No Coverage (school is responsible) >$5M

Below is a chart of coverages that CharterSAFE provides that are often excluded or not covered through traditional insurance.

Coverage

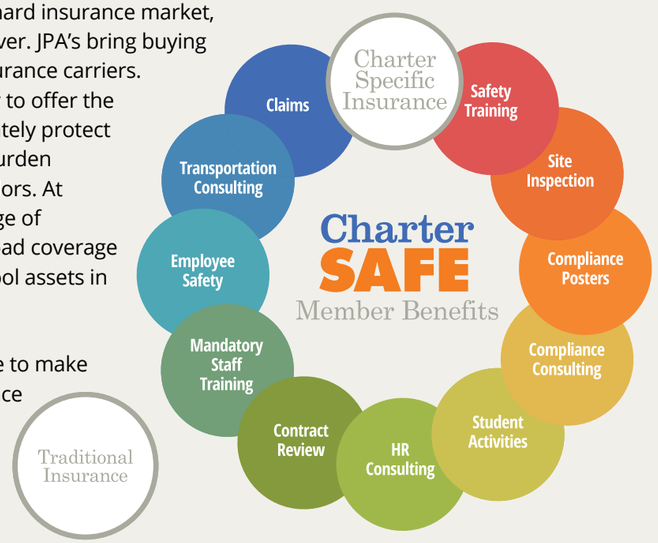
Sexual Assault • Directors' and Officers • Employee Dishonesty • IEP • Student Accident • Deadly Weapons

CharterSAFE	The Competition
• Does not exclude prior knowledge	• Does not cover authorizers as additional insureds as required by authorizing MOU
• Provides defense for Board members that are named individually in a lawsuit	• Limit Coverage by "prior knowledge" endorsement
• Provides coverage for embezzlement	• No coverage for individual Board members if separately named in a lawsuit
• Provides IEP defense coverage	• Theft only—no embezzlement
• Does not exclude contact sports	• No coverage for IEP
	• Excludes contact sports



NAVIGATING THE INSURANCE LANDSCAPE

As we look at the current landscape in the hard insurance market, membership in a JPA is more secure than ever. JPA's bring buying power through scale with excess and reinsurance carriers. Individual insurers do not have the capacity to offer the variety of coverages necessary to appropriately protect your school's assets, leaving you with the burden of shopping for multiple products and vendors. At CharterSAFE, we provide a complete package of insurance coverage. Also, the limits and broad coverage provided are critical to protecting your school assets in the event of a severe claim.



CharterSAFE believes our members deserve to make quality, informed decisions on their insurance and risk management services. Here are five crucial questions to ask to guide our members through this hard market:

1. **Type of Coverage**: What coverage exists for my board of directors, staff, students, and financial assets? Some policies only cover the board; board members can be brought into suits as individuals, and coverage should be extended to them as individuals.
2. **Coverage Limits and Deductibles:** Are the limits authorizer compliant? Are they enough to cover common types of claims for schools? Each authorizer will have required minimum limits; many insurance companies may not meet these minimum requirements. The size of the school should not determine the size of your limit. A small school can be found liable for nuclear verdicts too. Be careful as to the valuation limits of your property coverage, limits provided for EPL, and CSA limits and exclusions. The Insurance industry is taking away or severely limiting coverage on all these perils.
3. **Terms, Conditions, and Exclusions:** What is not included, and how does that impact how your school is protected? This helps identify gaps in coverage that might be unexpected and costly if a loss were to occur.
4. **Stability and Track Record of Insurer**: How long has the insurer written charter school-specific insurance? Do they insure other charter schools?
5. **Included Services**: What are the risk management, human resources, claim advocacy or claims management, and loss control services offered? What are the cost implications of any additional services offered?

COVERAGES THAT PROTECT

At CharterSAFE, we understand the indispensable role insurance plays in shielding against unforeseen events. Our pride lies in our comprehensive approach, combining self-insurance, commercial insurance, and reinsurance to provide our members with the necessary coverage and limits for safeguarding their financial stability.

Through these integrated measures, we endeavor to mitigate exclusions that could catch our members off guard during challenging times, alleviating the financial strain on their resources. Our goal is to offer peace of mind and steadfast protection, empowering our members to confront challenges with assurance.

Within our insurance framework, a retention layer of self-insurance is integral. Here, smaller claims are covered, enabling us to champion our members' interests and speed up claims resolution cost-effectively. Our experienced claims team wields considerable influence over claims within this layer. Should claims costs surpass this first layer, excess and reinsurance mechanisms come into play. We tirelessly negotiate optimal rates and coverage terms with a spectrum of carriers to ensure the best outcomes for all members.

In today's litigious climate, characterized by soaring jury verdicts, settlements, and the looming threat of property losses such as those seen in the California wildfires, the imperative of adequate insurance limits and coverage cannot be overstated. CharterSAFE offers the following coverages to its members:

- Workers' Compensation and Employer's Liability
- Childhood Sexual Assault Liability
- Auto and General Liability
- Directors and Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- Property
- Terrorism Liability and Property
- Crime
- Pollution/Environmental
- Cyber Liability
- Student Accident
- Volunteer Accident
- Educator's Legal Liability
- Employee Benefits Liability
- Law Enforcement Liability
- Deadly Weapons Protection
- IEP Defense



CHARTERSAFE NATIONAL

As the California insurance market made it more challenging to obtain effective coverage with appropriate limits, CharterSAFE explored options to sustain its offerings at an affordable price. Specifically, it is becoming increasingly difficult to find carriers to provide adequate coverage and limits for CSA. Thus, in June of 2022, CharterSAFE created CharterSAFE National, a nonprofit insurance captive exclusively serving CharterSAFE and our members.

An insurance captive is an insurance company wholly owned and controlled by its insureds (CharterSAFE membership) to provide insurance coverage not available in the traditional market at a reasonable cost. CharterSAFE used this option to provide coverage for the first layer of insured coverage for CSA. CharterSAFE National continues to be available as an option to other layers of coverage that become unreachable and/or wherein we may want more claims control.

A few advantages of using our captive include:

- Stability in pricing and availability
- Options to work outside the commercial marketplace
- Achieve risk financing objectives
- Increase control over the program and claims
- Potential broader coverage
- Improved cash flow

EMPOWERING CA CHARTER SCHOOLS BEYOND INSURANCE

CharterSAFE stands as the sole JPA exclusively dedicated to serving California charter schools. Your membership grants access to an insurance and risk management program meticulously tailored to address the dynamic needs of California charter schools—it is more than just insurance.

Our expert team specializes in proactively identifying charter school trends, developing, communicating, and supporting members in establishing and implementing safety precautions.

Members benefit from unparalleled accessibility to a team well-versed in human resources, risk management, claims management, loss control, and more. In addition to the risk management support below, our members received emails and calls addressing individual school needs.

In the past year alone, CharterSAFE members have leveraged twelve webinars, participated in 3,544 trainings, received over 725 hours of personalized HR consulting, and accessed 192 hours of risk management support.

At CharterSAFE, we prioritize cultivating personal relationships with our members and collaborating in partnership to address their challenges. Our resources extend beyond traditional insurance support, surpassing the impersonal hotline experience commonly found elsewhere.

CharterSAFE stands by its members before, during, and after an unfortunate event or a claim. Our dedicated team of claim specialists serves as advocates for our members, collaborating with them, third-party claims administrators, and insurers to foster a proactive and collaborative approach to claims handling. Our goal is to educate our members on the claim handling process and ensure they receive the support and assistance they need at every stage. To further educate our members, CharterSAFE's webpage provides additional resources and information regarding the claim process.

SERVICES SPOTLIGHT

Human Resources Certification

CharterSAFE's most utilized service is our human resource consulting. We have two human resource consultants on the team with extensive California experience who guide our members through their employee-related matters. They provide guidance and education until such a time an employment attorney may be recommended. Additionally, they offer personalized training throughout the year.

Completed in 2023, CharterSAFE now offers your staff free professional development by allowing them to earn our Human Resources Certification. Your staff will learn about California charter-specific HR best practices and can earn their CharterSAFE Human Resources Certification in less than one year through ten mandatory courses and two elective courses. These courses are offered online, on-demand, and are self-paced. **Click here** to see a list of all our courses.

Risk Control Evaluation

CharterSAFE developed a Risk Control Evaluation process that provides feedback to members regarding their safety and loss control practices. These customized reports complement loss control and safety objectives at member locations. This year, we completed twenty-two customized Risk Control Evaluation reports. We are continuing this endeavor to enhance your knowledge on school hazards and approach to risk management specific to your school site.

"CharterSAFE goes well beyond providing risk management services and coverage. They care about our success and ensuring we have a strong knowledge base about what is important to successfully run our organization. When things get rough, they are always there to help us navigate the storm."

– Jayna Gaskell,
Executive Director,
Pivot Charter Schools

Executive Salary Survey

To support the California charter school community, CharterSAFE is conducting another Executive Salary Survey. While compensation consultants typically charge thousands of dollars for a single position salary survey, we are uniquely positioned to collect 2023-2024 data and disseminate a robust report as a free resource for our members.

Wildland Fire Risk Assessment Report

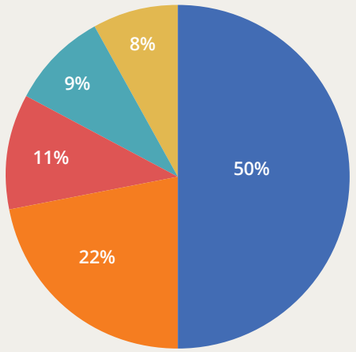
With the increased risk of wildfires in California, CharterSAFE took a proactive approach to assist members who were in high-risk wildfire zones. We completed 13 Wildland Fire Risk Assessment reports and communicated with members ways to mitigate their exposure empowering them with actionable insights to enhance their wildfire preparedness and safeguard their school communities.

Powered by BoardOnTrack

UNDERSTANDING FREQUENCY AND SEVERITY IN CLAIMS

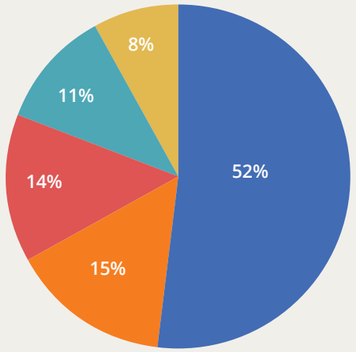
CharterSAFE's deep understanding of the risk trends for charter schools is unsurpassed. When analyzing trends, we examine both frequency and severity. Claim frequency and severity are fundamental concepts in the insurance industry. They serve as crucial metrics for measuring and predicting the level of risk associated with insuring certain types of events or property.

- **Frequency.** Claims of frequency are claims that occur often and are common. They are less in value and resolve more quickly. By identifying these claim trends, CharterSAFE can recommend proactive and realistic strategies to reduce the number of claims at your school.
- **Severity.** Severity are those claims that happen less frequently but are very costly. Less than 20% of claims will account for more than 80% of your dollars. For these claims, CharterSAFE develops mitigation techniques for schools to reduce the chance of these claims occurring as well as mitigation techniques that will help reduce the cost of these claims.



Workers' Compensation Frequency by Cause
Top 5 (PY 2019-2023)

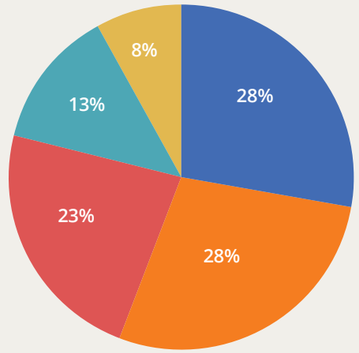
- Slip, Trip, Fall
- Struck or Injured by Student
- Lifting
- Cumulative Trauma
- Stress Exposure



Workers' Compensation Severity by Cause
Top 5 (PY 2019-2023

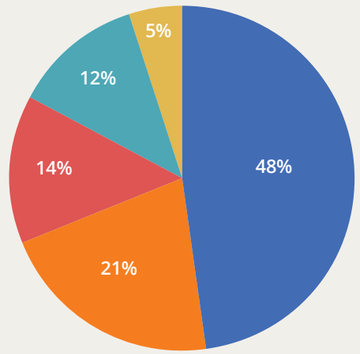
- Slip, Trip, Fall
- Cumulative Trauma
- Lifting
- Stress Exposure
- Struck or Injured by Student

The above graphs show the **top five causes of injuries by frequency of claims reported and the top five causes of injury based on severity** in claim dollars. As shown in the graphs above, the frequency and severity of workers' compensation are closely aligned. Looking at the severity graph, Stress Exposure, although not a highly reported cause of injury, accounts for 11% of claim costs in the top five.



Claim Frequency Property and Liability
Top 5 (PY 2019-2023)

- General Liability
- IEP Due Process Defense Costs
- Commercial Property
- Employment Practices Liability
- Auto (1st Party)



Claim Severity Property and Liability
Top 5 (PY 2019-2023)

- Sexual Abuse
- General Liability
- Employment Practices Liability
- Commercial Property
- IEP Due Process Defense Costs

The above two graphs illustrate the **top five causes of injuries by frequency of claims reported, and the top five causes of injury based on severity** in terms of claim dollars. Notably, Sexual Abuse claims, though infrequent, are severe in nature. As depicted on the above graph, while they account for only 4.1% of reported claims, they constitute a significant 48% of the total incurred.



Employers can reduce stress claims by implementing comprehensive workplace wellness programs and promoting a supportive and open work environment where employees feel comfortable addressing their concerns. Additionally, providing resources for stress management techniques and fostering work-life balance can contribute to mitigating stress-related claims.



TRENDING RISKS AND CHARTERSAFE'S TARGETED SUPPORT

Childhood Sexual Assault

CharterSAFE has identified CSA as a significant risk trend in the past two years. Rightly so! The reporting of these claims is on the rise, accounting for 48% of our loss dollars. It is an undeniable fact that sexual assault is an epidemic demanding our full attention. Since 2010, CharterSAFE and its reinsurers have paid or reserved over $45,000,000 for CSA claims. Not only is the cost of these claims skyrocketing, but so is the exposure.

On January 1, 2020, AB 218 went into effect, extending the statute of limitations to bring forth a civil claim for CSA from the age of 26 to 40. Consequently, even in charter schools, we have seen an onslaught of reported claims dating back several years making it difficult to investigate.

This past year, the Governor signed Assembly Bill 452, which lifts all statutes of limitations for all CSA claims on a go-forward basis. For CharterSAFE members who have had CSA coverage outside of CharterSAFE, we highly encourage you to locate and retain your coverage records to be prepared in the event of a loss.

We continue to witness large verdicts for these claims impacting the K-12 school community, including precedent with verdicts exceeding $100M. Verdicts have deemed the school 100% liable while the perpetrator received 0% liability. If any negligence is found, the school is likely to bear the entire cost. Unlike school districts that can go into receivership, charter schools lack protections when verdicts exceed their insurance limits, leaving them particularly vulnerable to closures in these scenarios.

It is more critical than ever that our members report suspected CSA and take every precaution possible to prevent it. These proactive actions not only provide plausible defenses against allegations but can also help negotiate more favorable insurance terms and costs. It should also be noted that law enforcement and the courts are now actively taking legal action against mandated reporters who fail to report.

SUPPORT. CharterSAFE wants to protect the children and help you prevent CSA from occurring at your school. As part of our commitment, we provide a mandatory CSA Prevention Training program for our members' staff. This proactive risk management approach fosters a zero-tolerance culture within our schools, and equips staff with the language, awareness, and confidence to speak up in suspicious situations.

CharterSAFE is dedicated to assisting our members in mitigating this exposure and recommends the following actions:

- If you have not already done so, adopt a robust Staff/Student Interaction Policy (we have a template available), train your staff, and vigorously enforce it.
- Comply with Ed Code 44050, which requires schools to provide parents with a copy of the Staff/Student Interaction Policy (it can be included in the parent handbook) and on your website if you have one, to offer parents, the tools to identify grooming behaviors and other "red flag" indicators. This is a useful tool for parents who are often the first line of defense, especially when they check their child's social media or phone activity.
- Add the mandatory "CharterSAFE: Childhood Sexual Assault Prevention Training" module to your annual staff training. This no-cost training can be accessed through Vector Solutions . When 90% or more of a member's staff completes the training, the $100,000 deductible is waived.
- Access the voluntary "Boundaries —Sexual Abuse Prevention" training for parents and guardians. Reach out to CharterSAFE for your specific URL and password that your charter school can provide to parents and guardians.
- Take advantage of the STOPit Anonymous Reporting System offered at no cost to our members.

Employment-Related Claims Including Wage & Hour Violations

Most liability for a school arises out of the mishandling of an employment-related situation. Allegations of employment discrimination, wrongful termination, retaliation, and wage and hour violations continue to vex charter schools. As demonstrated in the charts above, claims arising from negligent employment practices account for over 14% of the total incurred over the last 10 years, and the trend is rising.

Like several other lines of insurance, this is another area of coverage in which the insurance marketplace has dwindled and become more restrictive. These claims are exceptionally costly when they involve back wages, unpaid meal, and rest breaks, or payroll processing violations. EPL violations that go undetected for an extended period can cost your school millions. While the coverage is designed to offer defense coverage, it does not pay for fines, penalties, and back wages. The related fines, penalties, and back wages are uninsurable, while deductibles can be substantial, adversely affecting your budget.

SUPPORT. Qualified human resource expertise is an absolute necessity for guidance. CharterSAFE offers no-cost advisory services through our dedicated HR consulting team to help your organization manage personnel.

Cyber

The key elements of cyber risk are breaches of computer networks and the ramifications of unauthorized access to sensitive data. Ransomware is malicious software that invades a computer system and holds the data hostage until a considerable sum of money is paid; this is quite common for schools and many other sectors.

Unfortunately, without proper protection, victims often have no choice but to pay the ransom and try to figure out what data has been compromised. This growing threat has caused insurance carriers to offer minimal to no coverage to those who do not have the required security in place. Underwriting scrutiny will continue, and applications signed by your IT personnel affirming what data protection is in place is required.

SUPPORT. CharterSAFE educates our members on ransomware and the ramifications of unauthorized access to sensitive data. Our Risk Management team stays on top of the changing threats that our schools face.

FINANCIALLY STRONG FOR 20 YEARS

At CharterSAFE, our foremost priority is ensuring your school's funding is maximized for the benefit of students. That is why we keep administrative costs minimal, at only 13% of contributions this year. The remaining 87% goes directly towards providing insurance coverage and support when needed most.

Our multi-year financial records, shown in the chart below, demonstrate our ongoing commitment to financial transparency and operational effectiveness to our members so you can feel certain that your funds could be put to effective use toward your school's mission of educating students. As we know, every dollar counts towards educating children.



Financial Position

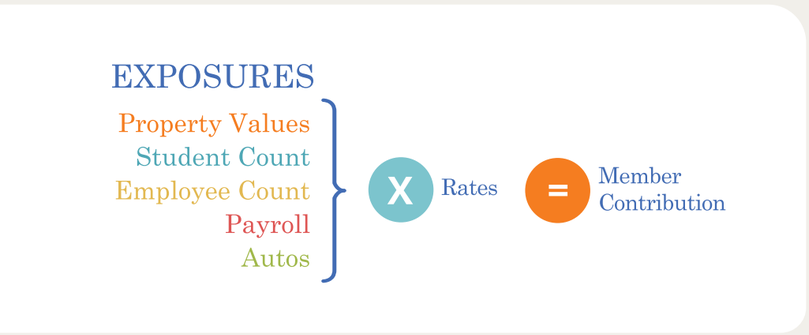
Fiscal Year	19/20	20/21	21/22	22/23 Consolidated	23/24 Consolidated Projected
Operating Revenues:					
Member contributions	$ 26,840,795	$ 35,419,395	$ 40,540,627	$ 47,795,502	$ 48,250,000
Operating Expenses:					
Net claims expense	$ 12,530,201	$ 4,774,351	$ 14,665,030	$ 24,196,058	$ 15,800,000
Excess & reinsurance insurance premium	$ 11,249,144	$ 14,311,043	$ 16,356,660	$ 21,527,783	$ 23,617,308
General & administrative	$ 2,000,313	$ 2,285,459	$ 2,642,846	$ 3,012,476	$ 2,861,807
Claims administration & risk management	$ 2,252,418	$ 2,269,518	$ 2,806,712	$ 2,782,073	$ 3,269,634
Member dividend - COVID Rebate		$ 482,080	$ 1,715,002		
Total Operating Expenses:	**$ 28,032,076**	**$ 24,122,451**	**$ 38,186,250**	**$ 51,518,390**	**$ 45,548,749**
Operating Income (Loss)	**$ (1,191,281)**	**$ 11,296,944**	**$ 2,354,377**	**$ (3,722,888)**	**$ 2,701,251**
Non-Operating Revenues:					
Interest & miscellaneous income	$ –	$ –	$ 47,145	$ –	$ 17,194
Investment income	$ 827,755	$ 90,785	$ (788,683)	$ 342,587	$ 1,255,000
Total Non-Operating Income:	**$ 827,755**	**$ 90,785**	**$ (741,538)**	**$ 342,587**	**$ 1,272,194**
Increase (decrease) in net position	$ (363,526)	$ 11,387,729	$ 1,612,839	$ (3,380,301)	$ 3,973,445
Net position, beginning of year	$ 7,539,431	$ 7,175,905	$ 18,563,634	$ 20,176,473	$ 16,796,172
Net position, end of year	**$ 7,175,905**	**$ 18,563,634**	**$ 20,176,473**	**$ 16,796,172**	**$ 20,769,617**
Cash Balance	$ 6,728,699	$ 11,220,322	$ 14,631,167	$ 19,406,589	$ 18,400,000
Investments	$ 25,783,665	$ 27,992,413	$ 30,377,105	$ 32,201.727	$ 41,025,000
Total Liquid Assets	**$ 32,512,364**	**$ 39,212,735**	**$ 45,008,272**	**$ 51,608,316**	**$ 59,425,000**
Actuarial Estimated Outstanding Losses— 90% Confidence Level	$ 29,136,025	$ 22,946,399	$ 31,639,308	$ 48,791,868	$ 54,000,000
Surplus in Excess of 90% Confidence Level	$ 5,562,245	$ 18,581,388	$ 20,074,323	$ 6,509,215	$ 8,525,0000

While insurance challenges face many schools, CharterSAFE remains financially prepared to support our members. Through proactive risk management services, we aim to prevent potential issues and guide schools through daily operations. When unexpected situations do arise, our stability ensures members can focus on their core mission of educating students, not financial burdens. As an advocate for charter education, CharterSAFE is committed to helping schools succeed both before, during, and after challenging situations occur.

MEMBER CONTRIBUTION

Member contributions are meticulously determined, considering several factors. These include, but are not limited to, each member's size, property, scheduled autos, employees, exposures, and loss history. We also consider the members' ability to implement safety precautions. This comprehensive approach ensures that the members' contribution for the self-insured layer of coverage is fair and reflective of their specific circumstances. CharterSAFE, under the leadership of Thuy Wong, President and CEO, and John Chino, our insurance broker at Gallagher, diligently negotiates for the best possible rates while maintaining protective coverage.

In summary, member contributions consist of the self-insured layer rate, which is actuarially determined, along with member-specific credits or surcharges based on specific losses and risk management considerations, the excess rates from insurance carriers negotiated for all members and operating costs. There is no commission, consulting fees, or profit margin.



An assessment is a security measure triggered when a JPA or the mutual insurance company has insufficient reserves to pay for claims. In our 20-year history, CharterSAFE has never had an assessment! Even so, some opportunistic insurance agents try to use an assessment as an acceptable tactic when soliciting. Within our JPA structure, the possibility of an assessment impacting membership is extremely remote. To minimize any likelihood of an assessment, we proactively put two crucial protections in place:

1. **Security for "severity" risk** —CharterSAFE has a protected excess and reinsurance structure to hedge risk using multiple highly rated insurers. This layer of coverage protects the JPA in the event of significant loss exposure.
2. **Security for "frequency" risk** —CharterSAFE's funding strategy includes a well-funded loss reserve to absorb claims for each annual period and on an aggregated basis over a period of years for open claims. This strategy is designed to protect against a large number of small or medium-sized claims impacting pooled retention.

RESERVES

AON Actuarial Services reliably calculates the recommended funding level for CharterSAFE's loss reserve each year using CharterSAFE's comprehensive 20-year historical record. It is compiled and analyzed to ensure adequate funding for the loss experience predicted for the upcoming policy period. This is the same methodology insurance companies use in the traditional marketplace without adding profit, commission, or broker fees.

CharterSAFE, acting as a reliable financial steward on behalf of our members, utilizes the recommended actuarial rate at a 75% confidence level. This rate, also known as the actuary's 75% certainty of funding, all claims for the year, is used for our pooled retention layer. It covers both short-term and future claims that have been incurred but have not yet been reported. This prudent management of funds serves to safeguard CharterSAFE members from potential assessments.

Finally, we calculate losses for all years, beginning with the first policy period of the JPA (2004-2005) through the present-day funding for past liabilities that will come due. This provides a second look, whereby the actuary revalues the open claims to a 90% confidence factor.

Over the course of our 20-year operation, CharterSAFE has demonstrated financial resilience. We have accumulated $6.5 M in member equity, even after disbursing current claims and setting aside funds for past and future claims. This has been achieved by adhering to the 90% confidence factor funding requirement as of 6/30/2023, providing a robust financial foundation for CharterSAFE.

761 Insurance Companies *Financially Impaired*

1 JPA *Financially Impaired*



Powered by BoardOnTrack



YOU SPOKE AND WE LISTENED

At CharterSAFE, we're dedicated to actively enhancing our services to meet your needs as a member. By attentively listening to your feedback, we continually adapt to meet your evolving needs. Throughout each policy year, we conduct two surveys to gather insights from our membership base. In the fall, our focus is on gauging your well-being and assessing the efficacy of our support systems. In the spring, we delve deeper, seeking your perspectives on risk management comprehension and school hazards awareness.

Your input remains pivotal in shaping the path of CharterSAFE's services and support. Your voices guide our strategies as we strive to remain responsive to your concerns. Last year, you highlighted areas of emphasis such as social emotional well-being of staff along with safety topics related to student behavior and active shooter. In response, we curated tailored resources, including webinars and training sessions on mental health in the workplace and partnered with some of our vetted vendors on student safety and deadly weapons. We are unwavering in our commitment to providing resources that align precisely with your evolving requirements.

As we move forward, we eagerly anticipate our continued collaboration to ensure the safety and success of all our members. Together, we can navigate challenges, foster resilience, and cultivate environments conducive to growth and achievement.

I think just knowing that you are insuring us takes a big weight off my mind.

CharterSAFE has always provided great support to our school.

I appreciate your availability and willingness to tackle any issue that the school may be experiencing head on.

PARTNERING FOR SCHOOL SUCCESS WITH CHARTERSAFE

Your primary focus should be on student learning, not on becoming an insurance and risk management expert. That is where we step in.

With 20 years of specialized experience in pooled insurance and proactive risk management services tailored specifically for California's charter schools, CharterSAFE understands your unique needs. We are your hands-on partner, offering movement-wide insurance and risk management expertise that schools often lack access to or the budget to afford in-house. It is more than just an insurance policy—it is a membership that provides access to services designed to elevate your school's knowledge in risk management and safety.

Contact our team today for personalized support as your school gears up for the upcoming academic year. Visit the CharterSAFE website at **www.chartersafe.org** for our contact information and to discover how we can empower you to make informed decisions that align with your organization's needs. Together, let us navigate your insurance coverage and risk management services with confidence, ensuring a smooth and successful journey ahead.




Protecting **Schools.**
Promoting **Safety.**
Customizing **Insurance.**
888.901.0004
chartersafe.org
info@chartersafe.org

Coversheet

Consider and Approve the After School Program Services with After School All Stars, Los Angeles, for After School Education and Safety (ASES) Programs at TEACH Preparatory Mildred S. Cunningham and Edith H. Morris Elementary School and TEACH Academy of Technologies and designate Enrique Robles as the authorized Program Officer for the ASES Grants.

Section: III. Items for Potential Action
Item: L. Consider and Approve the After School Program Services with After School All Stars, Los Angeles, for After School Education and Safety (ASES) Programs at TEACH Preparatory Mildred S. Cunningham and Edith H. Morris Elementary School and TEACH Academy of Technologies and designate Enrique Robles as the authorized Program Officer for the ASES Grants.
Purpose: Vote
Submitted by:
Related Material:
TEACH Academy of Technologies ASES LOA FY 2024-2025.pdf
TEACH Prep Mildred S. Cunningham & Edith H. Morris Elementary ASES LOA FY 2024-2025 (1).pdf

TEACH ACADEMY OF TECHNOLOGIES
AGREEMENT FOR CONSULTANT SERVICES
FY 2024-2025

This Agreement, entered into this *6th* day of June 2024, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA) herein called CONSULTANT and the TEACH Academy (TEACH), hereinafter called the DISTRICT.

WITNESSETH:

WHEREAS, the Consultant agrees to render the following services herein stated in accordance with directions stipulated by the District Superintendent of Schools or designee:

I. CONSULTANT SERVICES

The District requires the services of After School Consultant. The consultant agrees to provide the following services:

a.) Coordinate and manage a Middle School After School Program at TEACH. Provide staffing, materials and management of after school grant for 111 students per day, 180 days.
b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TEACH.

II. TERMS OF AGREEMENT

The terms of Agreement services shall be for the period effective July 1, 2024- June 30, 2025.

III. PAYMENT FOR SERVICES

a.) Amount not to exceed $203,482.84 for services performed in accordance with agreement.
b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TEACH will pay for services rendered and costs incurred within 30 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TEACH, not being skilled in the special services contemplated herein, relies upon the professional ability of Consultant as a material inducement to enter into this agreement. Consultant agrees to use all reasonable care and diligence to perform these services under the agreement in a manner acceptable to the Superintendent/President, it being understood that the acceptance of his/her services or advice by the District shall not operate as waiver or release of the Consultant.

V. TERMINATION

TEACH may, by written notice to CONTRACTOR, terminate this Contract in whole or in part at any time, for TEACH's convenience. Upon receipt of such notice, CONTRACTOR shall:

A. Immediately discontinue all services affected (unless the notices direct otherwise); and
B. Deliver to TEACH all information and material as may have been involved in the provision of services whether provided by TEACH or generated by CONTRACTOR in the performance of this Contract, whether completed or in process. Termination of this Contract shall be as of the date of receipt by CONTRACTOR of such notice

If the termination is for the convenience of TEACH, CONTRACTOR shall submit a final invoice within 60 days of termination and TEACH shall pay CONTRACTOR the sums earned for the services actually performed prior to the effective date of termination and other costs reasonably incurred by CONTRACTOR to implement the termination in accordance with the provision of this Contract.

This agreement may be terminated at any time for any unspecified reason at the sole discretion of the District. District will only pay for services previously provided as of the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

The School/District will cooperate with Consultant by furnishing all necessary District records and an opportunity to consult with District personnel as necessary to perform required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services pursuant to this agreement as confidential and shall not disclose such information to any other person without prior consent of the District.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

Consultant shall have no authority to contract on behalf of the District. It is expressly understood and agreed by both parties hereto that the Consultant, while engaged in carrying out and complying with any terms and conditions if this contract, is an independent contractor and not an officer, agent or employee of aforesaid District.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless the District, its officers, agents and employees from each claim, or demand made, and every liability, loss, damage or expense, or any nature whatsoever, which may be incurred by reason of:

a.) Liability for damages (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any loss, damage or expense arising under either 91), (2) or (3) above, by Consultant upon or in connection with the work called for in this agreement except for liability or damages referred to above which result from sole negligence or willful misconduct of District, its officers, employees, agents or independent contractor who are directly employed by District, and;
b.) Any injury to or death of persons or damage to property, sustained by any person, firm or corporation, including the District, caused by any act, neglect, default, or omission of Consultant or

any person, firm, or corporation directly or indirectly by Consultant in connection with the work covered by this agreement, whether said injury or damage occurs either on or off school property.

c.) The Consultant, at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against District, its officers, agents or employees in any action, suit or other proceedings as a result herein.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
   - $1,000,000 per occurrence
   - $100,000 fire damage
   - $5,000 medical expenses
   - $1,000,000 personal and adv. Injury
   - $3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least $1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
   - $3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than $1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least $5,000,000 per occurrence and $5,000,000 in aggregate coverage

C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - $1,000,000/$1,000,000/$1,000,000 Employer's Liability

D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: $1,000,000 per occurrence/$1,000,000 aggregate.

XI. ASSIGNMENT AND SUBLETTING

Consultant shall not assign, sublet or transfer his/her interest in this agreement, nor shall this agreement be assignable or transferable by operation of law or otherwise, without the prior written consent of the District.

XII. AGREEMENT MODIFICATIONS

This agreement may not be modified, revised or amended in any fashion without the express written consent of the District.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH Academy of Technologies
10045 S Western Ave
Los Angeles, CA 90047

BY_____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave.
Los Angeles, CA 90028

BY: 

Signature of Authorized

Hector LaFarga Jr.
Printed Name

91-2162719
Employer I. D. / Social Security Number

June 6, 2024
Date

TEACH PREPARATORY MILDRED S. CUNNINGHAM 7 EDITH H. MORRIS ELEMENTARY
AGREEMENT FOR CONSULTANT SERVICES
FY 2024-2025

This Agreement, entered this *6th* day of June 2024, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA) herein called CONSULTANT and the TEACH PREP Academy

WITNESSETH:

WHEREAS, the Consultant agrees to render the following services herein stated in accordance with directions stipulated by the District Superintendent of Schools or designee:

I. CONSULTANT SERVICES

The District requires the services of After School Consultant. The consultant agrees to provide the following services:

a.) Coordinate and manage an Elementary School After School Program at TEACH PREP. Provide staffing, materials and management of after school grant for 83 students per day, 180 days.
b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TEACH PREP.

II. TERMS OF AGREEMENT

The terms of Agreement services shall be for the period effective July 1, 2024- June 30, 2025.

III. PAYMENT FOR SERVICES

a.) Amount not to exceed $153,612.13 for services performed in accordance with agreement.
b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TEACH PREP will pay for services rendered and costs incurred within 30 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TEACH PREP, not being skilled in the special services contemplated herein, relies upon the professional ability of consultant as a material inducement to enter into this agreement. Consultant agrees to use all reasonable care and diligence to perform these services under the agreement in a manner acceptable to the Superintendent/President, it being understood that the acceptance of his/her services or advice by the District shall not operate as waiver or release of the Consultant.

V. TERMINATION

TEACH PREP may, by written notice to CONTRACTOR, terminate this Contract in whole or in part at any time, for TEACH PREP's convenience. Upon receipt of such notice, CONTRACTOR shall:

A. Immediately discontinue all services affected (unless the notices direct otherwise); and

B. Deliver to TEACH PREP all information and material as may have been involved in the provision of services whether provided by TEACH PREP or generated by CONTRACTOR in the performance of this Contract, whether completed or in process. Termination of this Contract shall be as of the date of receipt by CONTRACTOR of such notice

If the termination is for the convenience of TEACH PREP, CONTRACTOR shall submit a final invoice within 60 days of termination and TEACH PREP shall pay CONTRACTOR the sums earned for the services performed prior to the effective date of termination and other costs reasonably incurred by CONTRACTOR to implement the termination in accordance with the provision of this Contract.

This agreement may be terminated at any time for any unspecified reason at the sole discretion of the District. District will only pay for services previously provided as of the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

The School/District will cooperate with Consultant by furnishing all necessary District records and an opportunity to consult with District personnel as necessary to perform required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services pursuant to this agreement as confidential and shall not disclose such information to any other person without prior consent of the District.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

Consultant shall have no authority to contract on behalf of the District. It is expressly understood and agreed by both parties hereto that the Consultant, while engaged in carrying out and complying with any terms and conditions if this contract, is an independent contractor and not an officer, agent or employee of aforesaid District.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless the District, its officers, agents and employees from each claim, or demand made, and every liability, loss, damage or expense, or any nature whatsoever, which may be incurred by reason of:

a.) Liability for damages (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any loss, damage or expense arising under either 91), (2) or (3) above, by Consultant upon or in connection with the work called for in this agreement except for liability or damages referred to above which result from sole negligence or willful misconduct of District, its officers, employees, agents or independent contractor who are directly employed by District, and;
b.) Any injury to or death of persons or damage to property, sustained by any person, firm or corporation, including the District, caused by any act, neglect, default, or omission of Consultant or

any person, firm, or corporation directly or indirectly by Consultant in connection with the work covered by this agreement, whether said injury or damage occurs either on or off school property.

c.) The Consultant, at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against District, its officers, agents or employees in any action, suit or other proceedings as a result herein.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
   - $1,000,000 per occurrence
   - $100,000 fire damage
   - $5,000 medical expenses
   - $1,000,000 personal and adv. Injury
   - $3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least $1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
   - $3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than $1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least $5,000,000 per occurrence and $5,000,000 in aggregate coverage

C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - $1,000,000/$1,000,000/$1,000,000 Employer's Liability

D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: $1,000,000 per occurrence/$1,000,000 aggregate.

XI. ASSIGNMENT AND SUBLETTING

Consultant shall not assign, sublet or transfer his/her interest in this agreement, nor shall this agreement be assignable or transferable by operation of law or otherwise, without the prior written consent of the District.

XII. AGREEMENT MODIFICATIONS

This agreement may not be modified, revised or amended in any fashion without the express written consent of the District.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH PREPORATORY MILDRED S. CUNNINGHAM 7 EDITH H. MORRIS ELEMENTARY
8505 S Western Ave
Los Angeles, CA 90047

BY_____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028

BY: 

Signature of Authorized

Hector LaFarga
Printed Name

91-2162719
Employer I. D. / Social Security Number

June 6, 2024
Date

Coversheet

Approve Annual Contracts for Substitute Teachers- Aptus Group Cross Country Staffing, Scoot Education, and The Education Team; Special Education Services- Comp Therapy; and School Bus Services- A&B Legacy Transports.

Section: III. Items for Potential Action
Item: M. Approve Annual Contracts for Substitute Teachers- Aptus Group Cross Country Staffing, Scoot Education, and The Education Team; Special Education Services- Comp Therapy; and School Bus Services- A&B Legacy Transports.
Purpose: Vote
Submitted by:
Related Material: TAT-24_25 Staffing Agreement _ TEACH Academy of Technologies.pdf
TPES-24_25 Staffing Agreement _ TEACH Preparatory Elementary.pdf
TTCHS-24_25 Staffing Agreement _ TEACH Tech Charter High.pdf
TEACH Public Schools 24-25 Agreement.pdf
TEACH Public Schools - CA Scoot Services Addendum - SY24-25.pdf
00) TET Combined Contract Documents - Billing.pdf
TET LA Rates - 2024-07-01.pdf
CompTherapy_TEACH_2024-2025.pdf
SCHOOL BUS TRANSPORTATION AGREEMENT-2.pdf

The Aptus Group, Inc.

Staffing Agreement

The Aptus Group Inc., with its principal office located at PO Box 877, Redondo Beach, CA 90277 ("APTUS"), and TEACH Academy of Technologies located at: 10045 S. Western Ave., Los Angeles, CA 90047 ("Client") agree to the terms and conditions set forth in this Staffing Agreement (the "Agreement"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

Term of the Agreement

1. This Agreement shall be effective on the first date of execution and shall continue for a term of one year (the "Term"). To ensure continuity, the Agreement will automatically renew for subsequent years, and any changes to the terms, including services and pricing, will be addressed through the signing of a new amendment by both Parties.

2. The Agreement may be terminated by either Party upon twenty (20) Business Days written notice to the other party or at any time by mutual written agreement of the Parties. Each Party reserves the right to immediately terminate this Agreement if a Party becomes bankrupt or insolvent, discontinues operations, fails to make any payments, or breaches any other material term, condition, or duty under this Agreement.

APTUS

Duties and Responsibilities

3. APTUS will:

    a. Recruit, screen, interview, hire, and assign its employees ("Assigned Employees") to perform the type of work described on Exhibit A ("Services and Compensation Rates") under Client's supervision at Client's locations and will, as the common law employer of Assigned Employees, be responsible for the following:

    b. Pay Assigned Employees' wages and provide them with the benefits that APTUS offers to them;

    c. Pay, withhold, and transmit payroll taxes; provide unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving Assigned Employees;

    d. Require Assigned Employees to sign an agreement (in the form of Exhibit C) acknowledging that they are not entitled to holidays, vacations, disability benefits, insurance, pensions, or retirement plans, or any other benefits offered or provided by Client; and

    e. Comply with federal, state and local labor and employment laws applicable to Assigned Employees, including the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family and Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; California's Fair Employment and Housing

Act; Family Educational Rights and Privacy Act ("FERPA"), and the Patient Protection and Affordable Care Act (ACA).

f. Right to Control. APTUS, as the common law employer, has the right to physically inspect the work site and work processes; to review and address, unilaterally or in coordination with Client, Assigned Employee work performance issues and to enforce APTUS' employment policies relating to Assigned Employee conduct at the worksite.

g. Maintain a Non-Public Agency certification by the California Department of Education.

h. At its own expense, APTUS will perform the following types of background/qualification checks for its employees whom it selects for assignment to Client.

   i. All APTUS Assigned Employees under this Agreement will hold a California certification or license if appropriate and/or required for providing the requested service.

   ii. APTUS will certify that Assigned Employees receive mandatory instruction and trainings pursuant to California law.

   iii. APTUS shall conduct criminal background checks on all Assigned Employees through the Department of Justice ("DOJ") and Federal Bureau of Investigation ("FBI") as required by applicable law and certify that no Assigned Employees working with students have been convicted or are under investigation for the commission of a violent or serious felony (as defined by applicable law).

   iv. APTUS shall ensure that Assigned Employees have undergone a tuberculosis ("TB") risk assessment and clearance as non-infectious within 60 days of an employee's hire date in accordance with the California Education Code. APTUS shall maintain records of all TB assessments.

   v. APTUS makes no warranty or guaranty concerning Assigned Employees' abilities or performance, and Client will exercise its independent judgment in accepting and retaining Assigned Employees for assignment.

Client
Duties and Responsibilities

4. Client will
   a. Properly supervise Assigned Employees performing its work and be responsible for its business operations, products, services, and intellectual property;

   b. Provide Assigned Employees with a safe work site and provide appropriate information, training, and safety equipment with respect to any hazardous substances or conditions to which they may be exposed at the work site;

   c. Notify and obtain written approval from APTUS prior to changing Assigned Employees' job duties or responsibilities;

   d. Exclude Assigned Employees from Client's benefit plans, policies, and practices, and not make any offer or promise relating to Assigned Employees' compensation or benefits;

   e. Provide a copy of the school calendar and bell schedule upon the commencement of this Agreement identifying all Reporting Days, meaning days where Assigned Employees shall report to work.

f. Notify Aptus immediately if an Assigned Employee is injured/reports an injury or makes a complaint about discrimination, harassment, or retaliation.

g. Ensure that Assigned Employees are provided with meal periods and rest breaks as required by California law. Should Client fail to provide mandated meal periods and/or rest breaks as required by this Section, Client will be invoiced and responsible for paying all associated meal period and rest break premiums as provided in Section 11 below.

Compensation, Payment Terms and Fees

5. APTUS will bill Client for its performance at the rates set forth in Exhibit A and any additional costs or fees set forth in this Agreement. APTUS will invoice Client for services provided under this Agreement on a monthly basis. Payment is due within fifteen (15) Calendar Days of the invoice date. Invoices will be supported by the pertinent time sheets for documenting time worked by the Assigned Employees.

6. If Client disputes any portion of an invoice, Client must notify APTUS in writing within (15) calendar days of the invoice date and pay the undisputed amount. Failure to so notify APTUS of any objections will constitute acceptance of invoice and waiver by Client of such objections.

7. For payments not received within the maturity date as described in paragraph 5 above, Client will incur late charges on any outstanding balance at three percent (3%) monthly, compounded monthly on all outstanding balances until paid in full, or the maximum legal rate, whichever is higher. Any and all costs incurred in collecting past due amounts, including attorney fees, court fees, and dispute resolution fees, will be paid by Client.

8. APTUS reserves the right to suspend services to Client when outstanding invoices are more than sixty (60) days past due.

9. Client understands and agrees that APTUS invests substantial resources in recruiting and training its employees. Unless otherwise agreed in writing by both parties, Client must pay a conversion fee in the around set forth in Exhibit D to this Agreement ("Conversion Fee Charts") if Client uses any type of services of any Assigned Employee as its direct employee, as an independent contractor, or through any person or firm other than APTUS during the assignment or within twelve (12) months after the last day of the assignment.

10. Assigned Employees are presumed to be nonexempt from laws requiring premium pay for overtime, holiday work, or weekend work. APTUS will bill Client special rates for premium work time only when an Assigned Employee's work on assignment to Client, viewed by itself, would legally require premium pay and Client has authorized, directed, or allowed the Assigned Employee to work such premium work time. Client's special billing rate for premium hours will be the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

11. If Client's duty to pay meal period and/or rest break premiums is triggered under Section 4g, Client will be invoiced for and shall pay those premiums at the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

12. 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. Assigned Employee travel time will be included as part of the amounts payable by Client for any services rendered under this Agreement.

Insurance

13. AGENCY will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance. All limits may be met by a combination of primary and excess (umbrella) policies:

    i. WORKERS' COMPENSATION statutory coverage as required by the laws of the jurisdiction in which the services are performed;

    ii. EMPLOYER'S LIABILITY insurance with a limit of not less than $1,000,000 each accident, each employee;

    iii. COMMERCIAL GENERAL LIABILITY insurance, including personal injury and broad form property damage, with a $1,000,000 per single occurrence limit and $3,000,000 annual aggregate limit;

    iv. BUSINESS AUTO LIABILITY (where applicable) insurance for owned, hired and non-owned vehicles with a combined single limit of not less than $1,000,000 per occurrence;

    v. SEXUAL OR PHYSICAL ABUSE OR MOLESTATION LIABILITY insurance for $1,000,000 per claim and $2,000,000 aggregate covering AGENCY's liability for claims made by employees alleging discrimination, wrongful termination, harassment and other employment-related matters;

    vi. PROFESSIONAL LIABILITY/ERRORS & OMISSIONS insurance at a limit of not less than $1,000,000 per claim covering liability related to delivery of the AGENCY's services and $3,000,000 annual aggregate limit; and

    vii. UMBRELLA OR EXCESS LIABILITY insurance coverage at a minimum of $2,000,000 per occurrence. Such Umbrella Liability Insurance shall follow form and attach to the limit of the underlying primary liability policies for employer's liability, commercial general liability and business auto liability.

14. Client 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 all applicable legal requirements.

Cooperation

15. The Parties agree to cooperate and to assist the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve Assigned Employees

Indemnification and Limitation of Liability

16. To the extent permitted by law, APTUS agrees to defend, indemnify, and hold Client harmless from claims. losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: APTUS's breach of this Agreement; APTUS's failure to discharge its duties as set forth in Section 3; or the negligence, gross negligence, or willful misconduct of APTUS or APTUS's officers, internal employees, or authorized agents in the discharge of those duties and responsibilities.

17. To the extent permitted by law, Client agrees to defend, indemnify, and hold APTUS, its affiliates, directors, officers, owners, trustees, employees, agents and, representatives harmless from claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: Client's breach

of this Agreement; Client's failure to discharge its duties as set forth in Section 4; Client's failure to comply with an applicable federal, state, or local laws; or the negligence, gross negligence, or willful misconduct of Client or Client's officers, employees, authorized agents, or subcontractors (other than APTUS).

18. Client and APTUS each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of fault allocated to such Party based on the acts or omissions of itself or its employees.

19. Neither Party shall be liable for, or be required to indemnify the other Party for, any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action. In no circumstance shall APTUS be liable for an amount exceeding, in total, the lesser of $10,000 or the sum paid by the Client to APTUS within the two months directly preceding the occurrence leading to the liability.

20. As a condition precedent to indemnification, the Party seeking indemnification will inform the other party within ten (10) Business Days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other Party; and the Party seeking indemnification will cooperate in the investigation and defense of any such matter.

21. 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.

22. The provisions in paragraphs 16 through 22 of this Agreement constitute the complete agreement between the Parties with respect to indemnification, and each Party waives its right to assert any common-law indemnification or contribution claim against the other Party.

Nature of Relationship

23. The services that APTUS will render to Client under this Agreement will be as an independent contractor. Nothing contained in this Agreement will be construed to create any actual or apparent agency, partnership, franchise, or relationship of employer and employee between the Parties.

Confidentiality

24. Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients including, without limitation, policies, procedures, operating manuals, software, business plans, contractual arrangements, budgets, financial information, student and/or patient records and employee information. Both Parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement, the defense of any claim or threatened claim against APTUS or Assigned Employees, the resolution of billing disputes or as required by law. No knowledge, possession, or use of Client's confidential information will be imputed to APTUS as a result of Assigned Employees' access to such information.

Miscellaneous

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

26. Neither Party will be responsible for failure or delay in performance of this Agreement if the failure or delay is due to labor disputes, strikes, fire, riot, war, terrorism, acts of God, or any other causes beyond the control of the non-performing party.

27. The Parties intend that the benefits of this Agreement shall inure only to APTUS and Client and not to any third person.

28. This Agreement and the exhibits attached to it contain the entire understanding between the Parties and supersede all prior agreements, whether written or oral, relating to the subject matter of the Agreement.

29. The provisions of this Agreement will inure to the benefit of and be binding on the Parties and their respective representatives, successors, and assigns.

30. Client will not transfer or assign this Agreement without APTUS' written consent.

31. This Agreement and any amendments thereto, may be executed in counterparts, each of which shall constitute an original document, but which together shall constitute one and the same instrument.

32. The section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.

33. Any notice or communication will be deemed properly given upon personal delivery, electronic mail or via United States Postal Service or a nationally recognized courier.

34. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

35. No provision of this Agreement may be amended or waived unless agreed to in writing and signed by both Parties.

36. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions shall remain in full force and effect.

37. The Parties shall take such actions and execute and deliver such further documentation as may reasonably be required in order to give effect to the transactions contemplated by this Agreement.

38. 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 binding arbitration under the Federal Arbitration Act before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator will have no authority to change any of the terms of this Agreement. All decisions of the arbitrator shall be final and binding upon the Parties. The arbitrator shall not award punitive damages. Judgment upon any award rendered by the arbitrator may be entered in any court of competent jurisdiction.

39. 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 in addition to any other relief awarded and shall recover the prevailing party's share of the arbitrator's fees and other costs of the arbitration.

40. Provisions of this Agreement, which by their terms extend beyond the termination or nonrenewal of this Agreement, will remain effective after termination or nonrenewal.

Authorized representatives of the Parties have executed this Agreement below to express the Parties' agreement to its terms.

The Aptus Group	**TEACH Academy of Technologies**
Cinthya Vodanovich	Full name, Title
vodanovich_cinthya@theaptusgroup.com	Email
(562) 869-0900	Phone Number
Signature	Signature
Date	Date

the aptus group

Exhibit A

Services and Bill Rates

Adapted Physical Education (APE)	$117/hr.
Occupational Therapist (OT)	$134/hr.
Speech and Language Pathologist (SLP)	$125/hr.
Board Certified Behavioral Analyst (BCBA)	$125/hr.
School Psychologist	$128/hr.

All services above include: Conducting assessments, report writing, delivering direct services, inputting information into IEP management system, preparing/participating in IEP meetings, and collaborating with stakeholders.

Credentialed School Nurse	$123/hr.
Registered Nurse (RN)	$85/hr.
Licensed Vocational Nurse (LVN)	$65/hr.
Certified Nursing Assistant (CNA)	$45/hr.

Credentialed School Nursing Includes: Conducting assessments, report writing, vision and hearing screenings, inputting information into IEP management system, preparing/participating in IEP meetings, and collaborating with stakeholders.

Certified Occupational Therapy Assistant (COTA)	$91/hr.
Speech and Language Pathology Aide (SLPA)	$83/hr.
School Counselor	$106/hr.

All services above include: Delivering direct services, inputting information into IEP management system, and collaborating with stakeholders.

Behavior Intervention Implementation (BII)	$52/hr.
Special Education Aide / Other non-certificated school support	$40/hr.
Substitute Teaching	$53/hr.
Specialized Academic Instruction	$90/hr.
Other	As Quoted

Minimum Service Charge

1. There is a 2-hour on-site minimum for all services, except BII and Substitute Teacher, Special Education Aide/Other non-certificated services which have a 5-hour on-site minimum.

Cancellation Fees

2. Client must notify APTUS at least one (1) Business Day in advance if there will be a change in school/student schedule or if the student is absent. Once the Assigned Employee is in-route or on site, Client will be charged reporting time pay.

3. If a meeting is canceled or postponed, Client must inform Assigned Employee at least one day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

Rush Rate

4. If Client requests an assessment to be completed in less than 40 calendar days or less of the required deadline, Client will be charged a rush rate of an additional $40 per hour.

Exhibit B

Special Education Services

Record Sharing

1. Client will provide APTUS with student records, as may be reasonably necessary for the proper provision of the Services.

Parent/Guardian Consent

2. In accordance with Federal laws, Services will be provided by Assigned Employees once IEP or another form of parent/guardian consent, such as a 504 Plan, is verified.

Assessments

3. Upon written request by Client and documentation of parent/guardian consent, APTUS assessment services shall include:

a. **Evaluation**: Assigned Employees shall conduct evaluations including initial, tri-annual, or re-evaluation IEP to determine eligibility.

b. **IEP Meeting Attendance**: Requests for Assigned Employees' attendance at an IEP meeting must be made in writing no less than ten (10) Business Days before the meeting. If the IEP meeting is canceled or postponed, Client must inform Assigned Employeeat least one (1) Business Day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

c. **Report**: APTUS will provide a written report of such assessments in compliance with Federal and State laws and regulations. Reports will be supplied to Client at least five (5) Business Days before the meeting date indicated at the time of the request.

Service Implementation

4. Upon written request by Client and receipt by APTUS of documentation of parent/guardian consent, APTUS shall provide special education services to Client's eligible students, which shall include, but is not limited to the following:

a. Review of IEP and/or related student records
b. Direct services addressing goals/objectives as indicated in IEP
c. Documentation of Services via Service Tracking in the IEP Management System
d. Monitoring of progress towards achievement of related goals/objectives

Exhibit C

Sample Benefits Waiver for Assigned Employees

In consideration of my assignment to _____ ("Client") by APTUS, I agree that I am solely an employee of APTUS for benefits plan purposes and that I am eligible only for such benefits as APTUS may offer to me as its employee. I further understand and agree that I am not eligible for or entitled to participate in or make any claim upon any benefit plan, policy, or practice offered by Client, its parents, affiliates, subsidiaries, or successors to any of their direct employees, regardless of the length of my assignment to Client by APTUS and regardless of whether I am held to be a common-law employee of Client for any purpose; and therefore, with full knowledge and understanding, I hereby expressly waive any claim or right that I may have, now or in the future, to such benefits and agree not to make any claim for such benefits.

EMPLOYEE	WITNESS
Signature	Signature
Printed Name	Printed Name
Date	Date

the aptus group

Exhibit D

Conversion Fee Charts

Category A

Adapted Physical Education (APE)	$12,000
Occupational Therapist (OT)	
Certified Occupational Therapy Assistant (COTA)	
Speech and Language Pathologist (SLP)	
Speech and Language Pathology Aide (SLPA)	
Board Certified Behavioral Analyst (BCBA)	
School Psychologist	
Credentialed School Nurse	

Category B

School Counselor	$9,000
Substitute Teacher	
Specialized Academic Instruction	
Registered Nurse (RN)	
Licensed Vocational Nurse (LVN)	

Category C

Behavior Intervention Implementation (BII)	$6,000
Special Education Aide / Other non-certificated school support	
Certified Nursing Assistant (CNA)	

The Aptus Group, Inc.

Staffing Agreement

The Aptus Group Inc., with its principal office located at PO Box 877, Redondo Beach, CA 90277 ("APTUS"), and TEACH Preparatory Elementary located at: 8505 S. Western Ave., Los Angeles, CA 90047 ("Client") agree to the terms and conditions set forth in this Staffing Agreement (the "Agreement"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

Term of the Agreement

1. This Agreement shall be effective on the first date of execution and shall continue for a term of one year (the "Term"). To ensure continuity, the Agreement will automatically renew for subsequent years, and any changes to the terms, including services and pricing, will be addressed through the signing of a new amendment by both Parties.

2. The Agreement may be terminated by either Party upon twenty (20) Business Days written notice to the other party or at any time by mutual written agreement of the Parties. Each Party reserves the right to immediately terminate this Agreement if a Party becomes bankrupt or insolvent, discontinues operations, fails to make any payments, or breaches any other material term, condition, or duty under this Agreement.

APTUS

Duties and Responsibilities

3. APTUS will:

    a. Recruit, screen, interview, hire, and assign its employees ("Assigned Employees") to perform the type of work described on Exhibit A ("Services and Compensation Rates") under Client's supervision at Client's locations and will, as the common law employer of Assigned Employees, be responsible for the following:

    b. Pay Assigned Employees' wages and provide them with the benefits that APTUS offers to them;

    c. Pay, withhold, and transmit payroll taxes; provide unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving Assigned Employees;

    d. Require Assigned Employees to sign an agreement (in the form of Exhibit C) acknowledging that they are not entitled to holidays, vacations, disability benefits, insurance, pensions, or retirement plans, or any other benefits offered or provided by Client; and

    e. Comply with federal, state and local labor and employment laws applicable to Assigned Employees, including the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family and Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; California's Fair Employment and Housing

Act; Family Educational Rights and Privacy Act ("FERPA"), and the Patient Protection and Affordable Care Act (ACA).

f. Right to Control. APTUS, as the common law employer, has the right to physically inspect the work site and work processes; to review and address, unilaterally or in coordination with Client, Assigned Employee work performance issues and to enforce APTUS' employment policies relating to Assigned Employee conduct at the worksite.

g. Maintain a Non-Public Agency certification by the California Department of Education.

h. At its own expense, APTUS will perform the following types of background/qualification checks for its employees whom it selects for assignment to Client.

   i. All APTUS Assigned Employees under this Agreement will hold a California certification or license if appropriate and/or required for providing the requested service.

   ii. APTUS will certify that Assigned Employees receive mandatory instruction and trainings pursuant to California law.

   iii. APTUS shall conduct criminal background checks on all Assigned Employees through the Department of Justice ("DOJ") and Federal Bureau of Investigation ("FBI") as required by applicable law and certify that no Assigned Employees working with students have been convicted or are under investigation for the commission of a violent or serious felony (as defined by applicable law).

   iv. APTUS shall ensure that Assigned Employees have undergone a tuberculosis ("TB") risk assessment and clearance as non-infectious within 60 days of an employee's hire date in accordance with the California Education Code. APTUS shall maintain records of all TB assessments.

   v. APTUS makes no warranty or guaranty concerning Assigned Employees' abilities or performance, and Client will exercise its independent judgment in accepting and retaining Assigned Employees for assignment.

Client
Duties and Responsibilities

4. Client will
   a. Properly supervise Assigned Employees performing its work and be responsible for its business operations, products, services, and intellectual property;

   b. Provide Assigned Employees with a safe work site and provide appropriate information, training, and safety equipment with respect to any hazardous substances or conditions to which they may be exposed at the work site;

   c. Notify and obtain written approval from APTUS prior to changing Assigned Employees' job duties or responsibilities;

   d. Exclude Assigned Employees from Client's benefit plans, policies, and practices, and not make any offer or promise relating to Assigned Employees' compensation or benefits;

   e. Provide a copy of the school calendar and bell schedule upon the commencement of this Agreement identifying all Reporting Days, meaning days where Assigned Employees shall report to work.

f. Notify Aptus immediately if an Assigned Employee is injured/reports an injury or makes a complaint about discrimination, harassment, or retaliation.

g. Ensure that Assigned Employees are provided with meal periods and rest breaks as required by California law. Should Client fail to provide mandated meal periods and/or rest breaks as required by this Section, Client will be invoiced and responsible for paying all associated meal period and rest break premiums as provided in Section 11 below.

Compensation, Payment Terms and Fees

5. APTUS will bill Client for its performance at the rates set forth in Exhibit A and any additional costs or fees set forth in this Agreement. APTUS will invoice Client for services provided under this Agreement on a monthly basis. Payment is due within fifteen (15) Calendar Days of the invoice date. Invoices will be supported by the pertinent time sheets for documenting time worked by the Assigned Employees.

6. If Client disputes any portion of an invoice, Client must notify APTUS in writing within (15) calendar days of the invoice date and pay the undisputed amount. Failure to so notify APTUS of any objections will constitute acceptance of invoice and waiver by Client of such objections.

7. For payments not received within the maturity date as described in paragraph 5 above, Client will incur late charges on any outstanding balance at three percent (3%) monthly, compounded monthly on all outstanding balances until paid in full, or the maximum legal rate, whichever is higher. Any and all costs incurred in collecting past due amounts, including attorney fees, court fees, and dispute resolution fees, will be paid by Client.

8. APTUS reserves the right to suspend services to Client when outstanding invoices are more than sixty (60) days past due.

9. Client understands and agrees that APTUS invests substantial resources in recruiting and training its employees. Unless otherwise agreed in writing by both parties, Client must pay a conversion fee in the around set forth in Exhibit D to this Agreement ("Conversion Fee Charts") if Client uses any type of services of any Assigned Employee as its direct employee, as an independent contractor, or through any person or firm other than APTUS during the assignment or within twelve (12) months after the last day of the assignment.

10. Assigned Employees are presumed to be nonexempt from laws requiring premium pay for overtime, holiday work, or weekend work. APTUS will bill Client special rates for premium work time only when an Assigned Employee's work on assignment to Client, viewed by itself, would legally require premium pay and Client has authorized, directed, or allowed the Assigned Employee to work such premium work time. Client's special billing rate for premium hours will be the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

11. If Client's duty to pay meal period and/or rest break premiums is triggered under Section 4g, Client will be invoiced for and shall pay those premiums at the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

12. 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. Assigned Employee travel time will be included as part of the amounts payable by Client for any services rendered under this Agreement.

Insurance

13. AGENCY will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance. All limits may be met by a combination of primary and excess (umbrella) policies:

    i. WORKERS' COMPENSATION statutory coverage as required by the laws of the jurisdiction in which the services are performed;

    ii. EMPLOYER'S LIABILITY insurance with a limit of not less than $1,000,000 each accident, each employee;

    iii. COMMERCIAL GENERAL LIABILITY insurance, including personal injury and broad form property damage, with a $1,000,000 per single occurrence limit and $3,000,000 annual aggregate limit;

    iv. BUSINESS AUTO LIABILITY (where applicable) insurance for owned, hired and non-owned vehicles with a combined single limit of not less than $1,000,000 per occurrence;

    v. SEXUAL OR PHYSICAL ABUSE OR MOLESTATION LIABILITY insurance for $1,000,000 per claim and $2,000,000 aggregate covering AGENCY's liability for claims made by employees alleging discrimination, wrongful termination, harassment and other employment-related matters;

    vi. PROFESSIONAL LIABILITY/ERRORS & OMISSIONS insurance at a limit of not less than $1,000,000 per claim covering liability related to delivery of the AGENCY's services and $3,000,000 annual aggregate limit; and

    vii. UMBRELLA OR EXCESS LIABILITY insurance coverage at a minimum of $2,000,000 per occurrence. Such Umbrella Liability Insurance shall follow form and attach to the limit of the underlying primary liability policies for employer's liability, commercial general liability and business auto liability.

14. Client 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 all applicable legal requirements.

Cooperation

15. The Parties agree to cooperate and to assist the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve Assigned Employees

Indemnification and Limitation of Liability

16. To the extent permitted by law, APTUS agrees to defend, indemnify, and hold Client harmless from claims. losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: APTUS's breach of this Agreement; APTUS's failure to discharge its duties as set forth in Section 3; or the negligence, gross negligence, or willful misconduct of APTUS or APTUS's officers, internal employees, or authorized agents in the discharge of those duties and responsibilities.

17. To the extent permitted by law, Client agrees to defend, indemnify, and hold APTUS, its affiliates, directors, officers, owners, trustees, employees, agents and, representatives harmless from claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: Client's breach

of this Agreement; Client's failure to discharge its duties as set forth in Section 4; Client's failure to comply with an applicable federal, state, or local laws; or the negligence, gross negligence, or willful misconduct of Client or Client's officers, employees, authorized agents, or subcontractors (other than APTUS).

18. Client and APTUS each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of fault allocated to such Party based on the acts or omissions of itself or its employees.

19. Neither Party shall be liable for, or be required to indemnify the other Party for, any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action. In no circumstance shall APTUS be liable for an amount exceeding, in total, the lesser of $10,000 or the sum paid by the Client to APTUS within the two months directly preceding the occurrence leading to the liability.

20. As a condition precedent to indemnification, the Party seeking indemnification will inform the other party within ten (10) Business Days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other Party; and the Party seeking indemnification will cooperate in the investigation and defense of any such matter.

21. 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.

22. The provisions in paragraphs 16 through 22 of this Agreement constitute the complete agreement between the Parties with respect to indemnification, and each Party waives its right to assert any common-law indemnification or contribution claim against the other Party.

Nature of Relationship

23. The services that APTUS will render to Client under this Agreement will be as an independent contractor. Nothing contained in this Agreement will be construed to create any actual or apparent agency, partnership, franchise, or relationship of employer and employee between the Parties.

Confidentiality

24. Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients including, without limitation, policies, procedures, operating manuals, software, business plans, contractual arrangements, budgets, financial information, student and/or patient records and employee information. Both Parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement, the defense of any claim or threatened claim against APTUS or Assigned Employees, the resolution of billing disputes or as required by law. No knowledge, possession, or use of Client's confidential information will be imputed to APTUS as a result of Assigned Employees' access to such information.

Miscellaneous

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

26. Neither Party will be responsible for failure or delay in performance of this Agreement if the failure or delay is due to labor disputes, strikes, fire, riot, war, terrorism, acts of God, or any other causes beyond the control of the non-performing party.

27. The Parties intend that the benefits of this Agreement shall inure only to APTUS and Client and not to any third person.

28. This Agreement and the exhibits attached to it contain the entire understanding between the Parties and supersede all prior agreements, whether written or oral, relating to the subject matter of the Agreement.

29. The provisions of this Agreement will inure to the benefit of and be binding on the Parties and their respective representatives, successors, and assigns.

30. Client will not transfer or assign this Agreement without APTUS' written consent.

31. This Agreement and any amendments thereto, may be executed in counterparts, each of which shall constitute an original document, but which together shall constitute one and the same instrument.

32. The section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.

33. Any notice or communication will be deemed properly given upon personal delivery, electronic mail or via United States Postal Service or a nationally recognized courier.

34. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

35. No provision of this Agreement may be amended or waived unless agreed to in writing and signed by both Parties.

36. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions shall remain in full force and effect.

37. The Parties shall take such actions and execute and deliver such further documentation as may reasonably be required in order to give effect to the transactions contemplated by this Agreement.

38. 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 binding arbitration under the Federal Arbitration Act before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator will have no authority to change any of the terms of this Agreement. All decisions of the arbitrator shall be final and binding upon the Parties. The arbitrator shall not award punitive damages. Judgment upon any award rendered by the arbitrator may be entered in any court of competent jurisdiction.

39. 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 in addition to any other relief awarded and shall recover the prevailing party's share of the arbitrator's fees and other costs of the arbitration.

40. Provisions of this Agreement, which by their terms extend beyond the termination or nonrenewal of this Agreement, will remain effective after termination or nonrenewal.

Authorized representatives of the Parties have executed this Agreement below to express the Parties' agreement to its terms.

The Aptus Group	**TEACH Preparatory Elementary**
Cinthya Vodanovich	
	Full name, Title
vodanovich_cinthya@theaptusgroup.com	
	Email
(562) 869-0900	
	Phone Number
Signature	Signature
Date	Date

the aptus group

Exhibit A

Services and Bill Rates

Adapted Physical Education (APE)	$117/hr.
Occupational Therapist (OT)	$134/hr.
Speech and Language Pathologist (SLP)	$125/hr.
Board Certified Behavioral Analyst (BCBA)	$125/hr.
School Psychologist	$128/hr.

All services above include: Conducting assessments, report writing, delivering direct services, inputting information into IEP management system, preparing/participating in IEP meetings, and collaborating with stakeholders.

Credentialed School Nurse	$123/hr.
Registered Nurse (RN)	$85/hr.
Licensed Vocational Nurse (LVN)	$65/hr.
Certified Nursing Assistant (CNA)	$45/hr.

Credentialed School Nursing Includes: Conducting assessments, report writing, vision and hearing screenings, inputting information into IEP management system, preparing/participating in IEP meetings, and collaborating with stakeholders.

Certified Occupational Therapy Assistant (COTA)	$91/hr.
Speech and Language Pathology Aide (SLPA)	$83/hr.
School Counselor	$106/hr.

All services above include: Delivering direct services, inputting information into IEP management system, and collaborating with stakeholders.

Behavior Intervention Implementation (BII)	$52/hr.
Special Education Aide / Other non-certificated school support	$40/hr.
Substitute Teaching	$53/hr.
Specialized Academic Instruction	$90/hr.
Other	As Quoted

Minimum Service Charge

1. There is a 2-hour on-site minimum for all services, except BII and Substitute Teacher, Special Education Aide/Other non-certificated services which have a 5-hour on-site minimum.

Cancellation Fees

2. Client must notify APTUS at least one (1) Business Day in advance if there will be a change in school/student schedule or if the student is absent. Once the Assigned Employee is in-route or on site, Client will be charged reporting time pay.

3. If a meeting is canceled or postponed, Client must inform Assigned Employee at least one day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

Rush Rate

4. If Client requests an assessment to be completed in less than 40 calendar days or less of the required deadline, Client will be charged a rush rate of an additional $40 per hour.

Exhibit B

Special Education Services

Record Sharing

1. Client will provide APTUS with student records, as may be reasonably necessary for the proper provision of the Services.

Parent/Guardian Consent

2. In accordance with Federal laws, Services will be provided by Assigned Employees once IEP or another form of parent/guardian consent, such as a 504 Plan, is verified.

Assessments

3. Upon written request by Client and documentation of parent/guardian consent, APTUS assessment services shall include:

a. **Evaluation**: Assigned Employees shall conduct evaluations including initial, tri-annual, or re-evaluation IEP to determine eligibility.

b. **IEP Meeting Attendance**: Requests for Assigned Employees' attendance at an IEP meeting must be made in writing no less than ten (10) Business Days before the meeting. If the IEP meeting is canceled or postponed, Client must inform Assigned Employeeat least one (1) Business Day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

c. **Report**: APTUS will provide a written report of such assessments in compliance with Federal and State laws and regulations. Reports will be supplied to Client at least five (5) Business Days before the meeting date indicated at the time of the request.

Service Implementation

4. Upon written request by Client and receipt by APTUS of documentation of parent/guardian consent, APTUS shall provide special education services to Client's eligible students, which shall include, but is not limited to the following:

a. Review of IEP and/or related student records
b. Direct services addressing goals/objectives as indicated in IEP
c. Documentation of Services via Service Tracking in the IEP Management System
d. Monitoring of progress towards achievement of related goals/objectives

Exhibit C

Sample Benefits Waiver for Assigned Employees

In consideration of my assignment to _____ ("Client") by APTUS, I agree that I am solely an employee of APTUS for benefits plan purposes and that I am eligible only for such benefits as APTUS may offer to me as its employee. I further understand and agree that I am not eligible for or entitled to participate in or make any claim upon any benefit plan, policy, or practice offered by Client, its parents, affiliates, subsidiaries, or successors to any of their direct employees, regardless of the length of my assignment to Client by APTUS and regardless of whether I am held to be a common-law employee of Client for any purpose; and therefore, with full knowledge and understanding, I hereby expressly waive any claim or right that I may have, now or in the future, to such benefits and agree not to make any claim for such benefits.

EMPLOYEE	WITNESS
Signature	Signature
Printed Name	Printed Name
Date	Date

the aptus group

Exhibit D

Conversion Fee Charts

Category A

Adapted Physical Education (APE)	$12,000
Occupational Therapist (OT)	
Certified Occupational Therapy Assistant (COTA)	
Speech and Language Pathologist (SLP)	
Speech and Language Pathology Aide (SLPA)	
Board Certified Behavioral Analyst (BCBA)	
School Psychologist	
Credentialed School Nurse	

Category B

School Counselor	$9,000
Substitute Teacher	
Specialized Academic Instruction	
Registered Nurse (RN)	
Licensed Vocational Nurse (LVN)	

Category C

Behavior Intervention Implementation (BII)	$6,000
Special Education Aide / Other non-certificated school support	
Certified Nursing Assistant (CNA)	

The Aptus Group, Inc.

Staffing Agreement

The Aptus Group Inc., with its principal office located at PO Box 877, Redondo Beach, CA 90277 ("APTUS"), and TEACH Tech Charter High located at: 10616 S. Western Ave., Los Angeles, CA 90047 ("Client") agree to the terms and conditions set forth in this Staffing Agreement (the "Agreement"). APTUS and Client may be referred to as the "Party" in the singular or collectively as the "Parties".

Term of the Agreement

1. This Agreement shall be effective on the first date of execution and shall continue for a term of one year (the "Term"). To ensure continuity, the Agreement will automatically renew for subsequent years, and any changes to the terms, including services and pricing, will be addressed through the signing of a new amendment by both Parties.

2. The Agreement may be terminated by either Party upon twenty (20) Business Days written notice to the other party or at any time by mutual written agreement of the Parties. Each Party reserves the right to immediately terminate this Agreement if a Party becomes bankrupt or insolvent, discontinues operations, fails to make any payments, or breaches any other material term, condition, or duty under this Agreement.

APTUS

Duties and Responsibilities

3. APTUS will:

    a. Recruit, screen, interview, hire, and assign its employees ("Assigned Employees") to perform the type of work described on Exhibit A ("Services and Compensation Rates") under Client's supervision at Client's locations and will, as the common law employer of Assigned Employees, be responsible for the following:

    b. Pay Assigned Employees' wages and provide them with the benefits that APTUS offers to them;

    c. Pay, withhold, and transmit payroll taxes; provide unemployment insurance and workers' compensation benefits; and handle unemployment and workers' compensation claims involving Assigned Employees;

    d. Require Assigned Employees to sign an agreement (in the form of Exhibit C) acknowledging that they are not entitled to holidays, vacations, disability benefits, insurance, pensions, or retirement plans, or any other benefits offered or provided by Client; and

    e. Comply with federal, state and local labor and employment laws applicable to Assigned Employees, including the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance Portability and Accountability Act ("HIPAA"); the Family and Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act ("COBRA"); the Uniformed Services Employment and Reemployment Rights Act of 1994; California's Fair Employment and Housing

Act; Family Educational Rights and Privacy Act ("FERPA"), and the Patient Protection and Affordable Care Act (ACA).

f. Right to Control. APTUS, as the common law employer, has the right to physically inspect the work site and work processes; to review and address, unilaterally or in coordination with Client, Assigned Employee work performance issues and to enforce APTUS' employment policies relating to Assigned Employee conduct at the worksite.

g. Maintain a Non-Public Agency certification by the California Department of Education.

h. At its own expense, APTUS will perform the following types of background/qualification checks for its employees whom it selects for assignment to Client.

   i. All APTUS Assigned Employees under this Agreement will hold a California certification or license if appropriate and/or required for providing the requested service.

   ii. APTUS will certify that Assigned Employees receive mandatory instruction and trainings pursuant to California law.

   iii. APTUS shall conduct criminal background checks on all Assigned Employees through the Department of Justice ("DOJ") and Federal Bureau of Investigation ("FBI") as required by applicable law and certify that no Assigned Employees working with students have been convicted or are under investigation for the commission of a violent or serious felony (as defined by applicable law).

   iv. APTUS shall ensure that Assigned Employees have undergone a tuberculosis ("TB") risk assessment and clearance as non-infectious within 60 days of an employee's hire date in accordance with the California Education Code. APTUS shall maintain records of all TB assessments.

   v. APTUS makes no warranty or guaranty concerning Assigned Employees' abilities or performance, and Client will exercise its independent judgment in accepting and retaining Assigned Employees for assignment.

Client
Duties and Responsibilities

4. Client will
   a. Properly supervise Assigned Employees performing its work and be responsible for its business operations, products, services, and intellectual property;

   b. Provide Assigned Employees with a safe work site and provide appropriate information, training, and safety equipment with respect to any hazardous substances or conditions to which they may be exposed at the work site;

   c. Notify and obtain written approval from APTUS prior to changing Assigned Employees' job duties or responsibilities;

   d. Exclude Assigned Employees from Client's benefit plans, policies, and practices, and not make any offer or promise relating to Assigned Employees' compensation or benefits;

   e. Provide a copy of the school calendar and bell schedule upon the commencement of this Agreement identifying all Reporting Days, meaning days where Assigned Employees shall report to work.

f. Notify Aptus immediately if an Assigned Employee is injured/reports an injury or makes a complaint about discrimination, harassment, or retaliation.

g. Ensure that Assigned Employees are provided with meal periods and rest breaks as required by California law. Should Client fail to provide mandated meal periods and/or rest breaks as required by this Section, Client will be invoiced and responsible for paying all associated meal period and rest break premiums as provided in Section 11 below.

Compensation, Payment Terms and Fees

5. APTUS will bill Client for its performance at the rates set forth in Exhibit A and any additional costs or fees set forth in this Agreement. APTUS will invoice Client for services provided under this Agreement on a monthly basis. Payment is due within fifteen (15) Calendar Days of the invoice date. Invoices will be supported by the pertinent time sheets for documenting time worked by the Assigned Employees.

6. If Client disputes any portion of an invoice, Client must notify APTUS in writing within (15) calendar days of the invoice date and pay the undisputed amount. Failure to so notify APTUS of any objections will constitute acceptance of invoice and waiver by Client of such objections.

7. For payments not received within the maturity date as described in paragraph 5 above, Client will incur late charges on any outstanding balance at three percent (3%) monthly, compounded monthly on all outstanding balances until paid in full, or the maximum legal rate, whichever is higher. Any and all costs incurred in collecting past due amounts, including attorney fees, court fees, and dispute resolution fees, will be paid by Client.

8. APTUS reserves the right to suspend services to Client when outstanding invoices are more than sixty (60) days past due.

9. Client understands and agrees that APTUS invests substantial resources in recruiting and training its employees. Unless otherwise agreed in writing by both parties, Client must pay a conversion fee in the around set forth in Exhibit D to this Agreement ("Conversion Fee Charts") if Client uses any type of services of any Assigned Employee as its direct employee, as an independent contractor, or through any person or firm other than APTUS during the assignment or within twelve (12) months after the last day of the assignment.

10. Assigned Employees are presumed to be nonexempt from laws requiring premium pay for overtime, holiday work, or weekend work. APTUS will bill Client special rates for premium work time only when an Assigned Employee's work on assignment to Client, viewed by itself, would legally require premium pay and Client has authorized, directed, or allowed the Assigned Employee to work such premium work time. Client's special billing rate for premium hours will be the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

11. If Client's duty to pay meal period and/or rest break premiums is triggered under Section 4g, Client will be invoiced for and shall pay those premiums at the same multiple of the regular billing rate as APTUS is required to apply to the Assigned Employee's regular pay rate.

12. 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. Assigned Employee travel time will be included as part of the amounts payable by Client for any services rendered under this Agreement.

Insurance

13. AGENCY will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance. All limits may be met by a combination of primary and excess (umbrella) policies:

    i. WORKERS' COMPENSATION statutory coverage as required by the laws of the jurisdiction in which the services are performed;

    ii. EMPLOYER'S LIABILITY insurance with a limit of not less than $1,000,000 each accident, each employee;

    iii. COMMERCIAL GENERAL LIABILITY insurance, including personal injury and broad form property damage, with a $1,000,000 per single occurrence limit and $3,000,000 annual aggregate limit;

    iv. BUSINESS AUTO LIABILITY (where applicable) insurance for owned, hired and non-owned vehicles with a combined single limit of not less than $1,000,000 per occurrence;

    v. SEXUAL OR PHYSICAL ABUSE OR MOLESTATION LIABILITY insurance for $1,000,000 per claim and $2,000,000 aggregate covering AGENCY's liability for claims made by employees alleging discrimination, wrongful termination, harassment and other employment-related matters;

    vi. PROFESSIONAL LIABILITY/ERRORS & OMISSIONS insurance at a limit of not less than $1,000,000 per claim covering liability related to delivery of the AGENCY's services and $3,000,000 annual aggregate limit; and

    vii. UMBRELLA OR EXCESS LIABILITY insurance coverage at a minimum of $2,000,000 per occurrence. Such Umbrella Liability Insurance shall follow form and attach to the limit of the underlying primary liability policies for employer's liability, commercial general liability and business auto liability.

14. Client 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 all applicable legal requirements.

Cooperation

15. The Parties agree to cooperate and to assist the other Party in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve Assigned Employees

Indemnification and Limitation of Liability

16. To the extent permitted by law, APTUS agrees to defend, indemnify, and hold Client harmless from claims. losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: APTUS's breach of this Agreement; APTUS's failure to discharge its duties as set forth in Section 3; or the negligence, gross negligence, or willful misconduct of APTUS or APTUS's officers, internal employees, or authorized agents in the discharge of those duties and responsibilities.

17. To the extent permitted by law, Client agrees to defend, indemnify, and hold APTUS, its affiliates, directors, officers, owners, trustees, employees, agents and, representatives harmless from claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by: Client's breach

of this Agreement; Client's failure to discharge its duties as set forth in Section 4; Client's failure to comply with an applicable federal, state, or local laws; or the negligence, gross negligence, or willful misconduct of Client or Client's officers, employees, authorized agents, or subcontractors (other than APTUS).

18. Client and APTUS each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of fault allocated to such Party based on the acts or omissions of itself or its employees.

19. Neither Party shall be liable for, or be required to indemnify the other Party for, any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action. In no circumstance shall APTUS be liable for an amount exceeding, in total, the lesser of $10,000 or the sum paid by the Client to APTUS within the two months directly preceding the occurrence leading to the liability.

20. As a condition precedent to indemnification, the Party seeking indemnification will inform the other party within ten (10) Business Days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other Party; and the Party seeking indemnification will cooperate in the investigation and defense of any such matter.

21. 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.

22. The provisions in paragraphs 16 through 22 of this Agreement constitute the complete agreement between the Parties with respect to indemnification, and each Party waives its right to assert any common-law indemnification or contribution claim against the other Party.

Nature of Relationship

23. The services that APTUS will render to Client under this Agreement will be as an independent contractor. Nothing contained in this Agreement will be construed to create any actual or apparent agency, partnership, franchise, or relationship of employer and employee between the Parties.

Confidentiality

24. Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients including, without limitation, policies, procedures, operating manuals, software, business plans, contractual arrangements, budgets, financial information, student and/or patient records and employee information. Both Parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement, the defense of any claim or threatened claim against APTUS or Assigned Employees, the resolution of billing disputes or as required by law. No knowledge, possession, or use of Client's confidential information will be imputed to APTUS as a result of Assigned Employees' access to such information.

Miscellaneous

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

26. Neither Party will be responsible for failure or delay in performance of this Agreement if the failure or delay is due to labor disputes, strikes, fire, riot, war, terrorism, acts of God, or any other causes beyond the control of the non-performing party.

27. The Parties intend that the benefits of this Agreement shall inure only to APTUS and Client and not to any third person.

28. This Agreement and the exhibits attached to it contain the entire understanding between the Parties and supersede all prior agreements, whether written or oral, relating to the subject matter of the Agreement.

29. The provisions of this Agreement will inure to the benefit of and be binding on the Parties and their respective representatives, successors, and assigns.

30. Client will not transfer or assign this Agreement without APTUS' written consent.

31. This Agreement and any amendments thereto, may be executed in counterparts, each of which shall constitute an original document, but which together shall constitute one and the same instrument.

32. The section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.

33. Any notice or communication will be deemed properly given upon personal delivery, electronic mail or via United States Postal Service or a nationally recognized courier.

34. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

35. No provision of this Agreement may be amended or waived unless agreed to in writing and signed by both Parties.

36. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions shall remain in full force and effect.

37. The Parties shall take such actions and execute and deliver such further documentation as may reasonably be required in order to give effect to the transactions contemplated by this Agreement.

38. 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 binding arbitration under the Federal Arbitration Act before either JAMS or ADR Services, Inc. The venue for such arbitration shall be in Los Angeles, California. The arbitrator will have no authority to change any of the terms of this Agreement. All decisions of the arbitrator shall be final and binding upon the Parties. The arbitrator shall not award punitive damages. Judgment upon any award rendered by the arbitrator may be entered in any court of competent jurisdiction.

39. 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 in addition to any other relief awarded and shall recover the prevailing party's share of the arbitrator's fees and other costs of the arbitration.

40. Provisions of this Agreement, which by their terms extend beyond the termination or nonrenewal of this Agreement, will remain effective after termination or nonrenewal.

Authorized representatives of the Parties have executed this Agreement below to express the Parties' agreement to its terms.

The Aptus Group	**TEACH Tech Charter High**
Cinthya Vodanovich	Full name, Title
vodanovich_cinthya@theaptusgroup.com	Email
(562) 869-0900	Phone Number
Signature	Signature
Date	Date

the aptus group

Exhibit A

Services and Bill Rates

Adapted Physical Education (APE)	$117/hr.
Occupational Therapist (OT)	$134/hr.
Speech and Language Pathologist (SLP)	$125/hr.
Board Certified Behavioral Analyst (BCBA)	$125/hr.
School Psychologist	$128/hr.

All services above include: Conducting assessments, report writing, delivering direct services, inputting information into IEP management system, preparing/participating in IEP meetings, and collaborating with stakeholders.

Credentialed School Nurse	$123/hr.
Registered Nurse (RN)	$85/hr.
Licensed Vocational Nurse (LVN)	$65/hr.
Certified Nursing Assistant (CNA)	$45/hr.

Credentialed School Nursing Includes: Conducting assessments, report writing, vision and hearing screenings, inputting information into IEP management system, preparing/participating in IEP meetings, and collaborating with stakeholders.

Certified Occupational Therapy Assistant (COTA)	$91/hr.
Speech and Language Pathology Aide (SLPA)	$83/hr.
School Counselor	$106/hr.

All services above include: Delivering direct services, inputting information into IEP management system, and collaborating with stakeholders.

Behavior Intervention Implementation (BII)	$52/hr.
Special Education Aide / Other non-certificated school support	$40/hr.
Substitute Teaching	$53/hr.
Specialized Academic Instruction	$90/hr.
Other	As Quoted

Minimum Service Charge

1. There is a 2-hour on-site minimum for all services, except BII and Substitute Teacher, Special Education Aide/Other non-certificated services which have a 5-hour on-site minimum.

Cancellation Fees

2. Client must notify APTUS at least one (1) Business Day in advance if there will be a change in school/student schedule or if the student is absent. Once the Assigned Employee is in-route or on site, Client will be charged reporting time pay.

3. If a meeting is canceled or postponed, Client must inform Assigned Employee at least one day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

Rush Rate

4. If Client requests an assessment to be completed in less than 40 calendar days or less of the required deadline, Client will be charged a rush rate of an additional $40 per hour.

Exhibit B

Special Education Services

Record Sharing

1. Client will provide APTUS with student records, as may be reasonably necessary for the proper provision of the Services.

Parent/Guardian Consent

2. In accordance with Federal laws, Services will be provided by Assigned Employees once IEP or another form of parent/guardian consent, such as a 504 Plan, is verified.

Assessments

3. Upon written request by Client and documentation of parent/guardian consent, APTUS assessment services shall include:

a. **Evaluation**: Assigned Employees shall conduct evaluations including initial, tri-annual, or re-evaluation IEP to determine eligibility.

b. **IEP Meeting Attendance**: Requests for Assigned Employees' attendance at an IEP meeting must be made in writing no less than ten (10) Business Days before the meeting. If the IEP meeting is canceled or postponed, Client must inform Assigned Employeeat least one (1) Business Day in advance. If Client fails to do so, they will be charged a cancellation fee equal to 1 hour of the Assigned Employee's bill rate.

c. **Report**: APTUS will provide a written report of such assessments in compliance with Federal and State laws and regulations. Reports will be supplied to Client at least five (5) Business Days before the meeting date indicated at the time of the request.

Service Implementation

4. Upon written request by Client and receipt by APTUS of documentation of parent/guardian consent, APTUS shall provide special education services to Client's eligible students, which shall include, but is not limited to the following:

a. Review of IEP and/or related student records
b. Direct services addressing goals/objectives as indicated in IEP
c. Documentation of Services via Service Tracking in the IEP Management System
d. Monitoring of progress towards achievement of related goals/objectives

Exhibit C

Sample Benefits Waiver for Assigned Employees

In consideration of my assignment to _____ ("Client") by APTUS, I agree that I am solely an employee of APTUS for benefits plan purposes and that I am eligible only for such benefits as APTUS may offer to me as its employee. I further understand and agree that I am not eligible for or entitled to participate in or make any claim upon any benefit plan, policy, or practice offered by Client, its parents, affiliates, subsidiaries, or successors to any of their direct employees, regardless of the length of my assignment to Client by APTUS and regardless of whether I am held to be a common-law employee of Client for any purpose; and therefore, with full knowledge and understanding, I hereby expressly waive any claim or right that I may have, now or in the future, to such benefits and agree not to make any claim for such benefits.

EMPLOYEE	WITNESS
Signature	Signature
Printed Name	Printed Name
Date	Date

the aptus group

Exhibit D

Conversion Fee Charts

Category A

Adapted Physical Education (APE)	$12,000
Occupational Therapist (OT)	
Certified Occupational Therapy Assistant (COTA)	
Speech and Language Pathologist (SLP)	
Speech and Language Pathology Aide (SLPA)	
Board Certified Behavioral Analyst (BCBA)	
School Psychologist	
Credentialed School Nurse	

Category B

School Counselor	$9,000
Substitute Teacher	
Specialized Academic Instruction	
Registered Nurse (RN)	
Licensed Vocational Nurse (LVN)	

Category C

Behavior Intervention Implementation (BII)	$6,000
Special Education Aide / Other non-certificated school support	
Certified Nursing Assistant (CNA)	

NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
STAFFING AGREEMENT

This Staffing Agreement (this "Agreement") is entered into on **June 4, 2024 ("Effective Date") by New Mediscan II, LLC dba Cross Country Education on behalf of itself and its affiliates (collectively "Agency")** and **TEACH Public Schools ("Client")**. Agency and Client may be referred herein individually as a "Party" or collectively as the "Parties".

1. STAFFING SERVICES. Agency will refer to Client qualified and skilled personnel ("Personnel") for positions described in Exhibit A meeting the requirements outlined by Client and set forth in Exhibit B for Client's locations set forth in Exhibit C. Agency will supply Personnel. Agency will use commercially reasonable efforts to provide the Personnel when and as requested by Client. Agency will use commercially reasonable efforts to verify Personnel credentials; however, Agency makes no warranty or guaranty concerning Personnel abilities or performance and Client will exercise its independent judgment in accepting and retaining Personnel for assignment. All other testing and/or additional credentialing required by Client, including any changes to Exhibit B, shall be performed by Agency at Client's sole cost and expense. Any such Client requirements shall be billed to Client.

2. APPROVED VENDOR SUBCONTRACTORS. Agency may utilize subcontractors ("Approved Vendors") on an as needed basis by utilizing Approved Vendor's healthcare professionals ("Approved Vendor Personnel"). Prior to any Approved Vendor providing Services hereunder, Agency shall contractually require that every Approved Vendor performing duties pursuant to this Agreement meet all requirements and all applicable qualifications outlined herein, including all obligations, insurance, indemnification, representations, and warranties that apply to Agency and Agency employees under this Agreement and any Exhibits included herein. It is understood between the parties that Agency shall not insure or indemnify the Approved Vendor or Approved Vendor Personnel but that Client shall proceed directly against the Approved Vendor as Client shall be named a third party beneficiary for such purposes in the subcontracting agreement between Agency and Approved Vendor **A**ssignments filled through the use of Approved Vendors will be coordinated and arranged by Agency. Each Approved Vendor providing services under this Agreement shall be liable for their own respective acts or omissions. Agency shall not be liable for the acts or omissions of Approved Vendors or their respective employees.

3. INDEPENDENT RELATIONSHIP. Agency will render all services contemplated under this Agreement to Client as independent contractors and not as employees, agents, partners of, or joint ventures with Client. No Personnel performing services under this Agreement shall have any authority to bind Agency or modify this Agreement.

4. COMPLIANCE WITH LAWS; GENERAL TERMS; STANDARD OF PERFORMANCE. Agency shall comply with all federal laws, regulations and procedures regarding legal status to work and reside in the U.S., including completion of required Immigration and Naturalization forms upon hire. Agency is an Equal Opportunity Employers. Agency and Client will not discriminate in the placement of Personnel on the basis of race, creed, color, national origin, sex, age, disability, citizenship or veteran status. The Parties agree to perform the obligations under this Agreement pursuant to applicable federal, state, and local laws, including but not limited to, meal period and rest break laws. Specifically, Client shall have, and be responsible for, daily supervision over Personnel including, without limitation, providing (a) a safe, harassment free, abusive conduct free and discrimination free workplace, (b) all necessary and appropriate equipment for the work to be performed by the Personnel in the workplace environment, (c) all necessary and appropriate safety and operational training of Personnel on such equipment and concerning such environment, and (d) full compliance with all

applicable federal and state wage and hour laws; safety laws and other regulatory laws. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement. Each Party will indemnify the other, its affiliates, directors, officers, trustees, employees, agents and representatives for the indemnifying Party's failure to abide by such applicable federal, state, or local laws.

5. EXCLUSIVITY; FIRST AGENCY TO REFER PERSONNEL. Agency acknowledges and agrees that Client is not obligated to use Agency exclusively to provide Client with any Personnel. If Agency submits Personnel's complete profile to Client, orally or in writing, before any other agency does so, Client agrees to staff and / or hire Personnel only through Agency.

6. BILLING AND PAYMENT. Agency will invoice Client weekly for services pursuant to the rates and terms contained on Exhibit A; payment shall not be subject to offset or waived for any delay in presentment. If additional attachments need to be provided with the invoice, Client agrees to provide that information in writing, prior to the first assignment. If, under applicable state law, Agency is required to pay Personnel any wage/hour penalty, Client will be billed for and will pay such penalty for such Personnel. Payment shall be due within thirty (30) days after invoice date. Agency will accept payment in the following forms: credit card, check and electronic funds transfer. Any payments processed via credit card, ACH debit or drawdown wire shall not require Client's additional authorization prior to processing payment. Such form of payment may incur a processing fee. A finance charge equal to the greater of 18% or the highest maximum lawful rate per annum, will be added to all outstanding amounts unpaid for thirty (30) days or more. Client will submit, in writing, any and all objections to the invoices to Agency within five (5) business days after Client's invoice date to allow Agency to timely investigate the concern and provide additional information or issue a credit. Failure to so notify Agency of any objections will constitute acceptance of invoice and waiver by Client of such objections. Late invoicing will not affect Client's responsibility for payment. Payments shall be applied in the following order against amounts owed by Client to Agency: (a) first, to the payment of any costs of collection incurred by Agency (including any attorneys' fees and expenses), (b) second, to any late fees and/or penalties, including, but not limited to, any finance charges and (c) last, to the payment of fees for services rendered by Agency to Client under this Agreement. Client and Agency agree that any settlement of disputes regarding this Agreement must be in writing and signed by Agency and Client, or it will not be binding upon either of them. Client authorizes Agency to receive and deposit payments marked "paid in full" or "full satisfaction and discharge" or words of similar import, without waiving Agency's right to proceed against Client for any outstanding amounts owed by Client in excess of such payments. Client agrees to pay any added charges relating to excise, gross receipts, sales tax, or other similar taxes, if applicable. In the event such payments are not made, Agency shall have the right to pay such sums at its discretion and Client agrees to reimburse Agency for all such payments made. Any partial payment of an invoice received and deposited by Agency shall not be deemed to be payment in full of such invoice and shall not waive Agency's right to proceed against Client for any outstanding amounts owed by Client in excess of such payment.

7. SALES, GROSS RECEIPTS, AND/OR APPLICABLE TAXES. Rates listed in this Agreement and any attached exhibits do not include state and local sales tax, gross receipts tax or other applicable taxes. Services provided that are subject to such taxes will be billed at the appropriate rate plus the applicable taxes, payable by Client. Taxability will be determined based on the location where the service is provided. If Client is exempt from such taxes or should not be charged for other legal reasons, it is Client's duty to provide proof of exemption to Agency. In the event that Client utilizes a third party billing system that does not provide an option to bill for tax, Client will be billed separately for the tax due. In the event certain taxes arise from either (a) a determination that Client was not exempt or (b) a determination such services should have been taxable and for which no taxes were charged, Agency shall separately invoice those amounts and Client shall be responsible to pay such amounts according to the terms noted in the billing and payment section of this Agreement.

8. NON-SOLICITATION. Unless otherwise prohibited by applicable law, Client agrees not to solicit any of Agency's employees, including Personnel performing services hereunder, to become employed by Client or to attempt to otherwise modify the employment relationship between Agency's employees, including Personnel, and Agency and/or its affiliates in any manner, except as provided in the attached Exhibit A of this Agreement.

9. SCHOOL PROPERTY. Any items provided by Client to CCE Personnel is the responsibility of the Client. CCE will not reimburse Client for any items not returned by the CCE Personnel to the Client.

10. TERM/TERMINATION OF AGREEMENT. This Agreement shall begin on the date first written above and shall continue for a term of one year. This Agreement at the end of such term will be automatically renewed for successive one year periods unless terminated sooner. This Agreement may be terminated by either Party on fifteen (15) days' written notice, or at any time by mutual written agreement of the Parties. Agency reserves the right to immediately terminate this Agreement in the event: (i) Client breaches any duty under this Agreement, including but not limited to the failure to timely pay any amounts due to Agency; (ii) if required by law or regulation; or (iii) if Client becomes insolvent or commits any act of bankruptcy, or a petitioner for involuntary bankruptcy is filed against Client, or Client makes a general assignment for the benefit of creditors under the bankruptcy or insolvency laws. On termination, Agency shall have no further obligation to provide Client with Personnel.

11. CONFIDENTIALITY. The Parties agree that this relationship may meet the requirements established under the Family Educational Rights and Privacy Act ("FERPA") and shall act in accordance with FERPA standards. In addition, Client agrees that it will not, directly or indirectly, disclose to any Personnel or any third party any rate or other remuneration information disclosed by Agency to Client or any other information contained in this Agreement, except to the extent that such information is required to be disclosed by law, court or governmental order. Client acknowledges that all information regarding rates and other remuneration, as between Agency and Personnel and Client and Agency, is considered proprietary by Agency. The terms of this Section shall survive the termination of this Agreement for any reason.

12. INSURANCE. During the term of this Agreement, Agency will maintain Workers' Compensation insurance at levels established by applicable state, automobile liability insurance with limits of $1,000,000 and general liability insurance with limits of $1,000,000 (individual) and $3,000,000 (aggregate). Such general liability coverage shall include claims for sexual abuse and molestation. Agency shall furnish, at Client's request, a certificate of insurance evidencing such coverage.

13. LIABILITY AND INDEMNIFICATION. Agency agrees to indemnify Client from claims and liabilities (including reasonable attorneys' fees) relating to any property damage, personal injuries or death, resulting directly from the negligent acts or omissions of Agency or its employees while performing services pursuant to this Agreement. Client agrees to indemnify Agency, its affiliates, directors, officers, trustees, employees, agents and representatives from claims and liabilities (including reasonable attorneys' fees) relating to personal injuries or death, resulting directly from the negligent acts or omissions of Client or its employees. Client and Agency each agree that they shall only be liable to the other Party under this section for the proportionate liability or relative share of negligence allocated to such Party based on the negligent acts or omissions of itself or its employees.

14. VIRTUAL SERVICES. Most services are available for virtual delivery. If virtual services are requested, Client agrees to indemnify and hold harmless Agency for any violations of FERPA while delivering virtual or other services requested by Client.

15. RISK MANAGEMENT. Client agrees to notify Agency's Risk Management Department by phone at (800) 513-5635 or (888) 235-3321 within fifteen (15) days of any incident or concern regarding care of student(s), incident or pending or threatened lawsuit relating to services provided under this Agreement. Failure of Client to provide such notice shall relieve Agency from any and all liability, damage or costs (including any indemnity obligations) resulting from the alleged incident or complaint. Upon receipt of notification of an incident, Agency's Risk Management Department will take all steps it deems reasonably necessary related to the same. Agency and Client agree that neither Party shall take any retaliatory and/or disciplinary action against Personnel should they report any safety or quality care concerns to any such regulatory agency. Client will be responsible for recording Personnel work injuries on Client's injury logs and will indemnify Agency for any violations of Occupational Safety and Health Administration (OSHA) laws related to Personnel. In the event of an injury to Personnel while working, Client shall advise Personnel to immediately report the injury to Agency. During

business hours the number to call is 800-695-7810. During after-hours and weekends the number to call for travel personnel is 800-347-2264 and the respective branch number for per diem. Agency's Workers' Compensation Team will direct Personnel regarding treatment and the filing of a Workers' Compensation claim.

16. NOTICES; BILLING ADDRESS. Any notice rendered in connection with this Agreement shall be in writing and shall be effective when delivered personally (including by Federal Express, Express Mail, or similar courier service), if sent by facsimile, on the date of transmission with confirmed answer back, or five (5) days following deposit into the United States mail, certified mail, return receipt requested, first class postage prepaid, addressed to such Party at the address set forth below, with a copy to Susan Ball, General Counsel if notice is sent to Agency. Client agrees to promptly notify Agency in writing of any incidents that could lead to liability for Agency or its employees, including Personnel, and any threatened or pending litigation or claims arising out of or relating to the services provided hereunder.

If to Agency:		If to Client:	
Cross Country Healthcare, Inc. 6551 Park of Commerce Blvd. NW Boca Raton, FL 33487		**TEACH Public Schools** **10600 S. Western Ave.** **Los Angeles CA, 90047**	
ATTENTION:	Contract Administration	ATTENTION:	**Account Payable**
PHONE	800.873.9182	PHONE	**accountspayable@teachps.org**
		FAX	

If Client's billing address differs from Client's notification address, Agency will invoice Client's billing address as indicated below.

If to Client:	
ATTENTION:	
PHONE	
FAX	

17. CONFLICT OF INTEREST. Agency represents that it presently has no interest, and shall not acquire any interest, direct or indirect, financial or otherwise, which conflicts in any manner or degree with Client or with the performance of the Services under this Agreement. Agency further represents that it shall not engage any person having such conflict of interest to perform services.

18. ACCESS TO RECORDS. In accordance with Federal regulations and for four (4) years after the termination of this Agreement for any reason, Agency agrees to make available to the Secretary, U.S. Dept. of Health and Human Services, the U.S. Comptroller General and their representatives, this Agreement and all books, documents and records necessary to certify the nature and extent of the costs of the services provided hereunder.

19. GOVERNING LAW. This Agreement shall be interpreted pursuant and subject to the laws of the State of California. The Parties agree that any action between the Parties must be brought in a court of competent jurisdiction in the State of California, Los Angeles County, where the Parties consent to jurisdiction.

20. ENTIRE AGREEMENT; MODIFICATIONS; WAIVERS; SURVIVAL. This Agreement constitutes the entire agreement between the Parties with respect to the matters herein and supersedes all prior agreements, arrangements and understandings (whether oral or written) between the Parties. Other than as provided for Exhibit A, this Agreement shall not be modified, except in writing signed by both Parties

expressly stating that it constitutes a modification of this Agreement. Exhibit A shall be updated annually in accordance with provisions of Exhibit A, and will be sent by Agency to Client contact. Such updated Exhibit A will be effective on the Effective Date. Failure of any Party to insist upon strict compliance with any of the terms of this Agreement in one or more instances shall not be deemed a waiver of its rights to require such compliance in the future. This Agreement shall be binding upon and inure to the benefit of the successors and permitted assigns of the Parties hereto. If an action is brought to enforce or interpret this Agreement, the prevailing Party shall be entitled to recover its costs and reasonable attorneys' fees relating to such action. If any term or provision of this Agreement shall be found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, such finding shall not invalidate the whole Agreement. Such term or provision shall be deemed modified only to the extent necessary by adjudication to render such term or provision valid, legal and enforceable. **Notwithstanding anything herein to the contrary, Sections 3, 6-7, 9-13, 15, and 18-21 shall survive the termination of this Agreement for any reason.**

21. ATTACHMENTS; COUNTERPARTS; FACSIMILE DELIVERY. Each Exhibit to this Agreement is hereby incorporated by reference in this Agreement as if such Exhibit was set out in full in the text of this Agreement. This Agreement may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page of this Agreement by facsimile transmission shall be effective as delivery of a manually executed counterpart hereof.

22. CONSEQUENTIAL; SPECIAL DAMAGES. IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, SPECIAL OR PUNITIVE DAMAGES OR EXPENSES OR LOST PROFITS (REGARDLESS OF HOW CHARACTERIZED AND EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES) UNDER OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, STATUTORY LIABILITY OR OTHERWISE).

IN WITNESS HEREOF, the Parties have caused this Agreement to be executed on the Effective Date of this Agreement.

NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION	**Client: TEACH Public Schools**
SIGNATURE	SIGNATURE
PRINTED NAME	PRINTED NAME
TITLE	TITLE
DATE	DATE

CCE 02.2023

EXHIBIT A
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS

A. PLACEMENT FEES Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each Personnel, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such employee's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. REPORTING PAY. For Special Education visits, a one-hour minimum visit will be assessed if we are not advised 24 hours in advance of a schedule change.

C. MINIMUM BILLING. All services have minimum billing requirements, which are listed in the rate tables below.

D. RATE CHANGES. The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

E. RATES. The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/04/2024

FEES FOR SPECIAL EDUCATION PROVIDERS, ASSESSORS AND CONSULTANTS

Special Education Provider Rates (Minimum Visit Rates are for on-site visits. Off-site time is billed in 15 min. increments)	Hourly Rate	Minimum Billing Increments
Academic Assessor	$122.57	1 hour for IEPs, virtual services, and consultation
Adapted Physical Education Teacher (APE)	$116.39	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Assistive Technology (AT)	$133.90	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Augmentative and Alternative Communication (AAC)	$138.02	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Behavior Intervention Development (BID)	$125.66	1 hour for IEPs, virtual services and consultation; 2 hours for direct services
Case Manager	$125.66	4 hours weekly

CF	$97.85	
Credentialed School Nurse w/ Audiometrist Certificate (SN)	$123.60	1 hour per day
Deaf and Hard of Hearing (DHH)	$143.17	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
DIS Counselor	$105.06	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Educational Audiologist	$175.10	1 hour for IEP's and consultation
Educationally Related Intensive Counseling Services or Educationally Related Mental Health Services (ERICS or ERMHS)	$122.57	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Expert Consult	$231.75	2 hours per day
Expert Program Oversight	$174.00	1 hour per day
Occupational Therapist (OT)	$138.02	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Certified Occupational Therapist Assistant (COTA) Supervisor provided by CCE and Client is not charged for supervision separately.	$93.22	1 hour for virtual services; 3 hours for direct services
Program Administrator	$169.95	4 hours weekly
Resource Teacher (RST)	$88.58	8 hours daily
School Psychologist	$130.81	1 hour for IEPs, virtual services, consultation and on-site services
Speech and Language Pathologist (SLP)	$141.11	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Speech and Language Pathology Assistant (SLPA) Supervisor provided by CCE and Client is not charged for supervision separately.	$95.79	1 hour for virtual services; 3 hours for direct services
Translation	$100.00	1 hour per request
Other Providers not listed in the agreement	Contact for quote	
Permanent Placement Fees for Special Education Providers and Assessors		
All modalities	$35,000 flat fee	

TRAINING FEES

Description of Fees	Fee
Training Services CCE provides an array of training options. Call us and we will create a customized plan to address your needs.	Contact for quote

CCE 02.2023

EXHIBIT A – SUBSTITUTE SERVICES
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS

A. PLACEMENT FEES. Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each individual, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such individual's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. SUBSTITUTE TEACHER DAILY CALCULATIONS. The hours billed are inclusive of an additional 15 minutes at the start and 15 minutes at the end time of the Client's bell schedule. An additional 15 minutes may be added to the start of the workday, if a morning break is not included in the Client's bell schedule. As lunch is unpaid, the duration of the lunch shall be deducted from the above calculation.

C. LESSON PLANNING AND GRADING CALCULATIONS. Lesson planning rates shall be included for any and all assignments requiring lesson planning or grading. Client will be billed retroactively, if applicable. Pupil Free Days and Professional Development Days will be billed at the lesson planning rate if Personnel is required to report to work on those days. If transition days are requested, they will be billed as an assignment not requiring lesson planning. If a lesson planning substitute teacher is absent, the Client will be charged the lesson planning rate of that teacher when Personnel cover the assignment. When Personnel have a credential/certificate, the higher lesson planning rate applies when the class covered is that of the Personnel's certificate/credential. A Client administrator or administrative designee must approve all additional duties on the Personnel's timecard. Daily rate encompasses 8 hours a day. All additional time past the 8th hour is considered overtime and the overtime rate will apply. CCE Personnel are entitled to one prep period per lesson planning assignment. Should a prep period not be available to the Personnel during the 8-hour day, a surcharge of one hour will be assessed. If the full day plus the prep period adjustment exceeds 8 hours in a day or 40 hours in the week, the overtime rate will apply. Personnel must also be provided with legally required breaks and a duty-free 30-minute lunch. If neither of these are provided, additional fees will apply.

D. BREAKS AND REST PERIODS. Client agrees to schedule and supervise all Personnel while on assignment with Client and provide all Personnel with all meal periods and rest breaks required by law. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement.

E. CONFIRMED ASSIGNMENT CHANGES. Once an Personnel is in route to the confirmed assignment, Client may not reduce the confirmed hours or materially change the type or location of the assignment confirmed. If the Client extends the assignment end time, the rate will change accordingly. If the assignment hours are shortened, the full rate of the confirmed assignment will be charged. Client shall immediately notify Agency within 1 business day if Personnel does not show up for a confirmed assignment. Client will be charged all confirmed amounts unless Agency is notified of the Personnel "No Show".

F. REPORTING PAY/BILL FOR ASSIGNMENT CANCELLATION. For Substitute Services, reporting pay may be billed at the regular bill rate in accordance with current state and federal laws. Client may be charged if a confirmed assignment is cancelled once the employee is in route or has arrived at the assignment. For bus rider assignments, the assignment begins at the student's residence.

G. **TIME AND ATTENDANCE.** A Client representative and the assigned Personnel shall each provide the hours worked by Personnel. For per diem Personnel, the electronic timekeeping software shall be provided by Agency to Client and updated daily so that Client can review. For long term Personnel, a Client representative shall promptly approve the hours worked by Personnel by responding weekly to an email provided by Agency to Client with hours worked at their school site, indicating exact time in and time out, including records of all breaks and meal periods. Time entries not formally approved on such a basis shall be deemed accepted and approved by Client and processed for invoicing. Client's approval shall constitute Client's acceptance and waiver of objections to the work performed by Personnel, the number of hours so listed, the shift and unit worked by Personnel and other additional charges listed thereof.

H. **RATE CHANGES.** The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

I. **MINIMUM BILLING**. Some services have minimum billing requirements, which are listed in the rate tables.

J. **RATES.** The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 08/04/2024
FEES FOR SUBSTITUTE TEACHERS & SCHOOL SUPPORT STAFF

Rates and Fees for Substitute Teacher Assignments	Rates
Per Diem – no lesson planning or grading - Full Day – 0.00 – 8.00 hours	$395.50 per day
Long-Term – Lesson Planning and Grading - Teacher with a 30-day Substitute Permit	$430.50 per day
Long-Term - Lesson Planning and Grading - Credentialed Teacher (not including Special Education Credential)	$465.50 per day
Long-Term - Lesson Planning and Grading - Special Education Credentialed Teacher	$600.00 per day
Overtime, Failure to Provide Lunch Break or Failure to provide Rest Break	1.5x the hourly rate for the affected assignment
Missed Prep Fee for lesson planning or grading assignments	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	4 hours at the hourly rate for the affected assignment
Rates and Fees for School Support Staff	**Hourly Rate**
Campus Aide – no classroom support – high school diploma	$30.00 per hour
Paraprofessional – classroom support – high school diploma + Parapro certification	$36.50 per hour
Office Assistant – no classroom support – high school diploma	$36.00 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units	$36.50 per hour
Certified Nursing Assistant (CNA) – licensed – six hour minimum	$40.50 per hour
Licensed Vocational Nurse (LVN) – licensed – six hour minimum	$57.50 per hour
Special Education Aide – Non-Crisis Intervention (NCI) Certified or QBS Trained –	$38.50 per hour

classroom support – 48 units - licensed	
Behavior Intervention Aide (BII) – classroom support – 48 units	$40.50 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support – 48 units - licensed	$42.50 per hour
Overtime, Failure to Provide Lunch Break, Failure to provide Rest Break and After-School Assignment (2pm or later) Hourly rate	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	½ scheduled shift but no less than 2 hours
Placement Fees for Teachers and School Support Staff	
Credentialed Teachers	$10,000 flat rate fee
1-90 assigned days at client site	$5,000 flat rate fee
>90 assigned days at client site	$3,500 flat rate fee

CCE 02.2023

Exhibit B

Special Education Providers, Substitute Teachers and Support Staff
HEALTH SCREENING AND CREDENTIALING REQUIREMENTS

1. Agency's Personnel must meet the requirements set forth below in accordance with the below tables based on the location of services being provided. Client agrees to not require the employee to provide any additional items other than those listed below. Agency attests that for each of its respective employees they meet the minimum requirements and (a) they have completed all of the health and background screenings requirements below; (b) there has been no break in service greater than 180 days of such employees subsequent to conducting such health and background screenings; and (c) the results of those screenings has not shown any issues that would render such employee reasonably unacceptable to the Client or otherwise negatively impact the health or safety of any child.

2. Client understands and agrees that it will incur additional costs for any health screenings and/or credentialing requested that is not set forth in this Exhibit B. In addition, any requests by Client other than as set forth on Exhibit B must be agreed upon in writing before Agency shall be required to provide any such additional health screenings and/or credentialing.

3. Items on this document cannot be waived or altered unless approved by the Senior Director of Business Administration or the Vice President of Education . Any item waived cannot be an item that places the employee in a non-compliant status per applicable laws and directives.

FOR SERVICES PROVIDED IN CALIFORNIA		
TYPE	**FREQUENCY**	**DETAILS**
TB Test	At hire, re-activation, and at expiration	Must be within past 60 days and expires 4 years after test results read
State of California License (Academic Assessor, Registered Nurse, Registered Behavior Technician, Licensed Vocational Nurse, Marriage and Family Therapist, Music Therapist, Art Therapist, Physical Therapist, Physical Therapist Assistant, Licensed Clinical Social Worker, Speech Language Pathologist, Speech Language Pathologist Assistant, Certified Occupational Therapist Assistant, Occupational Therapist, Orientation/Mobility Specialist, Psychologist, Audiologist, Behavior Intervention Development, and Certified Nursing Assistant only)	At hire, re-activation, and at expiration	Unencumbered license - all flags or suspensions must be explained and evaluated by a Director prior to hire
Board Certified Behavior Analyst (BCBA) License	At hire, re-activation, and at expiration	Unencumbered license - all disciplinary sanctions must be explained and evaluated by a Director prior to hire
Non-Violent Crisis Intervention Training (if required)	At hire, re-activation, and at expiration	Current and Valid

CCE 02.2023

CTC Permit (30-day permitted substitute teachers only)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
CTC Credential (Special Education Teacher, Case Manager, Certified or Credentialed Nurse, Educational Diagnostician, Expert Consult, Program Admin, Teachers for the Deaf and Hard of Hearing, Teachers for the Visually Impaired, Resource Teacher, School Psychologist, Adapted Physical Education Teacher, and School Counselor)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
Transcripts – 48 Units (SpEd Aide, Teacher Assistant)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School (Office, Campus Aide, BII)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School + Parapro Certification (Paraprofessional)	At hire and re-activation	Units earned meet or exceed ESSA requirements
First Aid/CPR License (RN, LVN or CNA Only)	At hire, re-activation, and at expiration	Current and Valid
Livescan Results (DOJ/FBI)	At hire, re-activation, and as subsequent arrests are received by DOJ/FBI	Any convictions must be explained and evaluated for Ed Code compliance. If acceptable per Ed Code, evaluated by a Director before hire.
Mandated Reporter, Bloodborne Pathogen	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Positive Behavior Interventions and Supports Trainings (SpEd Providers and BII's)	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Sexual Harassment Training	At hire or reactivation, and every 2 years thereafter	Certificate of completion is maintained in the employee file.

CCE 02.2023

Exhibit C

- **TEACH Prep. Elementary:**

8505 S. Western Ave. LA, CA, 90047

- **TEACH Academy of Technologies 5th-6th:**

5th and 6th grades- 10000 S. Western Ave. LA, CA, 90047

- **TEACH Academy of Technologies 7th-8th:**

7th and 8th grades- 10045 S. Western Ave. LA, CA, 90047

- **TEACH Tech Charter High:**

10616 S. Western Ave. LA, CA, 90047

scoot.education

TERMS OF SERVICE ADDENDUM

The following terms of service and exhibits are incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2024. You will be regarded as having accepted into this addendum when any of the following occur:

(a) by confirming acceptance of this Agreement in writing; or

(b) by requesting us to supply Substitutes after receiving this document; or

(c) by paying one of our invoices for the provision of Substitutes after receiving this document.

GENERAL CLAUSES

1. DEFINITIONS

ParaPro Staffing	ParaPro staffing is available to Customers that require bespoke paraprofessional staffing of five (5) or more paraprofessionals, priced at an hourly rate. ParaPros have been specifically recruited to fill paraprofessional vacancies and have access to Scoot's paraprofessional customized training.

2. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of Agreement with Customer the following kinds and minimum amounts of insurance:

1.1 Workers' Compensation

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

1.2 Commercial General Liability

Commercial general liability insurance with a $2,000,000 combined single limit per occurrence / $4,000,000 aggregate and includes contractual liability and personal injury coverage;

1.3 Automobile Liability

Hired and non-owned auto liability insurance with a $1,000,000 combined single limit per occurrence;

1.4 Umbrella Insurance

Umbrella policy of $2,000,000 providing excess limits over the primary policies described above;

1.5 Abusive Acts Coverage

Abusive Acts liability insurance with a $1,000,000 combined single limit per occurrence / $1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

EXHIBIT A
FEES FOR SUBSTITUTES

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 (up to 8.5 hours/day)	Long-term day rate (up to 8.5 hours/day)#
Teaching Assistant & Paraprofessional	$231	$254	$344	$378
ParaPro Staffing	*Contact Scoot for bespoke hourly ParaPro staffing when requiring five or more paraprofessionals.*			
Teacher (emergency 30-day substitute permit or California credential)	$250	$275	$373	$410
TeachStart Fellow	N/A	N/A	$410	$410
Special Education Credential in SpEd role	$313	$344	$466	$513

* Because Scoot Substitutes are non-exempt hourly employees, additional charges over and above the standard School Bill Rate will apply in the event that a Substitute is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly bill rate according to the above table (e.g., overtime for a Teaching Assistant is charged at $344/8.5*1.5 per hour). 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	$1,000

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 charge is set forth in this 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. Any charge indicated on any invoice not challenged by you within 30 days of your receipt of said invoice shall be deemed presumptively valid**. 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.

COLLECTION COSTS

If we are required to use a collection agency or debt collector to collect money owed by Customer under the terms of this Agreement, Customer agrees to pay the reasonable costs of collection charged by such collection agency or debt collector and such costs may be added to the debt. These costs include but are not limited to any collection agency fees, reasonable attorneys' fees incurred by the collection agency, applicable interest or any other related cost (together, "Collection Costs").

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						
		1-10	**11-20**	**21-30**	**31-50**	**51-75**	**76-99**	**100+**
Bubble length (days)	**1 month**	0%	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. 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.
2. 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.
3. Customer will have the option to renew a Substitute Bubble at the end of each commitment period.
    a. Customer shall not have the option to decrease Substitute Bubble size or length other than at the time of a renewal.
    b. Customer can choose to increase the size or extend the length of a Substitute Bubble at the start of each month and the larger discount will be applied to future invoices.
    c. Substitute Bubbles may be canceled ahead of the notice period should an uncontrollable event force Customer to close its school(s) for a prolonged period (e.g., closure due to a pandemic or government order).
4. 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.
5. Substitute Bubbles are considered long term assignments as they are at least 15 days in length.
6. Should a Substitute 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 to maintain Bubble size or decreasing the size of the Bubble however that may also decrease the Substitute Bubble discount applied to future invoices.
7. TeachStart Fellows cannot be included in a Substitute Bubble.

Service Agreement

THE EDUCATION TEAM

NOTE: SIGNING THIS AGREEMENT DOES NOT OBLIGATE YOU TO USE OUR SERVICES.

This agreement is entered into by and between **ChildCare Careers, LLC dba The Education Team** (hereafter "TET") and "Customer" (named below). TET and Customer agree as follows:

1. A four (4) hour minimum service commitment each day is required for each employee requested from TET. Customer will pay for services under four (4) hours at the four (4) hour minimum fee.

2. Customer will pay the four (4) hour minimum if a request for service from TET is cancelled within the 24 hours prior to the designated time of service. Any request for cancellation will be effective only if communicated to **The Education Team office.** Notice to the temporary personnel is not adequate.

3. Customer will verify and approve the daily hours worked by means of an authorized signature if using a paper timecard or by use of a password if using online timecards. TET will invoice Customer based on the verified and approved time worked and Customer agrees to pay said invoices.

4. Customer will promptly pay all invoices for services rendered according to the then current TET fee schedule as billed on a weekly basis. Overtime will be billed and paid at time and a half. If an invoice is not paid within 30 days of the invoice date then Customer will pay a late payment fee of 5% of the invoice amount plus a finance charge equal to the lesser of 1.5% per month or the maximum legal rate.

5. Customer will instruct and supervise the TET employee with respect to his/her responsibilities and compliance with the procedures and policies of Customer. Customer will not ask or authorize TET employee to operate any motor vehicles or administer any medication. Customer represents, warrants and agrees that Customer is, and at all times during the term of this agreement will be, in compliance with all governmental laws, rules, ordinances and regulations applicable to Customer and its business.

6. Customer acknowledges that TET has incurred considerable expense in the recruitment, screening, and training of its employees and suffers a material economic loss when they are no longer available for assignments. Should Customer hire, or in any way utilize the services of (except through TET), a current or former TET employee introduced to Customer by TET (a "Candidate") within one (1) year of the Candidate's last assignment at any Customer location, then Customer will pay TET a placement fee according to TET's then current fee schedule. Customer will notify TET in writing and pay the placement fee prior to hiring a Candidate or utilizing a Candidate's services in any way except through TET. Customer agrees that the placement fee shall be doubled if Customer fails to provide written notice prior to hiring. An employee's resignation from TET does not relieve Customer of the obligation to pay the placement fee. Placement fees are non-refundable regardless of the duration of Candidate's employment with Customer.

7. In any action or proceeding involving a dispute between TET and Customer arising out of this Agreement, the prevailing party shall be entitled to recover its costs and attorneys fees. This agreement shall be binding on the successors and assigns of the parties. This agreement may be amended only by a written agreement signed by the parties. This agreement constitutes the entire agreement between the parties with respect to the subject matter hereof. The terms of this agreement shall be deemed accepted by TET, and a binding agreement created between TET and Customer on the terms set forth herein, upon TET providing its employees to Customer.

Customer Name: _____
Full Legal Name of Entity

By: _____ Title: _____
Signature

Print Name: _____ Date: _____
Authorized Representative of Customer (Print Name)

NEW CUSTOMER INFORMATION

School Name (doing business as): _____

Full Legal Name of Entity: _____

Admin Address: _____

City, State, Zip: _____

Phone: _____ Fax: _____

Type of Entity: (Check one)
☐ Public School District ☐ Charter School
☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ Other: _____

Grades Served: _____ Total Enrollment: _____

Requirements for a substitute: _____

_____

Requirements for a LONG-TERM substitute: _____

_____

Dress Code: _____

_____

Primary Order Contact

Name: _____ Title: _____

Phone: _____ Fax: _____

Email Address: _____

School Site Information

Site (Campus) Name: _____

Street: _____

City, State, Zip: _____

Phone: _____ Fax: _____

Site Contact *(If different than primary contact)*: _____

Title: _____ Email Address: _____

Directions and Parking Tips: _____

_____

_____

(Please attach a separate sheet for additional school sites)

********** OFFICE USE ONLY **********

Marketing Specialist Name: _____

Number of Sites: _____ Centralized Ordering: ☐Yes ☐No ☐Primarily After School Program

Billing Status: ☐ Invoice (Credit/Billing Info attached) ☐ Prepay (CC Info attached) ☐ Prepay (Collect at time of order)

New vs. Existing: ☐ New Customer ☐ Dormant Existing Customer (Signed New Contract)

Notes for Placement: _____

_____

_____

Revised: 1/21/2020



THE EDUCATION TEAM

3440 Wilshire Blvd, Suite 1111 • Los Angeles • CA • 90010 • (855) 898-2929

Customer Billing Information

Welcome to **The Education Team**! We look forward to serving you. If you have any questions regarding our invoices please contact our billing department at 650-243-2572. Our invoices are generated timesheets are submitted by the substitute and are mailed/emailed out once per week. Invoices are due upon receipt.

Legal Business Name : _____

Street Address : _____

City, State and Zip : _____

Federal Tax ID : _____

Date Established : _____ State of Formation: _____

Type of Entity: (Check one)
☐ Public School District ☐ Charter School
☐ Non-Profit Independent School ☐ For-Profit Independent School
☐ Other: _____

Name of Authorized Officer: _____

Title of Person Named Above: _____

Approximate Total Enrollment (All Sites): _____

Have you, any affiliates, or any entity of which you were or are an owner or an officer, ever used our services before? ☐ Yes. ☐ No.

If yes, under what name? _____

ACCOUNTS PAYABLE CONTACT

Name: _____ Title: _____

Phone: _____ Fax: _____

Email Address: _____

FINANCE MANAGER CONTACT

Name: _____ Title: _____

Phone: _____ Fax: _____

Email Address: _____

INVOICE MAILING ADDRESS

Attention : _____

Company Name : _____

Street Address : _____

City, State and Zip : _____

Would you like invoices to be sent by email? ☐ Yes ☐ No

Email Address: _____

ANY SPECIAL BILLING INSTRUCTIONS

_____

_____

_____

_____

_____

Signed by: _____ Title: _____
(Print Name)

Signature: _____ Date: _____

********** **OFFICE USE ONLY** **********

Credit Approved? ☐ Yes. ☐ No.

Approved / Denied By: _____
(Signature)



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, 2024 ******

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	39.95
• 30-Day Sub Permit	• Bachelor's Degree or higher *and* • 30-Day Substitute Teacher Permit	41.95
• 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. ChildCare Careers reserves the right to adjust its prices with 30 days written notice.

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, 2024, by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") located at 1017 N. Lake St. Burbank, CA 91502 and TEACH Public Schools ("Client"), located at the following locations ("Service Location"):

•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, 2024 (the "Commencement Date") and shall continue until 11:59 p.m. on June 30th, 2025 (the "Term").

Powered by BoardOnTrack

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances, and regulations (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.

Powered by BoardOnTrack

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

Powered by BoardOnTrack

Two Million Dollars ($2,000,000) annual aggregate per incident and Three Million ($3,000,000) excess liability policy for a maximum of Five Million Dollars ($5,000,000) per aggregate limit. Client agrees to provide Comp Therapy with a Certificate of Insurance naming Comp Therapy as an additional insured on such general liability and professional insurance policies.

ii. Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing services to students in the Program; insurance shall comply with all applicable legal requirements.

C. ADDITIONAL RESPONSIBILITIES OF CLIENT

a. Client shall provide Comp Therapy Personnel with a safe and secure work site, any and all appropriate information, equipment, furnishings and space for Comp Therapy Personnel to conduct their work as requested at no additional cost to Comp Therapy.

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.

Powered by BoardOnTrack

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

Powered by BoardOnTrack

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

Powered by BoardOnTrack

notice of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;

b. If required by law or regulation; or

c. If Client, 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. 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

Powered by BoardOnTrack

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: _____

Email Invoices to: _____ Email Address: _____

Comp Therapy

Printed Name: Daniela Garcia, MS, Special Education Title: Regional Director

Signature: Daniela Garcia Date: 5/22/2024

Comprehensive Therapy Associates, Inc.
TEACH Public Schools
2024-2025 School Year

Exhibit A

ASSESSMENT, SERVICE AND CONSULTATION FEE

Assessment / Service / Consultation Type	Hourly Rate
Program Administrator/Consultation/PD	$ 250
Adapted Physical Education (APE)	$ 156
Assistive Technology (AT)	$ 156
Augmentative Alternative Communication (AAC)	$ 156
Behavior Intervention Implementation (BII) [CPI and ABA Trained]	$ 56
Behavior Intervention Development (BID)	$ 128
Functional Behavior Assessment (FBA) Completed by Board Certified Behavioral Analyst (BCBA)	$ 128
Case Manager / Academic Assessment	$ 114
Marriage and Family Therapist (MFT) **Pupil Personnel Counselor (PPS)**	$ 126 $ 111
Deaf and Hard of Hearing (DHH)	$ 157
Health Services **Certified Nursing Assistant (CNA)** **Licensed Vocational Nurse (LVN)** **School Nurse/Registered Nurse (RN)** **Health Assessment** **Vision, Hearing, and Scoliosis Screening**	 $ 52 $ 62 $ 116 $ 405 flat rate $ 10 per student
Occupational Therapist (OT) **Certified Occupational Therapist Assistant (COTA)**	$ 126 $ 101
Physical Therapist (PT)	$ 160
Psycho-Educational Assessment **Psycho-Educational Assessment – Bilingual**	$ 126 $ 151
Recreational Therapy	$ 160
Specialized Academic Instructor (SAI) **Specialized Academic Instructor Aide (SAIA)**	$ 84 $ 56
Speech-Language Pathologist (SLP) **Speech-Language Pathologist Assistant (SLPA)**	$ 126 $ 101
Interpreter Services **Translation Services – Written Reports/IEPs**	$ 108
7Independent Education Evaluation - IEE	Contact for pricing

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 45 calendar days or less of the deadline. The Client will be charged a RUSH RATE of $167 per hour. Health Assessment RUSH Rate will be charged at $485 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 on-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.

Powered by BoardOnTrack

PROFESSIONAL ENRICHMENT WORKSHOP

Comp Therapy offers customizable Professional Enrichment Workshops for school-wide faculty and staff training. Workshops range from 1.5 – 3.0 hours of Professional Enrichment presented by a licensed or credentialed in their respective field. Workshop rates range from $1,350 - $2,500 per Workshop.

CPI NONVIOLENT CRISIS INTERVENTION (NCI) TRAINING

Comp Therapy offers CPI Nonviolent Crisis Intervention Training to faculty/staff. Nonviolent Crisis Intervention (NCI) Training prepares your staff to prevent and de-escalate medium to high-risk behavior using both restrictive and non-restrictive methods. NCI rates begin from $150.00 per faculty/staff member, with a minimum of 10 participants.

Comprehensive Therapy Associates, Inc.
TEACH Public Schools
2024-2025 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

877-282-7799
1017 N. Lake St. Burbank, CA 91502
Fax: 310-997-0396
info@comp-therapy.com

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

Dear TEACH Public Schools,
A&B Legacy Transports is pleased to submit a proposal to TEACH Public Schools in response to your request for pricing for the 2024/2025 school year. The executive summary and proposed Teach Public Schools/A&B Legacy Transports outline how we will use our local and national resources to meet your requirements and organizational goals with a customized approach. We are excited about partnering with TEACH Public Schools to provide safe, efficient, world-class pupil transportation for the Los Angeles community.

We understand your decision regarding student transportation services impacts many stakeholders, and we have developed this highly competitive proposal with each in mind. We welcome meeting with your administration, evaluation committee, and/or school board to discuss our proposal further.

Thank you for giving A&B Legacy Transports this opportunity. Please feel free to contact me directly if you have any questions regarding our proposal.

Sincerely,
Erica Pettway
Erica Pettway
Charter Sales Consultant
ablegacytransports@gmail.com
Cell: 310-894-3041

SCHOOL BUS TRANSPORTATION AGREEMENT

This School Bus Transportation Agreement is made as of June 10th, 2024, by and between **TEACH Public Schools: TEACH Preparatory Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High**, located at 10600 S. Western Ave. Los Angeles, CA, 90047, and **A&B Legacy Transports**, located at 2212 W 134th Place. Gardena, CA, 90249.

1. Services Provided

The Company agrees to provide school bus transportation services to TEACH Public Schools as outlined in this Agreement and detailed in Exhibit A.

2. Term

This Agreement shall commence on July 1st, 2024, and continue until June 30th, 2025, unless terminated earlier as provided herein.

3. Compensation

The School District shall pay the Company according to the following pricing schedule:

Disclaimer: This amount is for two buses

- **Daily Base Rate W/ P.E. Shuttling: $2,121.32**
- **Daily Base Rate W/Out P.E. Shuttling: $1,945.94**
- **Additional Charges: NET 30 payment terms with approved PO.**
    - Late Start/Early Release Days: Same as regular rate per bus per day.
    - Field Trips: $600 for 5 hours and $100 for every hour after the 5th hour.
    - Extra-Curricular Activities/Sports: $600 for 5 hours and $100 for every hour after the 5th hour.

A deposit of $15,000 is required by August 1st, 2024.

Payments shall be made weekly upon receipt of an invoice from A&B Legacy Transports detailing the services provided, the number of buses used, the miles traveled, and any additional charges incurred.

Bus Routes: Bus routes will be adjusted to accommodate the school and driver. There will be a maximum of 9 stops.

- Jesse Owens Park- TEACH Tech Charter High P.E. Shuttling
- Bethune Park
- Ted Watkins Park
- Magic Johnson Park
- YMCA on Vermont
- Towne and 59th
- 91st and Dalton
- Stockwell and Olander
- 84th and San Pedro

4. Responsibilities of the Company

The Company shall:

- Provide safe and reliable transportation for students.
- Ensure all buses used meet the specifications detailed in Exhibit A.
- Employ qualified and licensed drivers.
- Maintain insurance coverage as required by law in the state of California.
- Comply with all applicable local, state, and federal regulations.

5. Responsibilities of the School District and/or Charter School Organization

TEACH Public Schools shall:

- Provide a TEACH Employee to ride on the bus(es) daily.
- Provide the company with a list of students and transportation schedules.
- Immediate access to the student's emergency cards for those on the transportation schedule is needed.
- Student ID cards with the guardian information to identify who should get on the bus and who to drop the students off to.
- Acknowledge and agreement form on verifying what stops per child.
- Acknowledgment forms for students are required to adhere to bus rules and regulations.
- Upon Transportation services being granted to the student(s), up to a **72-hour** grace period is granted to ensure the transportation route and appropriate student roster lists/emergency cards are updated accordingly.
- Pay the Company by the terms of this Agreement.

6. Termination

Either party may terminate this Agreement with 15 days written notice to the other party. TEACH Public Schools may terminate the Agreement immediately if the Company fails to meet the safety and service standards specified in Exhibit A.

7. Dispute Resolution

Any disputes arising from or in connection with this Agreement shall be resolved through mediation. If mediation fails, arbitration shall settle disputes under the arbitration organization's rules.

8. Governing Law

This Agreement shall be governed by and construed under the laws of the State of California.

9. Entire Agreement

This Agreement, including Exhibit A, constitutes the entire agreement between the parties and supersedes all prior agreements and understandings.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

TEACH Public Schools By: _____

Name: Matt Brown Title: CFO/ COO

A&B Legacy Transports By: _____

Name: Erica Pettway Title: Founder/ CEO

EXHIBIT A: SCHOOL BUS SPECIFICATIONS

1. **Bus Model and Make:**

   Bus #1

   - **International**
   - **CE- Diesel**
   - **Year: 2024**

   Bus #2

   - **International**
   - **CE- Diesel**
   - **Year: 2024**

2. **Capacity:**

   Bus #1

- Each bus shall have a seating capacity of 52 students.

   Bus #2

- Each bus shall have a seating capacity of 52 students.

3. **Safety Features:**
   - Each bus shall be equipped with seat belts for all seats.
   - Emergency exits shall be marked and operational.
   - Buses shall have first aid kits and fire extinguishers on board.
   - Buses shall be equipped with GPS tracking systems.
   - Buses will be equipped with AC.
4. **Maintenance:**
   - Regular maintenance checks shall be conducted every 45 days with CHP.
   - Detailed maintenance records shall be kept and made available to TEACH Public Schools upon request.
5. **Driver Requirements:**

- All drivers shall hold a valid commercial driver's license (CDL) with a school bus endorsement.
- Drivers shall undergo background checks and regular drug testing.

6. **Insurance:**
   - The Company shall maintain insurance coverage, including liability, collision, and comprehensive coverage, as required by law.