TEACH Public Schools

August 12, 2020

Regular Board Meeting

Date and Time

Wednesday August 12, 2020 at 5:00 PM PDT

Location

10600 S. Western Ave. Los Angeles, CA 90047

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, 10600 S. Western Ave. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898. www.teachpublicschools.org

Matt Brown is inviting you to a scheduled Zoom meeting.

Topic: TEACH Board of Directors Meeting
Time: Aug 12, 2020 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://us02web.zoom.us/j/84106416165

Meeting ID: 841 0641 6165
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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
A.	Call the Meeting to Order		Lori Butler	1 m
B.	Record Attendance and Guests		Shawnna Lawson	3 m
C.	Public Comment	Discuss	Lori Butler	15 m

Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must request a speaking slot via email. Please email Matt Brown, Chief Operating Officer of TEACH Public Schools at mbrown@teachps.org if you wish to address the Board. The email must contain speaker name, contact number or email, and subject matter and be submitted to the COO or Superintendent prior to the start of the meeting.

	Purpose	Presenter	Time

Members of the public may address the Board on any matter within the Board's jurisdiction and have three (3) minutes each to do so. The total time for each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board. The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation.

The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

II. CONSENT ITEMS — 5:19 PM

A.	Consent Items	Vote	Lori Butler	3 m

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

1. August 12th, 2020 Board Meeting Agenda
2. July 15th, 2020 Board Meeting Minutes
3. June 17th, 2020 Board Meeting Minutes

B.	Approval of August 12, 2020 Regular Board Meeting Agenda	Vote	Matthew Brown
C.	July 15, 2020 Board Meeting Minutes	Approve Minutes	Matthew Brown

		Purpose	Presenter	Time
D.	June 17, 2020 Board Meeting Minutes	Approve Minutes	Lori Butler	5 m

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION — 5:27 PM

A.	Fiscal Report June Financial Report	FYI	Theresa Thompson	5 m
B.	Update on 20-21 School Reopening Plan (per Gov. Newsom's updates on 7/17)	Discuss	Frank Williams	5 m
C.	Consolidated Applications 20-21	Vote	Matthew Brown	2 m

Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.

Due August 17, 2020

D.	Homeless Education Policy	Vote	Frank Williams	2 m

Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.

E.	Parental Involvement Policy	Vote	Frank Williams	5 m

Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated

		Purpose	Presenter	Time
	Application and Reporting System (CARS) to see if the required reservation has been made.			
F.	20-21 TEACH Employee Handbook	Vote	Maria Pimienta	5 m
G.	Teleworking Agreement	Vote	Maria Pimienta	5 m
H.	Public Charter School Grant Program - External Review	Discuss	Matthew Brown	5 m
	TEACH Preparatory will complete is external review for the PCSGP on September 14-16. We will need two board members to participate in review. TEACH Preparatory has received $575,000 as part of the grant program.			
I.	Learning Continuity and Attendance Plan Template (LCAP)	FYI	Matthew Brown	2 m
	TEACH will need the board to approve a final LCAP for each LEA at the September board meeting.			
IV.	**Facilities Report**			**6:03 PM**
A.	Facilities Update	FYI	Jimmy Morales	5 m
V.	**School Site Reports**			**6:08 PM**
A.	TEACH Academy of Technologies	FYI	Suzette Torres	5 m
	Principals Report			
B.	TEACH Tech Charter High School	FYI	Monique Woodley	5 m
	Principals Report			
C.	TEACH Preparatory Elementary School	FYI	Sharon Rhee	5 m
	Principals Report			
VI.	**Closing Items**			**6:23 PM**
A.	Upcoming Meetings	FYI	Shawnna Lawson	1 m
	Regular Board Meeting - Wednesday September, 16 2020 at 5pm			
B.	BOARD MEMBER COMMENTS	Discuss	Lori Butler	5 m
	Time for board members to make any public comments.			

		Purpose	Presenter	Time
C.	Adjourn Meeting	Vote	Lori Butler	

Coversheet

July 15, 2020 Board Meeting Minutes

Section: II. CONSENT ITEMS
Item: C. July 15, 2020 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for July 15, 2020 Regular Meeting on July 15, 2020

APPROVED

TEACH Public Schools

Minutes

July 15, 2020 Regular Meeting

Date and Time
Wednesday July 15, 2020 at 5:00 PM

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

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Topic: TEACH Board Meeting June 17, 2020
Time: Jun 17, 2020 06:00 PM Pacific Time (US and Canada)

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https://us02web.zoom.us/j/86505032335

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Directors Present
A. Dragon (remote), J. Lobdell (remote), K. Piazza (remote), L. Butler (remote), L. Castillo (remote), S. Burrows (remote), S. Tucker (remote)

Directors Absent
None

Guests Present
E. Robles (remote), F. Williams (remote), M. Brown (remote), M. Woodley (remote), R. Carranza, S. Lawson (remote), S. Rhee (remote), S. Torres (remote)

I. Opening Items

A. Call the Meeting to Order

L. Butler called a meeting of the board of directors of TEACH Public Schools to order on Wednesday Jul 15, 2020 at 5:07 PM.

B. Record Attendance and Guests

C.

Public Comment

No Public Comments

II. CONSENT ITEMS

A. Consent Items

S. Tucker made a motion to approve Consent Items.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker Aye
S. Burrows Aye
A. Dragon Aye
J. Lobdell Aye
L. Butler Aye
K. Piazza Aye
L. Castillo Aye

Board Members approved the following:

1. July 15th, 2020 Board Meeting Agenda
2. 2020-2021 Comprehensive School Safety Plan (TTCHS, TAT, TPES)

B. Approval of July 15, 2020 Regular Board Meeting Agenda

S. Tucker made a motion to approve July 15th, 2020 Board Meeting Agenda.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell Aye
L. Butler Aye
S. Tucker Aye
S. Burrows Aye
K. Piazza Aye
L. Castillo Aye
A. Dragon Aye

S. Tucker made a motion to approve the minutes from June 17, 2020 Regular Board Meeting on 06-17-20.
S. Burrows seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Piazza Aye
S. Tucker Aye
L. Butler Aye
L. Castillo Aye

Roll Call

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

C. June 17, 2020 Board Meeting Minutes

TABLED- Ms. Butler wanted to bring one concern before approving the consent items. She addressed that the June 17, 2020 board mins had not had additional board member questions that had been asked and any comments made which didn't allow public records of them. Ms. Butler asked to update the June 17, 2020 mins with those questions and comments to resubmit at the August 12th, 2020 board meeting.

D. Comprehensive School Safety Plan

S. Tucker made a motion to approve TEACH Public Schools Comprehensive School Safety Plan.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker Aye
J. Lobdell Aye
S. Burrows Aye
L. Butler Aye
K. Piazza Aye
A. Dragon Aye
L. Castillo Aye

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION

A. Fiscal Report

Mr. Brown informed the board members that the June Financials have not been finalized, allowing for additional 19-20 invoices to be processed before closing the books on the 19-20 fiscal year. He informed the board members that the June Finacial will be presented at the next board meeting.

B. Budget Trailer Bill

Mr. Brown informed the board members on the approved budget trailer bill SB98. He informed the members that one of the items that can possibly affect TEACH is the ADA cap on 20/21 funding. He informed them that schools will not receive ADA funding beyond what was received as of the last 19/20 school year. It will impact TEACH Prep as it adds 3rd grade in 20-21 and the Middle and High School as their enrollment should increase in 20-21.

He informed the board members that consider the updated Budget Trailer Bill we are working on revising the budget based on those facts and will be presented at the August 12, 2020 board meeting. He also informed the board members that the traditional LCAP is no longer required for this year but instead a Learning Continuity and Attendance Plan will require board approval at the September board meeting. The final template from the CDE should be released by August 1.

Lori asked what are the litigation options with YMC for schools?
Mr. Brown informed her that YMC is exploring representing a small group of plaintiffs with the possible support of CCSA and the National Charter Schools Foundation which they have their own legal funds and team. YMC reach out to Mr. Brown in possibly of TEACH joining the plaintiff's group. But after considering at the pros and cons Mr. Brown wouldn't recommend TEACH to join the litigation due to financial costs, time investment, and possible political ramifications.

Lori informed Mr. Brown that she attended a webinar wit CCSA and they spoke very highly that they believe that something will be done for the ADA cap. Lori asks for more information on who will be helping the principals with the Learning Continuity and ADA Plan? Mr. Brown informed her that it will be stakeholders including parents, teachers, and leadership team.

C. 2020-2021 School Calendar and Instructional Minutes

S. Burrows made a motion to approve the 2020-2021 School Calendar and Instructional Minutes.
L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Aye
J. Lobdell	Aye
L. Castillo	Aye
K. Piazza	Aye
S. Tucker	Aye
L. Butler	Aye
A. Dragon	Aye

Mr. Robles presented the 2020-21 academic calendar. He informed the board members that instructional minutes are less than normal per SB98. He also informed the members that the leadership team has decided to subtract 5 days from the institutional calendar. It will now be 180 instead of 185. The week was removed in December and will be added to July as teacher professional development. He updated the board members on how TEACH is meeting all the instructional minute requirements.

Dr. Carranza informed the members that at any time if things go back to normal and we have kids on campus that exceed these minutes they can possibly go up and go back to

a regular full day. Lori asked the principals and the teachers that were on the call how they felt about the 2 weeks instead of 1 week of professional development? They all responded “yes” for the 2 weeks. James asks when will the 2 week's professional development happen? Ms. Torres informed him that it will take place either on Zoom- virtually or in person. Mr. Lund asked if there will be an option in coming in? Dr. Carranza informed everyone that the initial plan is for teachers to be on campus every day of the week unless things change starting July 27th, 2020 to ensure they have all the materials and supplies to teach to their students.

Ms. Butler thanked everyone who communicated how they felt and how TEACH should reopen the next school year. Ms. Castillo asked if the 5 days that have been removed; will they be considered furlough days for staff members? Mr. Brown informed her that we do not have contracts, just offer letters of at will employment. No furlough days will be required as those instructional days have become professional development days.

D. Fall 2020 School Opening Planning

Dr. Carranza informed the board members that TEACH has been planning to start school on August 10 with the Distance Learning model. He informed the board members that TEACH had the intention of having students come twice a week with strict compliance guidelines (plexiglass and all the PPE requirements). Due to the increase in the COVID data Teach has decided to plan using minimal instruction time with having accountability for all staff. He informed the board members that they will be attendance accountability for the 20/21 school year, grading and for the staff to deliver quality/ rigorous education to all students and families. He informed the member that it is expected for all schools to have the same start and end time. The principals created a schedule with only 50% of the students coming on campus twice a week of instruction and the additional will be receiving services online. As of today due to the COVID increase, the team has decided to be online for two days and the other days will be provided with educational opportunities to continue their learning at their own pace with the teachers making consistent communication with the student online and independently. He informed the board members that the session times are 8 am- 1 pm Mon- Thursday with Friday focusing on independent support. Mr. Lund asks if "we are doing an online virtual session, why can't we have 30 students per session instead of 15?" Ms. Torres responded during the principal update session for TEACH Academy of Technologies. Spencer asks for clarity, "If for the month of August, we will begin virtually and revisit monthly the reopening plan? Dr. Carranza responded, "yes due to the attendance reporting purposes". Lori asks for clarity that 50% of the students will attend virtually using their Chromebooks receiving instruction and the other will be working without direct instruction on subject related assignments? Dr. Carranza informed her "that is correct and you will get more instructions from the principals during their report. But the goal is to make sure the teachers stay in direct contact to provide support online and offline". She asks if the staff will physically return July 27th, 2020? Dr. Carranza responded, "yes it has been our decision to have staff start July 27th daily unless things change and we are

asked to stay at home ". L.Butler asks for an update on the PPE supplies? Mr. Brown informed the board members that the disposable, reusable mask and disinfected solutions have already been ordered and received. We are waiting on the plexiglass, which we are considering waiting until September with the campus possibly not being open, but the PPE will be ready when the school physically becomes open. Butler asks what's the plan for handling staff concerns with being back on campus? Dr. Carranza informed the board members that we are going to provide all the necessary tools and supplies to ensure their are safe. Plexiglass is expected to be installed in all the offices and classrooms. In support of safety, we are not planning to host a large meeting/group sessions. All teachers will have their own classroom to themselves if they choose to get together as a department it will be with the social distance guidelines of staying 6 feet away from each other with a mask on. Mr. Cornell asks if LA County will make testing available for teachers? Dr. Carranza informed him that as an educational institution that we are not authorized to make it mandatory. Shawnna informed toe board members that additional items that are in process of being ordered in support of the teachers being on campus are face shields, hand sanitizers, and gloves for all classrooms and hallways, thermometers so everyone can get screened before entering the facility, social distancing signs and outside handwashing stations. Lori asks about the technology? Dr. Carranza informed the board members that we are in the process of ordering additional computers so that every student will have a computer at home. Starting July 27th, 2020 all sites will begin computer distribution. Butler asks, who will the students and families contact for troubleshooting issues? Enrique informed the board members that the IT coordinator will be responded to any issue along with a goggle voice that will be available to the families once they receive the Chromebook along with an email. There will be a survey sent out to the families to see how many of them need a Chromebook or hotspots. Castillo mentioned that she notice that teachers who used Chromebooks were having issues with the zoom and other platforms that prohibit them from using all the features. She asks has anyone reached out to the students to make sure they have access to all the learning platforms that TEACH offers? Enrique informed the board members that all systems or software that are needed will already be download into the computer. The only thing the student will need to do is create their zoom account. Butler asks how many hotspots are on hand or being ordered? Enrique informed the board members that we are ordering about 200 of them with a maximum of 400 to order. Lori asks when can we expect to see a written plan? Mr. Williams informed the board members that he has a plan per site. He is working on adding the new COVID restrictions to them. He informed the board members that they will receive it next week. S.Tucker informed everyone that you should be encouraged to get COVID tested although it's not mandatory. S.Tucker asks if the 240 mins synchronous instruction or a combination of asynchronous? Dr. Carranza informed her that the principals will talk more about it in their report.

E. Annual Fiscal Policy Review

Mr. Brown informed the board members that LAUSD asks that the board of directors review the Fiscal Policy on an annual base which was reviewed in January after the oversight visit from the board.
S. Burrows made a motion to approve Annual Fiscal Policy Review.
J. Lobdell seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
L. Castillo	Aye
K. Piazza	Aye
L. Butler	Aye
A. Dragon	Aye
S. Tucker	Aye
S. Burrows	Aye

F. Public Policy Charter School Merger

M. Brown informed the board members that TEACH Public Schools and Public Policy are considering a material revision where Public Policy will fall under TEACH Inc. There have been internal conversations with the YMC and LAUSD Charter School Division. There is a couple of different reasons TEACH Inc is exploring the option of the merge. M.Brown informed the board member that Public Policy is struggling with enrollment but wanted to partner with TEACH to help them grow. He informed the board members that Public Policy instructional model is very similar to TEACH's. S.Tucker informed the board members that she wants to merge Public Policy with TEACH is because she has a high level of confidence in the administration, principals, and the founder with being a witness on how they have to transform South LA. S. Tucker believes that both TEACH Inc and Public Policy are both aligned with each other. M. Brown explained what the process will look like. He informed the board members that PUblic Policy will remain its own LEA but operated by TEACH Public Schools as the CMO. The instructional model will remain the same, TEACH wouldn't need to revise any of the legal documents because it already been set up to operate more than one Charter School. After the board approves this resolution if done, the next step will be working towards the material revision with LAUSD Charter School Division and then eventually LAUSD school board. The plan is for Public Policy to fall under TEACH Inc. for the 21/22 school year. J.Lobdell asks what will be the advantage of TEACH Inc to merge with Public Policy? Mr.Brown informed the board members to increase our footprint, it will be another form of permanent feeder to TEACH Tech but wouldn't affect our current middle school. There have been conversations with Red Hook who has helped us with our facilities in LA, that has identified potential places. Additional the relation that has been ongoing with S. Tucker and M. Brown being one of the Executive Directors from Public Policy. S.Tucker informed the board members that 19/20 was Public Policy's renewal year. She informed the board members that based on where they are currently located is the reason the enrollment is struggling. S.Tuckers informed the board members that physically they are solid and the instructional program

is strong. L. Butler asks if the merger was approved via material revision by LAUSD would students in middle school grades have 2 options to attend? He informed the board members that students will always have that choice, but the location of the schools wouldn't be that close where we will be recruiting the same communities/students. The goal would be having 2 feeder middle schools to TEACH Tech close enough. One option for Public Policy considered is maybe providing transportation from that location. L.Butler commented/asks about the internal discussion? She believes that at this time they are uninformed and will like more details and information to understand before moving to approve the material revision. L. Butler's concern in TEACH Inc gaining an additional school is them being able to grasp the heavy lifting that already exists in particular with academics. Ensuring that we are focusing on raising student achievement. L. Butler also mentioned that TEACH Inc. is also considering expanding into Las Vegas which will be opening also 21/22 which the same support group will be responsible for. With these multiple concerns, we also have to factor in the COVID-19 that may occur obstacles that may come our way. S. Burrows commented informing the team that we don't want to assume of debt considering that things can change instantly. We don't want this decision to affect our financial decision to TEACH Inc. His concerns are how the timeline my effected by the material revision and the finances do not go right, will it be revokable? Should we possibly wait until December when things are a little more shaken down? M.Brown informed the board members that the resolution will be the start of the kickoff of the process, not the end. The due diligence will be more discussed in detail once or if the board approved the merging of TEACH Inc. and Public Policy. Matt address being able to handle the heavy load. He informed the board members that a lot of the load will be him and the Executive Team. He confidently feels that it is something that can be handled. Dr. Carranza informed the board members that this is just the initial stage for discussion in considering the merge. He feels its a great opportunity considering that Public Policy just got a new 5-year renewal and to expand TEACH Inc name. L.Butler asks if the board approves the resolution that means it's approving the submission of the material revision? M. Brown explained that once the material revision was developed that will need its own approval. He explained that as of today a vote is only necessary for the resolution and to be able to eventually submit NOT material revision. L.Butler asks for the resolution to be re-worded so that the language be reflected on what actually being voted for. M. Brown explained the vote is simply allowing TEACH to begin doing the due diligence. He recommended making a motion to table this item. L.Butler clarified that there will be a motion to approve to allow the TEACH staff to inquire/begin the due diligence of merging TEACH Inc. and Public Policy and NOT approving the resolution.
S. Burrows made a motion to approve TEACH Inc staff to further inquire about merging with Public Policy Charter School and NOT approving the resolution.
J. Lobdell seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker Aye
K. Piazza Aye
S. Burrows Aye

Roll Call

A. Dragon Aye
J. Lobdell Aye
L. Butler Aye
L. Castillo Aye

G. WACA Agreement 2020-2021

J. Lobdell made a motion to approve WACA 2020-2021 Agreement.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell Aye
K. Piazza Aye
A. Dragon Aye
S. Tucker Aye
L. Castillo Aye
L. Butler Aye
S. Burrows Aye

Mr. Williams informed the board members that WACA provides safe passage to allow our kids to go to school. He informed the board members that we initially start using this company due to the gang violence in the area. The services arrange from painting, gardening, etc. The purpose of allowing WACA to do so allows the community to see their own putting back into the community. J.Lobdell and L.Butler commented appreciating that we have a company giving back to the community and acknowledging that TEACH Tech added WACA into the Safety Plan. L.Butler asks for the anticipated cost for year 1? He informed the board members that the cost presented was for 1 person per day that rounds out to be $25 hr and with more people about $15 per person except for the director.

IV. School Site Reports

A. TEACH Academy of Technologies

B. TEACH Tech Charter High School

Dr. Woodley informed the board members we are currently at 425 projected enrollment. As a result of the budget cuts we ended with 370 so we will be over-budgeted. We have maintained the following enrollment efforts: Open House, Mailers, Orientations, Canvasing, and Welcome Packet.

As far as summer bridge we had 90 families say they were going to attend but only 39 students show up to summer bridge. I am not sure what happened? Maybe families said they want to attend and then changed their minds. We passed out laptops to families in need of a summer bridge.

This is a list of our summer priorities, we are now in the crunch time. We just had our floor redone in the main office and we are repainting the main office to make a more welcoming environment. I am focusing on ordering curriculum from McGraw Hill and ordering sanitizing products. We are almost fully staffed. We need 2 Math teachers and 1 RSP teacher.

C. TEACH Preparatory Elementary School

Mrs. Rhee informed the board members that TEACH Preparatory Elementary School due to the cap on enrollment from the state had to make adjustments and instead of growing to a minimum of 215 students, we are anticipating an enrollment number around 180-190 this school year. TEACH hired 1 new teacher for 2nd grade and cut kindergarten into one class and transferred over the other kindergarten teacher into 2nd grade. With the school starting online more technology such as the Chromebook and Ipads have been ordered to make sure we have enough devices for the number of students enrolled this school year.

V. Closing Items

A. Upcoming Meetings

Shawnna informed the board members that the next scheduled board meeting will be August 12th or 19th, 2020.

B. 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 7:05 PM.

Respectfully Submitted,
L. Butler

Coversheet

June 17, 2020 Board Meeting Minutes

Section: II. CONSENT ITEMS
Item: D. June 17, 2020 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for June 17, 2020 Regular Board Meeting on June 17, 2020

APPROVED

TEACH Public Schools

Minutes

June 17, 2020 Regular Board Meeting

Date and Time
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Matt Brown is inviting you to a scheduled Zoom meeting.

Topic: TEACH Board Meeting June 17, 2020
Time: Jun 17, 2020 06:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
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Directors Present
A. Dragon (remote), J. Lobdell (remote), K. Piazza (remote), L. Butler (remote), L. Castillo (remote), S. Burrows (remote), S. Tucker (remote)

Directors Absent
None

Guests Present
E. Robles (remote), F. Williams, J. Morales (remote), M. Brown (remote), M. Pimienta (remote), M. Woodley (remote), R. Carranza, S. Lawson (remote), S. Rhee (remote), S. Torres (remote), T. Thompson (remote)

I. Opening Items

A. Call the Meeting to Order

L. Butler called a meeting of the board of directors of TEACH Public Schools to order on Wednesday Jun 17, 2020 at 6:00 PM.

B. Record Attendance and Guests

C.

Public Comment

II. CONSENT ITEMS

A. Consent Items

K. Piazza made a motion to approve the June 17, 2020 consent agenda.
S. Burrows seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Piazza	Aye
J. Lobdell	Aye
S. Tucker	Absent
L. Butler	Aye
L. Castillo	Aye
A. Dragon	Aye
S. Burrows	Aye

B. Approval of June 17, 2020 Regular Board Meeting Agenda

K. Piazza made a motion to approve June 17, 2020 Board Meeting Agenda.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Castillo	Aye
J. Lobdell	Aye
K. Piazza	Aye
A. Dragon	Aye
L. Butler	Aye
S. Burrows	Aye
S. Tucker	Absent

C. May 13, 2020 Board Meeting Minutes

K. Piazza made a motion to approve the minutes from May 13, 2020 Regular Board Meeting on 05-13-20.
S. Burrows seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Burrows	Aye
L. Butler	Aye
A. Dragon	Aye
K. Piazza	Aye
L. Castillo	Aye
J. Lobdell	Aye
S. Tucker	Absent

S. Tucker made a motion to approve the minutes from May 2, 2020 Special Meeting on 05-02-20.
S. Burrows seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Burrows	Aye
J. Lobdell	Aye
K. Piazza	Aye
L. Butler	Aye
L. Castillo	Aye
S. Tucker	Aye
A. Dragon	Aye

D. Comp Therapy 2020-2021 Agreement/Rate Sheet

K. Piazza made a motion to approve Comp Therapy 2020-2021 Agreement.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Castillo	Aye
A. Dragon	Aye
S. Tucker	Absent
L. Butler	Aye
K. Piazza	Aye
J. Lobdell	Aye
S. Burrows	Aye

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION

A. Fiscal Report

Theresa present the May financials and proposed 20-21 operating budgets for all TEACH entities.

B. Executive Compensation

Mr. Brown informed the board that all retiring staff will be receiving their scheduled raises per board approved salary schedules. Mr. Brown informed the board members that due to all the COVID-19 issues that the salaries will be frozen.
J. Lobdell made a motion to approve Executive staff to receive a scheduled COLA + 2% step raise (total 4.5%).
L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker	Absent
J. Lobdell	Aye

Roll Call

L. Castillo Aye
A. Dragon Aye
L. Butler Aye
K. Piazza Aye
S. Burrows Aye

C. 2020-2021 TEACH Public Schools Annual Operating Budgets

Theresa informed the board that the budget was Revise May 14, 2020, And is still waiting for the final budget to be approved. The COLA decreases by 10%. We are supposed to get 2.9%, Which gave us an average of decrease across-the-board in our state funding Of -7.92 And also that 10% cut It's going to roll over to the next subsequent school year. Teresa informs the board members that if we do not get the federal government, then the cut still may apply. Theresa told the board members that we are going to experience Deferrals, Which is something to keep in mind when discussing the cash flow. We are still projecting a surplus for the Academy of 298 For Teach tech 643 and Teach prep 52,000. She informed the board members that we can meet our bond requirements for all three school sites. She also told the board members that we are expecting COVID-19 release funds for TEACH Academy and TEACH Tech.

Spencer asked Teresa what a long forgiveness program contingent was on?
She responds by explaining that 75% will be spent on payroll and the remaining on rent in 8 week period along with SPE.
J. Lobdell made a motion to approve 2020-2021 TEACH Public Schools Annual Operating Budgets (TEACH Public Schools, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School).
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Castillo Aye
S. Tucker Absent
S. Burrows Aye
J. Lobdell Aye
A. Dragon Aye
L. Butler Aye
K. Piazza Aye

D. EPA Resolutions

J. Lobdell made a motion to approve FY20/21 EPA Resolutions for TEACH Tech Charter High School, TEACH Academy of Technologies & TEACH Preparatory Elementary School.
A. Dragon seconded the motion.

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

Roll Call

L. Butler	Aye
J. Lobdell	Aye
A. Dragon	Aye
K. Piazza	Aye
S. Tucker	Absent
S. Burrows	Aye
L. Castillo	Aye

E. 2020 LCAP COVID-19 Operations Written Report

S. Burrows made a motion to approve 2020 LCAP COVID-19 Operations Written Report.
TEACH Academy of Technologies 2020 LCAP COVID-19 Operations Written Report
TEACH Tech Charter High School 2020 LCAP COVID-19 Operations Written Report
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 2020 LCAP COVID-19 Operations Written Report.
K. Piazza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Aye
K. Piazza	Aye
L. Butler	Aye
A. Dragon	Aye
J. Lobdell	Aye
S. Tucker	Absent
L. Castillo	Aye

F. Health, Dental, Vision, Life Insurance Offering Quote

Mr. Brown informed the board members that we received an opportunity to switch dental and vision insurances with the options to a similar but cheaper coverage by switching brokers between the open enrollment period. TEACH would also add additional lower-cost silver plans for employees with out of pocket employee contributions to policy premiums and keeping the same quality of insurance. He informed the board members that last year was a cap of 10% or $350 for hourly employees for their monthly benefits. For this academic year we did not implement it we covered 100% which will not be the case for the next academic year. Which made TEACH Public Schools consider the option in switching to provide the staff with additional plan options.
J. Lobdell made a motion to approve TEACH switching insurance providers to provide additional employee plan options and cost savings. If approved, the switch would start on July 1, 2020. Health, Dental, Vision, Life Insurance Offering Quote.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Castillo Aye
J. Lobdell Aye
S. Burrows Aye
K. Piazza Aye
A. Dragon Aye
L. Butler Aye
S. Tucker Absent

J.Lobdell asks if an employee wants to add their dependents the cost will be for the employee to payout? Mr. Brown explained that everyone employee will have a pull of money provided by TEACH Public Schools. After adding their dependents if the amount over exceeds the amount covered then the employee will be responsible for the additional cost indifference, which why we considered adding additional plans like the Silver Plan. L.Butler mentioned concern in making sure that the switch will be the same or very similar. Although it is allowing saving for the organization she hopes that it will not reflect in the coverages, services, and treatments that the employees will receive. L.Butler also ask if Guardian was going to be part of the insurance change? Mr. Brown informed her that they were the new broker that doesn't make the difference in the actual plans. He informed L.Butler that we will still have the same quality of insurances just with different/additional plan options. L.Butler ask when was the last time we changed brokers? Mr. Brown informed L.Butler that we haven't, she then asks if we made any to insurances coverages changes for the 2019/2020 school year? And his response was "yes we had Kaiser Platinum and Gold now we have just Gold, then we switch dental and life insurance." He then proceeded to explain the process for the annual bids.

G. 2020-2021 CharterSAFE Proposal - Teach Inc. DBA TEACH Public

Mr. Brown presented the board members the new Charter Safe's annual contract.
J. Lobdell made a motion to approve 2020-2021 CharterSAFE Proposal - Teach Inc. DBA TEACH Public.
L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker Absent
L. Castillo Aye
K. Piazza Aye
J. Lobdell Aye
A. Dragon Aye
L. Butler Aye
S. Burrows Aye

H. 2020 - 2021 Meal Service Contract

Enrique informed the board members that as of right now due to COVID 19 that our contract with Better 4 You will be extended in support of the food program. He informed the members that the extended contract is a 5% decrease for the 2020/2021 school year.
K. Piazza made a motion to approve 2020 - 2021 Meal Service Contract.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Aye
K. Piazza	Aye
J. Lobdell	Aye
A. Dragon	Aye
S. Tucker	Absent
L. Butler	Aye

J.Lobdell mentions that "he recalled a concern about the taste of the food". He asked if that concern has been addressed? Enrique and Dr. Woodley both responded informing him it has! Dr. Woodley informed him that they choose to transition with the hot plate/ family-style meals instead of pre-packed which increased the participation rate. She also mentions a concern with COVID TEACH Tech will have to go back to pre-pack.

I. E-Rate Agreements

Enrique informed the board members that we currently have two agreements for the E-Rate federal program. The two parts are category one which is the Internet and category two which is our info structure. We are expected to go with Spectrum for Internet and tech verb for the networking.
S. Burrows made a motion to approve E-Rate Agreements with Spectrum, AT&T, Tech Verb, GigaKOM, and Coax.
L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
L. Castillo	Aye
A. Dragon	Aye
L. Butler	Aye
S. Tucker	Absent
K. Piazza	Aye
S. Burrows	Aye

J. ASES Contract 20-21

Enrique informed the board members that as of right now, due to COVID 19 that our contract with After-School All-Stars will be extended in support of the after school and before school care for the three grants that they currently hold ASES, Kids Code and 21 Century.
J. Lobdell made a motion to approve ASES Contract 20-21.

L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker Absent
L. Castillo Aye
S. Burrows Aye
K. Piazza Aye
L. Butler Aye
J. Lobdell Aye
A. Dragon Aye

K. Board Meeting Calendar 2020-2021

Mr. Brown shared the expected dates that are scheduled to meet on a monthly bases along with a new meeting time of 5pm.
J. Lobdell made a motion to approve Board Meeting Calendar 2020-2021.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Castillo Aye
S. Tucker Absent
A. Dragon Aye
J. Lobdell Aye
L. Butler Aye
S. Burrows Aye
K. Piazza Aye

L. Committee Meeting Calendars

Mrs. Butler informed the board members of the different meeting options for the committee meetings to plan.
L. Castillo made a motion to approve Committee Meeting Calendars.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker Absent
L. Butler Aye
J. Lobdell Aye
S. Burrows Aye
K. Piazza Aye
A. Dragon Aye
L. Castillo Aye

M. 2020-2021 School Calendar and Instructional Minutes

Enrique informed the board members that the calendar is essential to approve the start and end date and holidays for this particular meeting in support of the possible plan of reopening the schools.
J. Lobdell made a motion to approve 2020-2021 School Calendar and Instructional Minutes.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Aye
L. Butler	Aye
J. Lobdell	Aye
K. Piazza	Aye
A. Dragon	Aye
S. Tucker	Absent
L. Castillo	Aye

N. Consolidated Application Reporting

This items is tabled.

IV. Facilities Report

A. Facilities Update

Jimmy informed that board of the pending projects going on at all the school sites. He reported that at the 10000 site we had renovated the roof leaks, the girl's restroom has been repaired along with the privacy fence. 10045 campus, the privacy fence has been installed and completed. The roof was inspected with leaks found that has been taking care of. We are in the process of getting final permits for the canopy. 1750 is still closed due to no COO. We are waiting for some venders to get some paperwork to get the COO. 8505 has one wall that has been removed from a classroom that will be operating in the new school year. Painting has been done and adding accent walls. The main hallway floors have been waxed with the intention of finishing some classrooms. The 10600 are waiting for permits to be issued to enter the premises for work to be done. And 10616 painting is being done along with all necessary repairs.

V. School Site Reports

A. TEACH Academy of Technologies

Ms.Torres informed the board members of recruitment/enrollment, summer bridge, and the launch of reopening.

B. TEACH Tech Charter High School

Dr.Woodley informed the board members of recruitment/enrollment, summer bridge, and the launch of reopening

C. TEACH Preparatory Elementary School

Mrs.Rhee informed the board members of recruitment/enrollment, and the launch of reopening

VI. Closed Session

A. Executive Director/CEO Annual Evaluation

This item is tabled.

VII. Closing Items

A. Upcoming Meetings

Shawnna informs the board members that the next scheduled meeting is July 15, 2020, at 5 pm.

B. 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 8:30 PM.

Respectfully Submitted,
L. Butler

Coversheet

Fiscal Report

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: A. Fiscal Report
Purpose: FYI
Submitted by:
Related Material:
FY21-TEACH- FY21July 2020-Board Summary.pdf
TEACH_New PPT Template for Monthly Board Presentations - June 2020-Final.pdf

CHARTER IMPACT

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

Fiscal Summary Updates

TEACH July 2020 Updates & Highlights

- FY20/21 Forecasts has been updated to reflect Spring 2021 Funding Deferrals. It is possible that Deferrals will be eliminated if additional Federal Funding is received by the State. Total funds deferred to FY21/22- $717,169

- TEACH applied for the Learning Loss Mitigation Funds- approximate funding allocations are:
  TAT: $492,982~~ TTHS: $518,033~~ TES: $150,943

Funds have been added to FY20/21 forecasts- Budgets will need to be created for usage of funds- which will need to be BOD approved by 9/30/2020. Any additional projected expenses will be added to the FY20/21 forecast. See “Use of Funds” slide.

- There is a possibility of increased funding per ADA for SPED as the Approved State Budget increased the base rate from $577/ ADA to $625 /ADA. (Current FY20/21 approved Budgets were $500 per ADA with 1% Administration Fee)

- Lottery funds per ADA decreased compared to Budget -Forecasted to be $199 per ADA- Budgeted at $207 per ADA- small change in revenue

TEACH Academy of Technologies
Board Summary
FY20/21

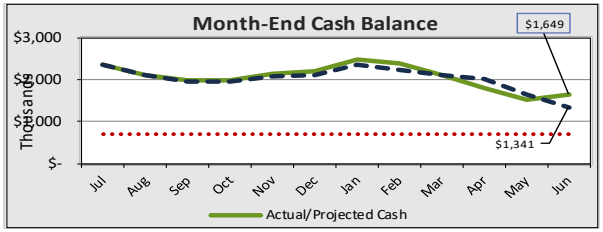
	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2021	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 4,529,655	$ 4,170,784	$ 358,871
Federal Revenue	1,236,582	743,600	492,982
Other State Revenue	991,928	942,466	49,462
Other Local Revenue	-	-	-
Total Revenue	**$ 6,758,165**	**$ 5,856,850**	**$ 901,315**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2021	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 1,354,914	$ 1,341,414	$ (13,500)
Classified Salaries	195,814	195,814	-
Benefits	508,078	505,513	(2,565)
Books and Supplies	671,668	671,668	-
Subagreement Services	514,140	514,140	-
Operations	160,830	160,830	-
Facilities	994,328	994,328	-
Professional Services	1,180,736	1,075,750	(104,987)
Depreciation	98,700	98,700	-
Interest	-	-	-
Total Expenses	**$ 5,679,209**	**$ 5,558,157**	**$ 121,052**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,078,956**	**$ 298,693**	**$ 780,263**
Beginning Fund Balance	2,738,788	2,738,788	
Ending Fund Balance	**$ 3,817,744**	**$ 3,037,482**	
As a % of Annual Expenses	*67.2%*	*54.6%*	

434.51
ADA CAP

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*n/a*	*445*	*445*
ADA	*n/a*	*423*	*423*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*96.5%*	*96.5%*	*96.5%*
Revenue per ADA		*$15,986*	*$13,854*
Expenses per ADA		*$13,434*	*$13,148*



Board Summary

FY20-21

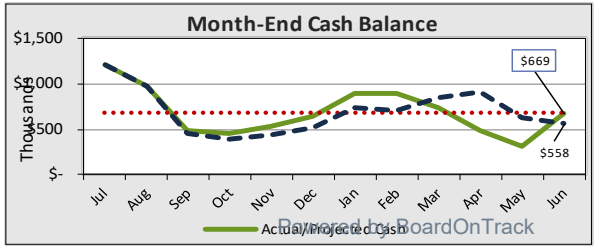
	Annual/Full Year Forecast @6/30/2021	Budget @ 6/30/2021	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 4,739,351	$ 4,822,461	$ (83,111)
Federal Revenue	1,121,443	603,410	518,033
Other State Revenue	830,308	759,107	71,201
Other Local Revenue	-	-	-
Total Revenue	**$ 6,691,101**	**$ 6,184,978**	**$ 506,123**

	Annual/Full Year Forecast @6/30/2021	Budget @ 6/30/2021	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 1,522,547	$ 1,509,047	$ (13,500)
Classified Salaries	426,664	426,664	-
Benefits	518,807	516,242	(2,565)
Books and Supplies	648,670	648,670	-
Subagreement Services	300,600	300,600	-
Operations	181,700	181,700	-
Facilities	811,377	811,377	-
Professional Services	1,130,857	1,099,477	(31,381)
Depreciation	47,700	47,700	-
Total Expenses	**$ 5,588,922**	**$ 5,541,477**	**$ (47,446)**

370.26
ADA CAP

Enrollment & Per Pupil Data	Actual	Forecast	Budget
Average Enrollment	*n/a*	*440*	*440*
ADA	*n/a*	*409*	*409*
Attendance Rate	*n/a*	*93.0%*	*93.0%*
Unduplicated %	*92.6%*	*92.6%*	*92.6%*
Revenue per ADA		*$16,352*	*$15,115*
Expenses per ADA		*$13,658*	*$13,542*

	Annual/Full Year Forecast @6/30/2021	Budget @ 6/30/2021	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,102,179**	**$ 643,501**	**$ 458,678**
Beginning Fund Balance	1,747,799	1,747,799	
Ending Fund Balance	**$ 2,849,978**	**$ 2,391,300**	
As a % of Annual Expenses	*51.0%*	*43.2%*	



TEACH Preparatory

Board Summary

FY20/21

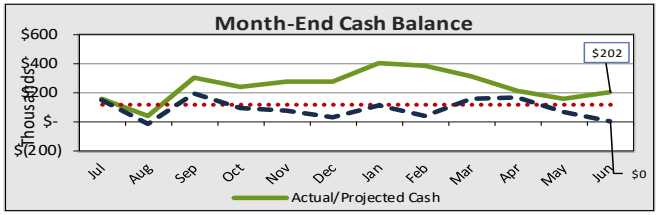
	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2021	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 1,520,920	$ 2,148,086	$ (627,166)
Federal Revenue	393,646	242,703	150,943
Other State Revenue	408,502	384,605	23,897
Other Local Revenue	-	-	-
Total Revenue	**$ 2,323,067**	**$ 2,775,393**	**$ (452,325)**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2021	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 509,957	$ 645,056	$ 135,099
Classified Salaries	155,480	240,480	85,000
Benefits	160,163	213,544	53,381
Books and Supplies	352,485	402,100	49,615
Subagreement Services	78,300	113,300	35,000
Operations	58,300	58,300	-
Facilities	508,623	508,623	-
Professional Services	421,749	520,877	99,128
Depreciation	20,000	20,000	-
Interest	1,550	1,550	-
Total Expenses	**$ 2,266,607**	**$ 2,723,830**	**$ 457,224**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 56,460**	**$ 51,563**	**$ 4,898**
Beginning Fund Balance	608,169	608,169	
Ending Fund Balance	**$ 664,629**	**$ 659,732**	
As a % of Annual Expenses	*29.3%*	*24.2%*	

133.14
ADA CAP

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	*n/a*	*215*	*215*
ADA	*n/a*	*204*	*204*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*95.6%*	*95.6%*	*95.6%*
Revenue per ADA		*$11,374*	*$13,588*
Expenses per ADA		*$11,097*	*$13,336*



TEACH Public Schools

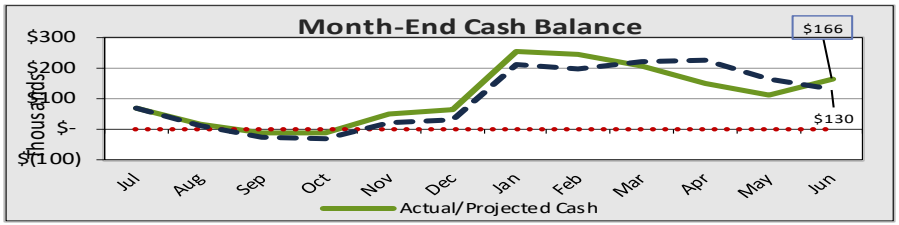
Board Summary

FY20-21

	Annual/Full Year		
	Forecast @ 6/30/2020	Budget @ 6/30/2021	Fav/(Unfav)
Revenue			
Other Local Revenue	1,498,372	1,403,477	94,895

	Annual/Full Year		
	Forecast @ 6/30/2020	Budget @ 6/30/2021	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 559,429	$ 559,429	$ -
Classified Salaries	255,390	255,390	-
Benefits	224,626	224,626	-
Books and Supplies	73,192	73,192	-
Subagreement Services	4,100	4,100	-
Operations	65,000	65,000	-
Facilities	60,615	60,615	-
Professional Services	50,111	50,111	-
Depreciation	13,000	13,000	-
Interest	-	-	-
Total Expenses	**$ 1,305,462**	**$ 1,305,462**	**$ -**

	Annual/Full Year		
	Forecast @ 6/30/2020	Budget @ 6/30/2021	Fav/(Unfav)
Total Surplus(Deficit)	**$ 192,910**	**$ 98,015**	**$ 94,895**
Beginning Fund Balance	(69,738)	(69,738)	
Ending Fund Balance	**$ 123,172**	**$ 28,277**	
As a % of Annual Expenses	*9.4%*	*2.2%*	

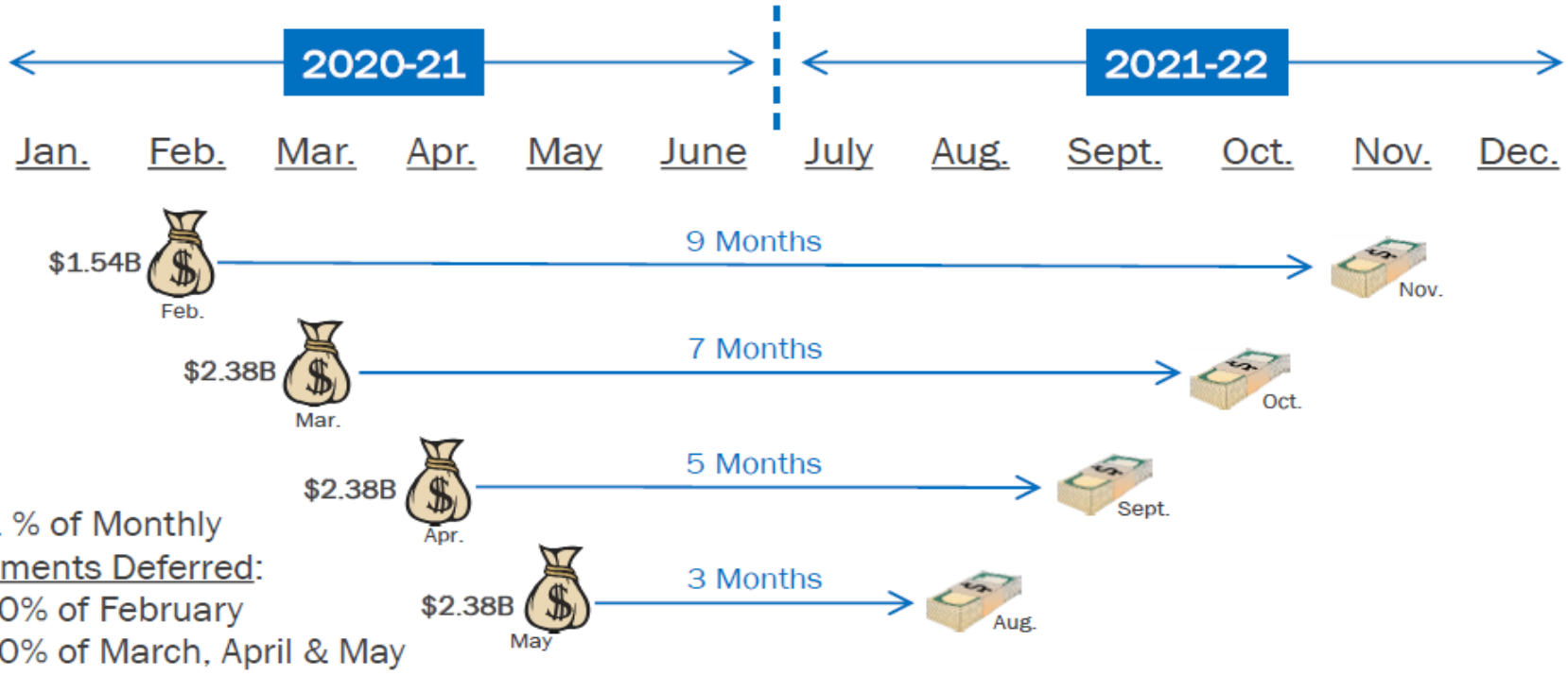


FY21 Funding Deferrals

Current State Deferrals

A State budget was passed and signed into law (6/30/20) that keeps educational funding mostly flat, but with:

- $8.67B* of deferrals in 2020-21



Est. % of Monthly Payments Deferred:
- 50% of February
- 70% of March, April & May

* Does not include June 2020 deferral of $1.85B that will be repaid on 7/15/20. The total deferral in 2020-21 may be reduced by the Governor from any future federal funding that maybe received in 2020-21.

Use of Learning Loss Mitigation Funding

Use of Funds

The focus for the use of the funds and distribution formula are outlined in the 2020–21 budget package, with focus to use the funds to support transitional kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19 school closures. Specifically, funds are to be used for:

•Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.

•Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.

•Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.

•Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

Compliance Items

TEACH Inc.,
60-Day Compliance Calendar
July 31, 2020

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
DATA TEAM	Aug-01	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment- Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	TEACH	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Aug-17	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. The 2020 Spring Application release was delayed until July 6th with an August 17th due date.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Aug-17	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Aug-28	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2020/21 funding per PY ADA K-8 $16.86, 9-12 $46.87).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp

Compliance Items

TEACH Inc.,
60-Day Compliance Calendar
July 31, 2020

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
DATA TEAM	Aug-28	4-year Adjusted Cohort Graduation Rate (ACGR) - High School graduation data is extracted from CALPADS on 8/28/2020 to calculate an ACGR value. Graduation data must be submitted into CALPADS before this deadline to ensure data is available to the state for accurate calculations.	TEACH	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Aug-28	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/28/2020.	TEACH	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Sep-04	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	
FINANCE	Sep-30	2020-21 Learning Continuity and Attendance Plan -- The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.	TEACH	Yes	No	https://www.cde.ca.gov/re/lc/learningcontattendplan.asp

CHARTER IMPACT

TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Prep Elementary, TEACH Public Schools, Cunningham & Morris, LLC, Wooten Avila, LLC and TEACH Foundation, Inc.

Monthly Financial Presentation – June 2020

June Highlights

- TEACH Academy , TEACH Tech, & Teach Prep with surplus, positive cash flow, and positive fund balances projected at year end.
- TPS with Positive Cash Flow, Surplus and Negative Fund Balance projected at year-end
- Teach Academy projected to meet and exceed bond requirements with 154 ADOH (45Day Requirement) and Debt Service Coverage Ratio of 1.54 (1.20 Requirement)
- Unaudited Actual Reports are due to LAUSD on August 17th ~~ Audit is scheduled for the week of August 24th
- SBA Payroll Protection Plan Loan funds received in May in the amount of $1.003M -60% should be used for payroll and 25% leasing cost- 75% of loan can be potentially forgiven as a grant if all requirements are met.
- Elementary and Secondary School Emergency Relief Fund- funds to be awarded @ 80% of projected FY19 Title I allocation or Academy $**132,188,*** TECH **$97,544,-** Funding to be used so support coronavirus response activities as well as efforts to continue to provide education services and operations- currently there isn't a timeline of when funds will be received- but potentially in FY20/21
- COVID Allocations Received: Academy $7,666** TECH $6,626** Prep $2,309-to be used for maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment and materials necessary to provide students with opportunities for distance learning
- SB740- Program is currently oversubscribed therefore schools are projected to received only 95% of their calculated apportionment
- P-2 reports submitted to CDE-
  - TEACH Academy P2 ADA @434.51 vs. Budget @ 418 (13.51) increase
  - TEACH Tech P2 ADA @370.26 vs. Budget 404 (33.74) decrease
  - TEACH Prep- P2 ADA @ 133.17 vs. Budget @ 166 (32.83) decrease

TEACH Academy of Technologies

Board Summary

June 30, 2020

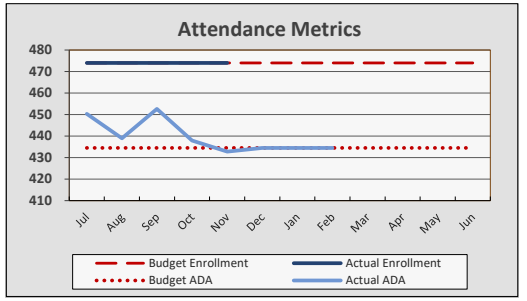
CHARTER IMPACT

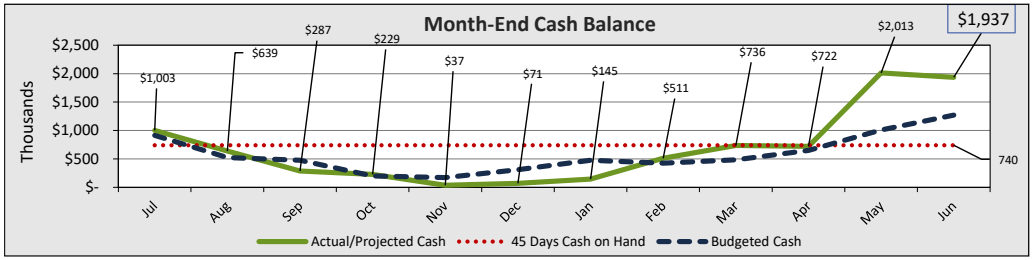
	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @6/30/2020	Budget	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,650,345	$ 4,469,106	$ 181,239	$ 4,650,345	$ 4,469,106	$ 181,239
Federal Revenue	718,481	596,832	121,649	718,481	596,832	121,649
Other State Revenue	1,006,119	929,857	76,262	1,006,119	929,857	76,262
Other Local Revenue	5,390	-	5,390	5,390	-	5,390
Total Revenue	**$ 6,380,334**	**$ 5,995,795**	**$ 384,539**	**$ 6,380,334**	**$ 5,995,795**	**$ 384,539**

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @6/30/2020	Budget	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,314,526	$ 1,204,206	$ (110,320)	$ 1,314,526	$ 1,204,206	$ (110,320)
Classified Salaries	446,427	446,832	406	446,427	446,832	406
Benefits	581,358	528,382	(52,977)	581,358	528,382	(52,977)
Books and Supplies	778,871	568,157	(210,714)	778,871	568,157	(210,714)
Subagreement Services	541,118	392,500	(148,618)	541,118	392,500	(148,618)
Operations	164,733	216,866	52,133	164,733	216,866	52,133
Facilities	950,649	1,017,105	66,456	950,649	1,017,105	66,456
Professional Services	1,110,804	1,135,572	24,768	1,110,804	1,135,572	24,768
Depreciation	101,720	60,000	(41,720)	101,720	60,000	(41,720)
Interest	15,460	-	(15,460)	15,460	-	(15,460)
Total Expenses	**$ 6,005,666**	**$ 5,569,619**	**$ (436,047)**	**$ 6,005,666**	**$ 5,569,619**	**$ (436,047)**

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 374,668**	**$ 426,176**	**$ (51,508)**	**$ 374,668**	**$ 426,176**	**$ (51,508)**
Beginning Fund Balance	2,423,940	2,423,940		2,423,940	2,423,940	
Ending Fund Balance	**$ 2,798,609**	**$ 2,850,116**		**$ 2,798,609**	**$ 2,850,116**	
As a % of Annual Expenses	*46.6%*	*51.2%*		*46.6%*	*51.2%*	

Enrollment & Per Pupil Data			
	Actual	*Forecast @ P2*	*Budget*
Average Enrollment	*474*	*474*	*440*
ADA	*440*	*435*	*418*
Attendance Rate	*92.7%*	*91.7%*	*93.0%*
Unduplicated %	*96.2%*	*96.2%*	*96.2%*
Revenue per ADA		*$14,684*	*$14,344*
Expenses per ADA		*$13,822*	*$13,324*





TEACH Tech Charter High School
Board Summary

June 30, 2020

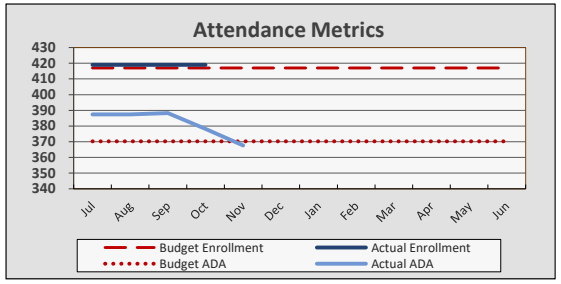
CHARTER IMPACT

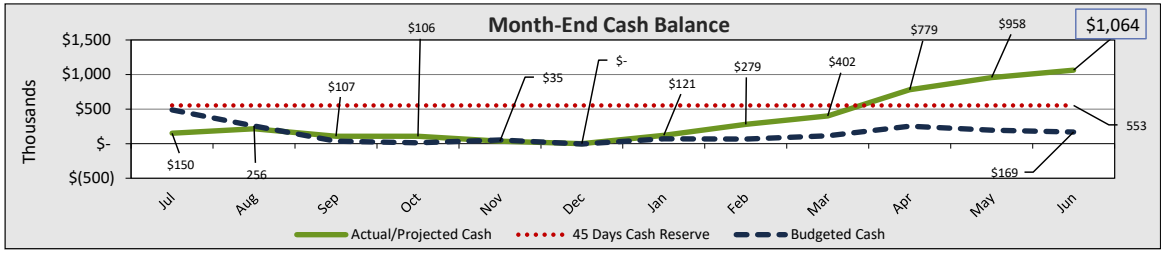
	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,752,606	$ 5,173,590	$ (420,984)	$ 4,752,606	$ 5,173,590	$ (420,984)
Federal Revenue	383,525	542,060	(158,534)	383,525	542,060	(158,534)
Other State Revenue	772,056	787,032	(14,976)	772,056	787,032	(14,976)
Other Local Revenue	27,047	-	27,047	27,047	-	27,047
Total Revenue	**$ 5,935,234**	**$ 6,502,682**	**$ (567,448)**	**$ 5,935,234**	**$ 6,502,682**	**$ (567,448)**

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,375,093	$ 1,554,678	$ 179,585	$ 1,375,093	$ 1,554,678	$ 179,585
Classified Salaries	375,741	612,115	236,374	375,741	612,115	236,374
Benefits	507,092	533,096	26,004	507,092	533,096	26,004
Books and Supplies	495,669	582,609	86,940	495,669	582,609	86,940
Subagreement Services	246,438	112,750	(133,688)	246,438	112,750	(133,688)
Operations	162,915	1,240,172	1,077,257	162,915	142,650	(20,265)
Facilities	278,190	1,231,870	953,680	278,190	1,231,870	953,680
Professional Services	1,001,980	142,650	(859,330)	1,001,980	1,240,172	238,192
Depreciation	43,120	25,000	(18,120)	43,120	25,000	(18,120)
Total Expenses	**$ 4,486,238**	**$ 6,034,940**	**$ 1,548,702**	**$ 4,486,238**	**$ 6,034,940**	**$ 1,548,702**

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,448,996**	**$ 467,742**	**$ 981,254**	**$ 1,448,996**	**$ 467,742**	**$ 981,254**
Beginning Fund Balance	265,745	265,745		265,745	265,745	
Ending Fund Balance	**$ 1,714,741**	**$ 733,487**		**$ 1,714,741**	**$ 733,487**	
As a % of Annual Expenses	*38.2%*	*12.2%*		*38.2%*	*12.2%*	

Enrollment & Per Pupil Data	*Actual*	*Forecast @ P2*	*Budget*
Average Enrollment	*419*	*417*	*425*
ADA	*382*	*370*	*404*
Attendance Rate	*91.1%*	*88.8%*	*93.0%*
Unduplicated %	*93.8%*	*93.8%*	*93.8%*
Revenue per ADA		*$16,030*	*$16,106*
Expenses per ADA		*$12,116*	*$14,947*





TEACH Preparatory

Board Summary

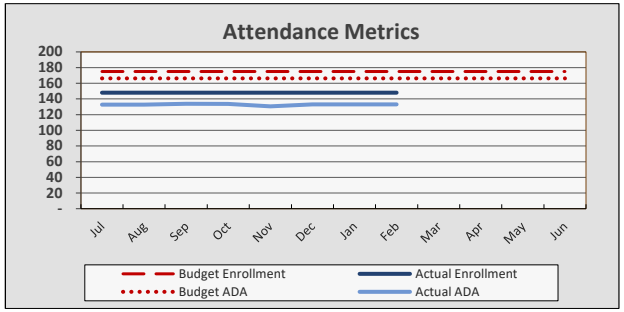
June 30, 2020

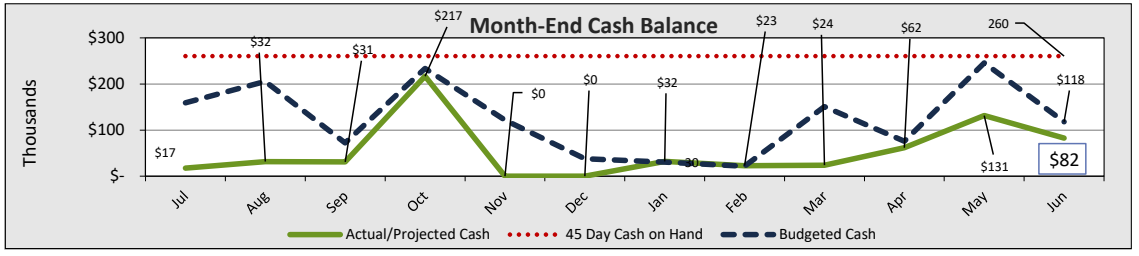
	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 1,515,277	$ 1,893,973	$ (378,696)	$ 1,515,277	$ 1,893,973	$ (378,696)
Federal Revenue	523,752	202,519	321,233	523,752	202,519	321,233
Other State Revenue	286,005	320,395	(34,391)	286,005	320,395	(34,391)
Other Local Revenue	20,000	-	20,000	20,000	-	20,000
Total Revenue	**$ 2,345,034**	**$ 2,416,887**	**$ (71,853)**	**$ 2,345,034**	**$ 2,416,887**	**$ (71,853)**

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 414,066	$ 525,728	$ 111,662	$ 414,066	$ 525,728	$ 111,662
Classified Salaries	205,603	213,056	7,453	205,603	213,056	7,453
Benefits	155,402	197,085	41,683	155,402	197,085	41,683
Books and Supplies	493,494	255,606	(237,888)	493,494	255,606	(237,888)
Subagreement Services	98,140	64,500	(33,640)	98,140	64,500	(33,640)
Operations	37,973	50,430	12,457	37,973	50,430	12,457
Facilities	312,765	443,500	130,735	312,765	443,500	130,735
Professional Services	382,150	462,631	80,481	382,150	462,631	80,481
Depreciation	13,013	2,500	(10,513)	13,013	2,500	(10,513)
Total Expenses	**$ 2,112,607**	**$ 2,215,035**	**$ 102,429**	**$ 2,112,607**	**$ 2,215,035**	**$ 102,429**

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 232,427**	**$ 201,852**	**$ 30,575**	**$ 232,427**	**$ 201,852**	**$ 30,575**
Beginning Fund Balance	339,858	339,858		339,858	339,858	
Ending Fund Balance	**$ 572,285**	**$ 541,711**		**$ 572,285**	**$ 541,711**	
As a % of Annual Expenses	*27.1%*	*24.5%*		*27.1%*	*24.5%*	

Enrollment & Per Pupil Data			
	Actual	*Forecast @ P2*	*Budget*
Average Enrollment	*148*	*145*	*175*
ADA	*133*	*133.17*	*166*
Attendance Rate	*89.8%*	*91.8%*	*95.0%*
Unduplicated %	*95.1%*	*95.1%*	*93.8%*
Revenue per ADA		*$17,609*	*$14,538*
Expenses per ADA		*$15,864*	*$13,324*





TEACH Public Schools

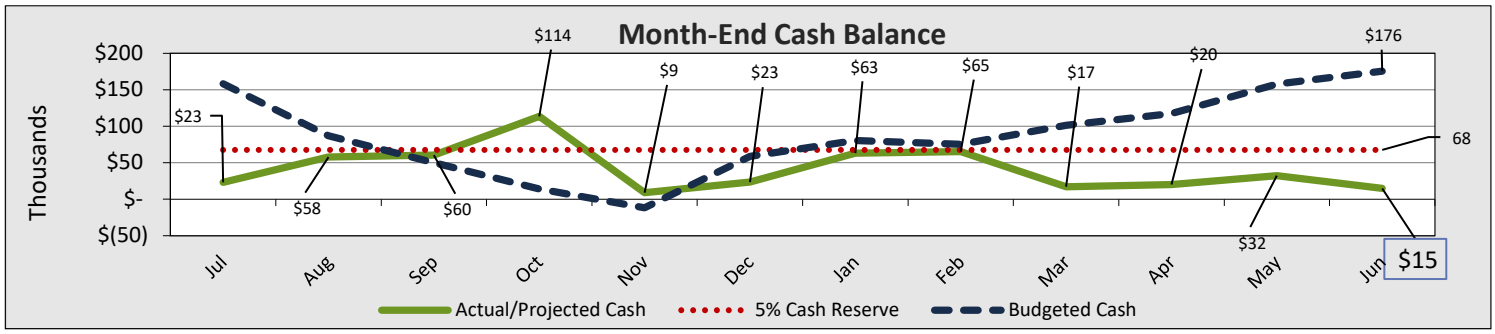
Board Summary

June 30, 2020

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Revenue						
Other Local Revenue	1,452,586	1,403,583	49,004	1,452,586	1,403,583	49,004
Total Revenue	**$ 1,452,586**	**$ 1,403,583**	**$ 49,004**	**$ 1,452,586**	**$ 1,403,583**	**$ 49,004**

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 562,684	$ 537,974	$ (24,710)	$ 562,684	$ 537,974	$ (24,710)
Classified Salaries	236,866	276,320	39,454	236,866	276,320	39,454
Benefits	227,856	183,760	(44,095)	227,856	183,760	(44,095)
Books and Supplies	68,461	54,564	(13,897)	68,461	54,564	(13,897)
Subagreement Services	3,062	8,000	4,938	3,062	8,000	4,938
Operations	44,726	72,883	28,157	44,726	72,883	28,157
Facilities	123,137	178,900	55,763	123,137	178,900	55,763
Professional Services	73,063	51,211	(21,852)	73,063	51,211	(21,852)
Depreciation	12,608	11,000	(1,608)	12,608	11,000	(1,608)
Total Expenses	**$ 1,352,464**	**$ 1,374,612**	**$ 22,149**	**$ 1,352,464**	**$ 1,374,612**	**$ 22,149**

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 100,122**	**$ 28,971**	**$ 71,152**	**$ 100,122**	**$ 28,971**	**$ 71,152**
Beginning Fund Balance	(171,150)	(171,150)		(171,150)	(171,150)	
Ending Fund Balance	**$ (71,027)**	**$ (142,179)**		**$ (71,027)**	**$ (142,179)**	
As a % of Annual Expenses	*-5.3%*	*-10.3%*		*-5.3%*	*-10.3%*	



CHARTER IMPACT

TEACH Academy of Technologies

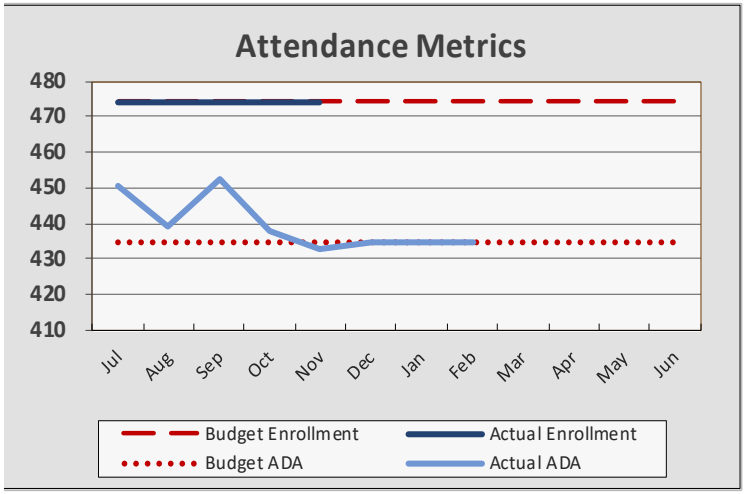
Monthly Financial Presentation – June 2020

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast @ P2	Budget
Average Enrollment	474	474	440
ADA	440	435	418
Attendance Rate	92.7%	91.7%	93.0%
Unduplicated %	96.2%	96.2%	96.2%
Revenue per ADA		$14,684	$14,344
Expenses per ADA		$13,822	$13,324

Attendance Metrics



Fall 2019 P1 ADA of 441.14 determines LCFF allocations February 2020- May 2020
Spring 2020 P2 ADA of 434.51 determines LCFF allocations for June 2020- January 2021

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @6/30/2020	Budget	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,650,345	$ 4,469,106	$ 181,239	$ 4,650,345	$ 4,469,106	$ 181,239
Federal Revenue	718,481	596,832	121,649	718,481	596,832	121,649
Other State Revenue	1,006,119	929,857	76,262	1,006,119	929,857	76,262
Other Local Revenue	5,390	-	5,390	5,390	-	5,390
Total Revenue	**$ 6,380,334**	**$ 5,995,795**	**$ 384,539**	**$ 6,380,334**	**$ 5,995,795**	**$ 384,539**

See next slide for variance explanation(s)- Prior month Annual May variance was $348K increase

TAT - Revenue

- **State Aid Revenue: Increase of $181K is mainly due to:** Increase in P2 ADA by 13.51 compared to approved budget. There was a prior year FY18/19 LCFF adjustment of ($43K) offset by FY18/19 In Lieu of Property Taxes Adjustment for $38K as per updated apportionment schedules from CDE. In Lieu Property Tax rate increased from $2605.28/per from P1 to $2,922.84/per ADA at P2

- **Federal Revenue: Increase of $121.6K is mainly due to:**
  - Federal Nutrition increase of $99K as per increase in enrollment and prior consumption rates-during school closure breakfast and lunch were still being served with increased consumption rates- revenue and expense during school closure recorded on Academy's books- See also increase in Nutrition expense
  - Increase of $7.8K Special Education as per increase in enrollment and ADA
  - Increase in Title Funds- Title I $7.8, Title II-$4.4K, & Title IV -$1.8K, funding per updated CDE allocation Schedule

- **Other State Revenue**: **Increase of $76K is mainly due to:**
  - SPED revenue increase of $57.9K based on increased enrollment and ADA
  - SB740 increase of $6.4K down from previous $43K increase (due to rate change from $1,147 to $1,184 and increase in projected ADA by 13.51). Award has also been reduced by 5%
  - PY Revenue decreased by ($24K) for receipt of 18/19 ASES $20K and $7.8K in Lottery funds also offset by decrease of ($55.8K) in SB740 due to FY18/19 and FY17/18 adjustments
  - Current ASES grant increased by $23K compared to approved budget along with $7,666 receipt of COVID funds

TAT – Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @6/30/2020	Budget	Fav/(Unfav)
Certificated Salaries	$ 1,314,526	$ 1,204,206	$ (110,320)	$ 1,314,526	$ 1,204,206	$ (110,320)
Classified Salaries	446,427	446,832	406	446,427	446,832	406
Benefits	581,358	528,382	(52,977)	581,358	528,382	(52,977)
Books and Supplies	778,871	568,157	(210,714)	778,871	568,157	(210,714)
Subagreement Services	541,118	392,500	(148,618)	541,118	392,500	(148,618)
Operations	164,733	216,866	52,133	164,733	216,866	52,133
Facilities	950,649	1,017,105	66,456	950,649	1,017,105	66,456
Professional Services	1,110,804	1,135,572	24,768	1,110,804	1,135,572	24,768
Depreciation	101,720	60,000	(41,720)	101,720	60,000	(41,720)
Interest	15,460	-	(15,460)	15,460	-	(15,460)
Total Expenses	**$ 6,005,666**	**$ 5,569,619**	**$ (436,047)**	**$ 6,005,666**	**$ 5,569,619**	**$ (436,047)**

Note: variance explanation(s) are on next slide- Annual Variance per May was ($459.6K) increase

TAT – Expenses

- **Certificated Salaries projected Increase of $110K** is mainly due to Certificated Teachers increase of $77.9K- budgeted amount for 16 positions, currently 15 positions currently filled and forecasted. Five positions terminated month of March therefore variance has decreased from prior month. Teachers substitute Position decrease by $30K as currently no YTD amounts for this purpose- however see increase in Subagreement for Substitute Teachers- Pupil support increased by $39K as 1 position budgeted- currently 2 active positions for Counselors

- **Benefits projected increase of $52.9K** in due to increase in Health and Welfare by $66K as per increase in eligible employees- YTD based on employee participation and newly hired eligible staff

- **Books and Supplies projected increase of $210.7K**. Projected Increase of $29K in School Supplies mainly due to uniform purchases . Increase of $95K in Non-Cap Equipment for purchases of 210 Chromebooks, projectors, laptops and furniture. Projected Food Service increase by $113K due to increase in consumption rate during school closure-food service still continued during school closure and pick-up percentage was higher due to community service needs.

- **Subagreement Services projected increase of $148.6K –**due to projected $48K increase in Special Education services. Forecast updated to reflect prior months' invoices which suggest increase in students to whom services are provided. Projected increase of $138K in Substitute Teacher expenses as prior month invoices appears to be averaging higher than budgeted monthly amounts– Offset by decrease of $67K in Nursing expense – as YTD expense in this category were only $2,805. Note: Educational Consultants expense consist of $74.5K FY18/19 related expenses.

TAT – Expenses

- **Operations decrease by $52K-** Various variances within this cluster with the largest being $16K increase in Insurance fee and $52K decrease in Communications Expense

- **Facilities, Repairs and Other Leases decrease by $66K-** Rent expense decrease by $20.4 represents deferred rent adjustment// repairs and maintenance decrease of $49.6K as expenses lower than budgeted.

- **Professional Services decrease by $24.7K-** Various variance within this cluster the largest variances consisting of the following: General Consulting decreasing by 11.7K, Special Activities decrease of $27K due to school closures & Management fee decrease of $13.5K due to flat rate adjustment of CI Fees

- **Depreciation increase of $41K** is due to new leasehold improvements

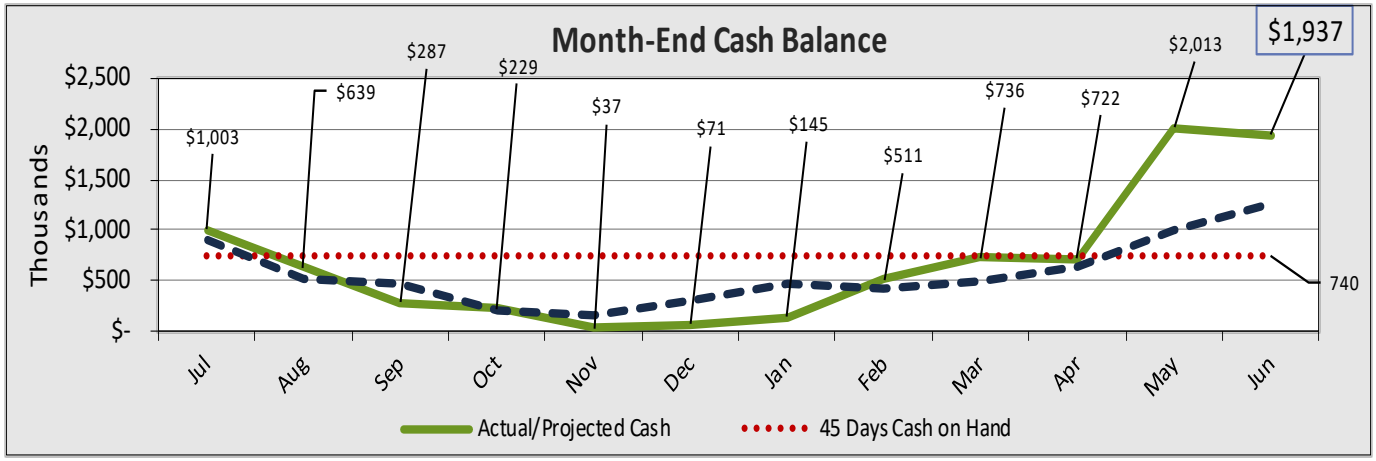
TAT – Fund Balance

- Net assets ended at year-end well over 3% reserve of $181K.
- Includes $173K of combined intercompany receivables to be transferred after year-end

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 374,668**	**$ 426,176**	**$ (51,508)**	**$ 374,668**	**$ 426,176**	**$ (51,508)**
Beginning Fund Balance	2,423,940	2,423,940		2,423,940	2,423,940	
Ending Fund Balance	**$ 2,798,609**	**$ 2,850,116**		**$ 2,798,609**	**$ 2,850,116**	
As a % of Annual Expenses	*46.6%*	*51.2%*		*46.6%*	*51.2%*	

TAT – Cash Balance

- Positive Cash Balance projected at year-end at $1.9M/118 DCOH-above $740K or 45-DCOH bond requirement- Bond calculation allows for current unrestricted receivables at year- end of approx. $599K (ADCOH is 154)
- The debt service coverage ratio is currently forecasted at 1.542, bond requirement is 1.20- (surplus plus rent expense divided by rent payments)
- Includes 1.03M for receipt of SBA PPP loan funds



CHARTER IMPACT

TEACH Tech Charter High School

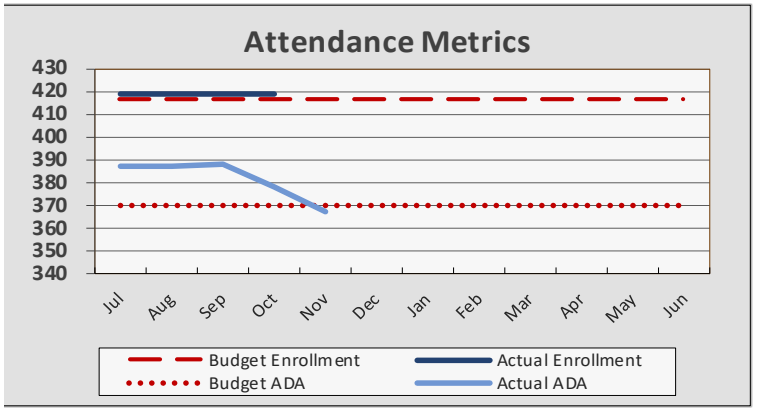
Monthly Financial Presentation – June 2020

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
		Forecast	
	Actual	@ P2	Budget
Average Enrollment	419	417	425
ADA	382	370	404
Attendance Rate	91.1%	88.8%	93.0%
Unduplicated %	93.8%	93.8%	93.8%
Revenue per ADA		$16,030	$16,106
Expenses per ADA		$12,116	$14,947

Attendance Metrics



Fall 2019 P1 ADA of 381.30 determines LCFF Allocation from February 2020 until May 2020

Spring 2020 P2 ADA of 370.26 determines LCFF Allocation from June 2020 until January 2021

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,752,606	$ 5,173,590	$ (420,984)	$ 4,752,606	$ 5,173,590	$ (420,984)
Federal Revenue	383,525	542,060	(158,534)	383,525	542,060	(158,534)
Other State Revenue	772,056	787,032	(14,976)	772,056	787,032	(14,976)
Other Local Revenue	27,047	-	27,047	27,047	-	27,047
Total Revenue	**$ 5,935,234**	**$ 6,502,682**	**$ (567,448)**	**$ 5,935,234**	**$ 6,502,682**	**$ (567,448)**

Note: See Variance Explanations on next slide(s)- Projected Annual Variance was ($590K) decrease in May

TTHS - Revenue

- **State Aid Revenue: Projected Decrease of $420.9K** as per projected decrease in P2 ADA by (33.74) compared to approved budget and ($31K) decrease for FY18/19 LFFF Adjustments offset by FY18/19 $31.6K in In Lieu Property Tax adjustments.
- **Federal Revenue: Projected Decrease of $158K is mainly due to:**
  - Child Nutrition decrease of $179K as per decrease in projected ADA and review of prior reimbursement submission- forecast has been updated to remove April-May revenue due to school closures- Lunch services revenue and expense are recorded on Academy's books for applicable months of service. See also decrease in Nutrition Expense of $164K
  - Title I and Title II funds increased by $17.9K and $4.9K respectively as per final apportionment schedules released by CDE
- **Other State Revenue: Projected Decrease of $14.9K** mainly due to $25K increase in SPED Revenue //$17K decrease increase in State Nutrition see Federal Nutrition explanation above//$49K decrease in SB740 as per decrease in ADA as well as 5% decrease in projected award amount as program is oversubscribed// Prior Revenue increased by $7K for FY18/19 Lottery Adjustments and Assessment adjustments as well as $15K increase in SB740 for FY17/18 adjustment
- **Local Revenue increase by $27K-** mainly due to receipt of $23K in USAC credits

TTHS - Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Certificated Salaries	$ 1,375,093	$ 1,554,678	$ 179,585	$ 1,375,093	$ 1,554,678	$ 179,585
Classified Salaries	375,741	612,115	236,374	375,741	612,115	236,374
Benefits	507,092	533,096	26,004	507,092	533,096	26,004
Books and Supplies	495,669	582,609	86,940	495,669	582,609	86,940
Subagreement Services	246,438	112,750	(133,688)	246,438	112,750	(133,688)
Operations	162,915	1,240,172	1,077,257	162,915	142,650	(20,265)
Facilities	278,190	1,231,870	953,680	278,190	1,231,870	953,680
Professional Services	1,001,980	142,650	(859,330)	1,001,980	1,240,172	238,192
Depreciation	43,120	25,000	(18,120)	43,120	25,000	(18,120)
Total Expenses	**$ 4,486,238**	**$ 6,034,940**	**$ 1,548,702**	**$ 4,486,238**	**$ 6,034,940**	**$ 1,548,702**

Variance explanation on next slide (s)- Annual Variance decrease in May was $1.6M

TTHS – Expenses

- **Certificated Salaries decrease of $179.5K** is mainly due to:
  - **Decrease in Certificated Teachers of $226K** as 21 full positions were budgeted, currently 17 positions filled
  - **Increase of $48K in Certificated Admin** as one Admin position reclassed from Classified Administration.
- **Classified Salaried decrease of $236K-** is mainly due to Decrease of $142K in Instructional Salaries as 10 positions budgeted with 6 filled and forecasted/ Decrease of $77K in Classified Administration as one position reclassed to Certificated Administration and one termination in March
- **Benefits increase of $26K**-mainly due to $59K increase in Health and Welfare as per increase in participation and $37K decrease in STRS as per decrease in Certificated Salaries
- **Book and supplies decease by $86K** and is due to projected:
  - Increase of $37K in Textbook –YTD $81k for Textbooks purchase
  - Increase of $22K in School Supplies
  - Decrease of $17K in Software
  - Increase of $44K in Non-Cap Equipment- $66K for Chromebooks
  - Decrease of $164K in Food Service as per decrease in enrollment and ADA also forecast updated to removed related expense April and May due to school closure- See decrease in Federal Nutrition Revenue of $178.7K.

TTHS – Expenses

- **Subagreement Service increase by $133.6K** and is mainly due to projected increase in SPED services by $111K based on needs of students also SPED TA position remained opened- needed additional support from outside vendors. Substitute Teacher projected increase of $18K and Security projected increase by $17.1K

- **Operations increase of $20K** and is due to projected insurance increase of $18K and based on new policy amounts and $14K increase in janitorial fees.

- **Facilities decrease of $953.6K** includes Rent Expense decrease of $1.0M due to w/o of $775K in deferred lease liability for old Red Hook Lease and Decrease of $132K in rent expense due to current 6-month lease with Wooten. Additional rent increase $30K for Parking Lot Lease write off $18.9K of deferred rent for old Red Hook Lease parking lot lease.
- **Professional/Consulting decrease of $238K** and is mainly due to $28K decrease in General Consulting, $62K decrease in Special Activities due to school closure~ Management Fee projected decrease of $82K as per decrease in revenue and updated allocation of flat rate CI management fee between schools and $32K decrease in SPED Encroachments as per decrease in ADA

TTHS – Fund Balance

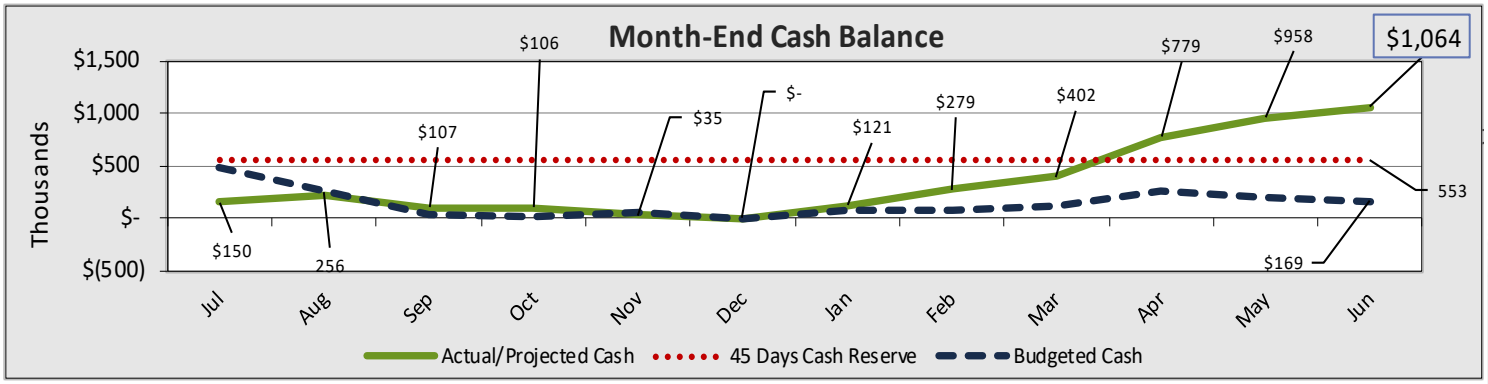
- Net asset projected to end positively above 3% reserve requirement of $134K
- Includes $106K of intercompany payables to be transferred after year-end

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	$ 1,448,996	$ 467,742	$ 981,254	$ 1,448,996	$ 467,742	$ 981,254
Beginning Fund Balance	265,745	265,745		265,745	265,745	
Ending Fund Balance	$ 1,714,741	$ 733,487		$ 1,714,741	$ 733,487	
As a % of Annual Expenses	*38.2%*	*12.2%*		*38.2%*	*12.2%*	

TTHS – Cash Balance

- Positive Cash Balance projected at year-end at $1.06M/87 DCOH- Bond calculation allows for unrestricted receivables at year end of $273K (ADCOH is 109)
- The debt service coverage ratio is currently forecasted at 1.80 bond requirement is 1.20- (surplus (less deferred adjustments) plus rent payments divided by rent payments)

*** Please note: Bond covenants not required to be met for 6/30/2020 for TTHS



CHARTER IMPACT

TEACH Prep Elementary School

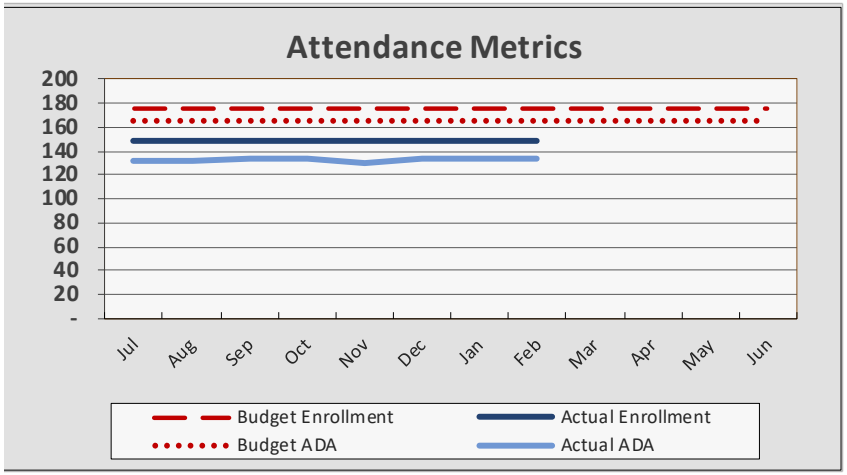
Monthly Financial Presentation – June 2020

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
		Forecast	
	Actual	@ P2	Budget
Average Enrollment	148	145	175
ADA	133	133.17	166
Attendance Rate	89.8%	91.8%	95.0%
Unduplicated %	95.1%	95.1%	93.8%
Revenue per ADA		$17,609	$14,538
Expenses per ADA		$15,864	$13,324

Attendance Metrics



Fall 2019 P1 ADA 132.85 determines LCFF allocation from February 2020 to May 2020.
Spring 2020 P2 ADA of 133.17 determines LCFF allocation from June 2020 to January 2021

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 1,515,277	$ 1,893,973	$ (378,696)	$ 1,515,277	$ 1,893,973	$ (378,696)
Federal Revenue	523,752	202,519	321,233	523,752	202,519	321,233
Other State Revenue	286,005	320,395	(34,391)	286,005	320,395	(34,391)
Other Local Revenue	20,000	-	20,000	20,000	-	20,000
Total Revenue	**$ 2,345,034**	**$ 2,416,887**	**$ (71,853)**	**$ 2,345,034**	**$ 2,416,887**	**$ (71,853)**

Note- Projected Annual Variance in May ($102.9K) decrease

- **State Aid Decrease of $378K-** Is mainly due to 33.83 decrease in P2 ADA compare to budget.

- **Federal Revenue increase of $321K –** Is mainly due to Child Nutrition decrease of $32K as April and May revenue removed from forecast due to school closure in addition to previous months decrease in revenue as per decrease in enrollment// Title I and Title II decrease of $24.9K and $2.8K respectively due to updated allocation of CDE~ Increase of $**395.8K** of PCSGP funds as these reimbursable grants funds are not included in approved budgeting process

- **Other State Revenue decrease of $35K -** is mainly due to decrease of **$4K** in SPED as per decrease in ADA// Child Nutrition decrease **$3.6K** as April and May revenue removed from forecast due to School Closure // SB740 decrease of **$41K** as per decrease ADA along with 5% decrease in Award amounts as program is oversubscribed. Increase in Prior Year revenue due to receipt of **$17K** in FY18/19 Lottery funds.

- **Other local revenue increase by $20K** for receipt of Walton Foundation Grant

TES – Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Certificated Salaries	$ 414,066	$ 525,728	$ 111,662	$ 414,066	$ 525,728	$ 111,662
Classified Salaries	205,603	213,056	7,453	205,603	213,056	7,453
Benefits	155,402	197,085	41,683	155,402	197,085	41,683
Books and Supplies	493,494	255,606	(237,888)	493,494	255,606	(237,888)
Subagreement Services	98,140	64,500	(33,640)	98,140	64,500	(33,640)
Operations	37,973	50,430	12,457	37,973	50,430	12,457
Facilities	312,765	443,500	130,735	312,765	443,500	130,735
Professional Services	382,150	462,631	80,481	382,150	462,631	80,481
Depreciation	13,013	2,500	(10,513)	13,013	2,500	(10,513)
Total Expenses	**$ 2,112,607**	**$ 2,215,035**	**$ 102,429**	**$ 2,112,607**	**$ 2,215,035**	**$ 102,429**

Note variance explanations on next slide – Annual Projected Variance in May was $169K decrease

TES – Expense

- **Certificated Salaries decrease of $111K** is due to $132K decrease in Certificate Salaried with the removal of 1 budgeted Certificated Teacher from forecast due to non hire, split salary of 2 teachers who were budgeted at full salary, one resignation in March. Bonuses $18K projected for certificated teachers not included in original budget

- **Benefits decrease of $41.6K** is mainly due to $19.7K decrease in STRS as per decrease in Certificated Salaries~$10K projected decrease in Health and Benefits benefit as rates are adjusted as per enrollment and participation

- **Books and Supplies increase of $237.8K** is mainly due to projected- Textbooks increase of $29K- School Supplies increase of $88.9K increase for Meet the Masters purchase and Delta Education ~ Projected increase in Software of $39K for purchases of software licenses (TCI and Ellavation).~ $115K increase in Non-Cap equipment for purchase of furniture/ Chrombooks expense are offset by PCSGP Revenue-see above. Food Service decrease of $35K as per decrease in enrollment in addition to removal of April and May expense from forecast due to school closures, see $31.7K decrease in Federal Nutrition Revenue above

TES – Expense

- **Subagreement Services increase of $34K** is mainly due to increase of $11K in SPED services due to increase in services//Substitute Teacher increase of $17.6K for substitute teacher as prior months' invoices are averaging higher than budgeted amounts~ Security projected to increase by $17.3K for increase in services

- **Facilities decrease of $130K** is mainly due to w/o of $231K deferred revenue for Red Hook lease in April 2020 as Wooten Lease began.

- **Professional/Consulting Services *decrease of $80K*** due to projected decrease in Special Activities of $20.8K due to school closures. Managements Fee decrease of ($20K) as per decrease in Revenue and SPED Encroachment fees decrease of ($47K) as per decrease in ADA/Enrollment

TES – Fund Balance

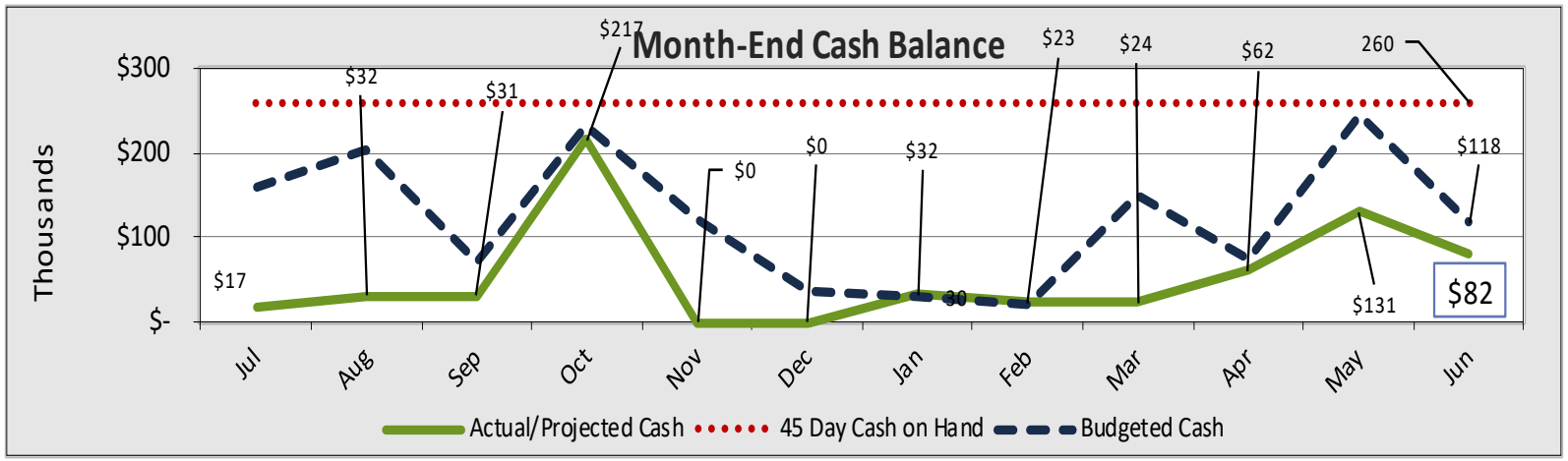
- Surplus $232K forecasted at year-end mainly due to projected w/o of $266K in deferred rent in April 2020.
- Net asset projected to end positively above 5% reserve requirement of $105K

	Year-to-Date			Annual/Full Year		
	Actual @ 6/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 232,427**	**$ 201,852**	**$ 30,575**	**$ 232,427**	**$ 201,852**	**$ 30,575**
Beginning Fund Balance	339,858	339,858		339,858	339,858	
Ending Fund Balance	**$ 572,285**	**$ 541,711**		**$ 572,285**	**$ 541,711**	
As a % of Annual Expenses	*27.1%*	*24.5%*		*27.1%*	*24.5%*	

TES – Cash Balance

- Positive Cash Balance projected at year-end at $82K or 14DCOH- Bond calculation allows for unrestricted receivables at year end of $186KK (ADCOH is 46.41)
- The debt service coverage ratio is currently forecasted at 1.176 slightly below bond requirement is 1.20- (surplus (less deferred adjustments) plus rent payments divided by rent payments
- Includes $53K in transfers for intercompany payables to be transferred after year-end
- Includes $60K receipt of Charter School Financing Loan funds

*** Please note: Bond covenants not required to be met for 6/30/2020 for TES



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – June 2020

TPS – Revenue

- Revenue projected to increase by $49K

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Revenue						
Other Local Revenue	1,452,586	1,403,583	49,004	1,452,586	1,403,583	49,004
Total Revenue	**$ 1,452,586**	**$ 1,403,583**	**$ 49,004**	**$ 1,452,586**	**$ 1,403,583**	**$ 49,004**

Note- Projected Annual variance in May was $44K increase

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 06/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 562,684	$ 537,974	$ (24,710)	$ 562,684	$ 537,974	$ (24,710)
Classified Salaries	236,866	276,320	39,454	236,866	276,320	39,454
Benefits	227,856	183,760	(44,095)	227,856	183,760	(44,095)
Books and Supplies	68,461	54,564	(13,897)	68,461	54,564	(13,897)
Subagreement Services	3,062	8,000	4,938	3,062	8,000	4,938
Operations	44,726	72,883	28,157	44,726	72,883	28,157
Facilities	123,137	178,900	55,763	123,137	178,900	55,763
Professional Services	73,063	51,211	(21,852)	73,063	51,211	(21,852)
Depreciation	12,608	11,000	(1,608)	12,608	11,000	(1,608)
Total Expenses	**$ 1,352,464**	**$ 1,374,612**	**$ 22,149**	**$ 1,352,464**	**$ 1,374,612**	**$ 22,149**

Note- Overall Projected Annual Variance May 2020 was $27.9K increase

- Certificated Salaries increase of $24K as per addition of Bonus pay as not included in budget.
- Classified Salaried decrease by $39K as Other Classified decreased by $46.6 (4 part-time budgeted vs. two current part-time employees)
- Benefits increased by $44K as per $53.7K increase in Health and Benefits as per increase in participation.
- Operating Expense decrease by $28K due to decrease of $12K insurance and $12K Janitorial Fees- possible allocation needed
- Facilities decrease of $55K as per decrease in repairs and maintenance-majority of repairs performed in P/Y-Taxes decrease of $20K as expense booked on school locations
- Professional Expense increase by $21.8K as per $29K increaser for Legal fees for bond counsel- reclass needed

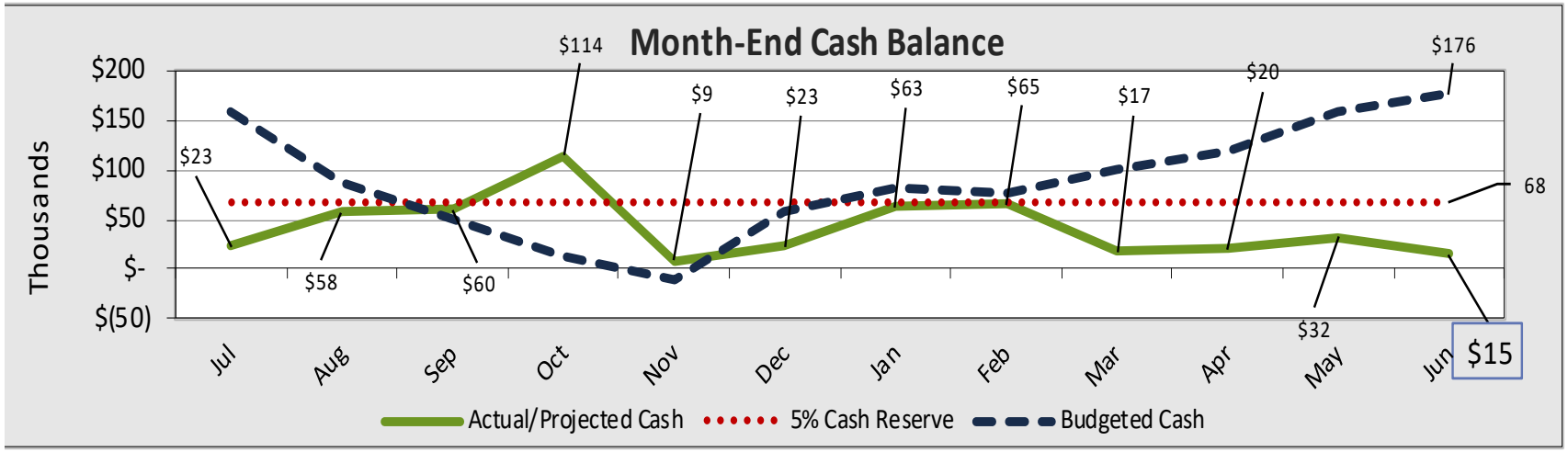
TPS – Fund Balance

- Projected surplus at year-end $101K with ending negative fund balance of $71K

	Year-to-Date			*Annual/Full Year*		
	Actual @ 06/30/2020	Budget	Fav/(Unfav)	Forecast @ 6/30/2020	Budget	Fav/(Unfav)
Total Surplus(Deficit)	**$ 100,122**	**$ 28,971**	**$ 71,152**	**$ 100,122**	**$ 28,971**	**$ 71,152**
Beginning Fund Balance	(171,150)	(171,150)		(171,150)	(171,150)	
Ending Fund Balance	**$ (71,027)**	**$ (142,179)**		**$ (71,027)**	**$ (142,179)**	
As a % of Annual Expenses	*-5.3%*	*-10.3%*		*-5.3%*	*-10.3%*	

TPS – Cash Balance

- Positive Cash Balance projected at year-end at $15K
- Includes $10K in intercompany payables to be cleared after year-end



TPS, Inc. – Financial Position

TEACH, Inc.

Statement of Financial Position

June 30, 2020

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 1,937,161	$ 1,063,645	$ 82,441	$ 14,762	$ 63,377	$ 254,629	$ -		$ 3,416,014
Accounts Receivable	307,309	-	-	24,000	73,539	-	2,337		407,185
Interest Receivable	-	-	-	-	1,904	7,013	-		8,917
Public Funding Receivables	962,717	483,592	442,639	-	-	-	-		1,888,948
Other Receivables	-	-	-	-	-	-	-		-
Factored Receivables	-	-	-	-	-	-	-		-
Due To/From Related Parties	173,452	(106,769)	(53,510)	(13,174)	-	-	-		0
Prepaid Expenses	22,851	9,640	11,439	4,112	-	-	-		48,042
Other Current Assets	-	-	-	-	-	-	-		-
Total Current Assets	**3,403,490**	**1,450,108**	**483,009**	**29,700**	**138,820**	**261,642**	**2,337**		**5,769,106**
Long-Term Assets									
Property & Equipment, Net	1,228,482	122,789	103,470	65,279	10,048,400	20,644,685	-		32,213,104
Deposits	5,000	164,578	99,750	17,580	-	-	-	(141,967)	144,941
Deferred Lease Asset	-	-	-	-	236,157	-	-	(236,157)	-
Bond Issue Costs	-	-	-	-	-	-	-		-
Investments	-	-	-	-	729,046	2,726,080	-		3,455,126
Securities	-	-	-	-	299,426	-	-		299,426
Total Long Term Assets	**1,233,482**	**287,366**	**203,220**	**82,859**	**11,313,029**	**23,370,765**	**-**	**(378,124)**	**36,112,597**
Total Assets	**$ 4,636,973**	**$ 1,737,474**	**$ 686,229**	**$ 112,558**	**$ 11,451,849**	**$ 23,632,407**	**$ 2,337**	**$ (378,124)**	**41,881,703**

Note- Current Assets more than Current Liabilities

TPS, Inc. – Financial Position

TEACH, Inc.

Statement of Financial Position

June 30, 2020

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Liabilities									
Current Liabilities									
Accounts Payable	$ 22,462	$ 9,802	$ 4,480	$ 2,573	$ 840	$ -	$ -		$ 40,157
Accrued Liabilities	274,909	12,931	49,464	181,012	-	-	-		518,316
Interest Payable	-	-	-	-	59,935	-	-		59,935
Deferred Revenue	-	-	-	-	-	-	-		-
Deferred Rent, Current Porti	20,788	-	-	-	-	-	-	(20,788)	-
Capital Lease, Current Portio	-	-	-	-	-	-	-		-
Notes Payable, Current Porti	453,750	-	19,998	-	-	-	-		473,748
Bonds Payable, Current Port	-	-	-	-	-	-	-		-
Other Current Liabilities	-	-	-	-	-	-	-		-
Total Current Liabilities	**771,908**	**22,733**	**73,942**	**183,585**	**60,775**	**-**	**-**	**(20,788)**	**1,092,156**
Long-Term Liabilities									
Deferred Rent, Net of Currer	215,369	-	-	-	-	-	-	(215,369)	-
Capital Lease, Net of Current	-	-	-	-	-	-	-		-
Notes Payable, Net of Currer	851,087	-	40,002	-	-	-	-		891,089
Bonds Payable	-	-	-	-	12,365,000	22,310,000	-		34,675,000
Bond Issue Cost	-	-	-	-	(260,059)	(475,957)	-		(736,017)
Discount on Bonds	-	-	-	-	(209,996)	-	-		(209,996)
Premium on Bonds					-	1,910,227			1,910,227
Securities Premium	-	-	-	-	-	-	-		-
Other Long-Term Liabilities	-	-	-	-	-	141,967	-	(141,967)	-
Total Long-Term Liabilities	**1,066,456**	**-**	**40,002**	**-**	**11,894,945**	**23,886,236**	**-**	**(357,336)**	**36,530,304**
Total Liabilities	**$ 1,838,365**	**$ 22,733**	**$ 113,944**	**$ 183,585**	**$ 11,955,720**	**$ 23,886,236**	**$ -**	**$ (378,124)**	**$ 37,622,460**
Total Net Assets	**2,798,608**	**1,714,741**	**572,285**	**(71,027)**	**(503,872)**	**(253,830)**	**2,337**	**-**	**4,259,243**
Total Liabilities and Net Assets	**$ 4,636,973**	**$ 1,737,474**	**$ 686,229**	**$ 112,558**	**$ 11,451,849**	**$ 23,632,407**	**$ 2,337**	**$ (378,124)**	**$ 41,881,703**

Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 19/20
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 60-Day Compliance Calendar

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY19-20

Revised 8/6/2020

ADA = 434.51

CHARTER IMPACT

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															**ADA =**	**418.00**
State Aid - Revenue Limit																
8011 LCFF State Aid	-	126,196	126,196	227,153	227,153	227,153	227,153	227,153	288,778	288,778	288,778	757,387	-	**3,011,878**	2,876,262	135,616
8012 Education Protection Account	-	-	161,121	-	-	161,122	-	-	231,353	-	-	(185,045)		**368,551**	629,543	(260,992)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(3,659)	29,156	(8,499)	(16,998)		**-**	-	-
8096 In Lieu of Property Taxes	59,436	118,871	79,248	79,248	79,247	79,248	79,248	138,683	194,714	80,451	80,451	201,072		**1,269,916**	963,302	306,614
	59,436	245,067	366,565	306,401	306,400	467,523	306,401	365,836	711,186	398,385	360,730	756,416	-	**4,650,345**	**4,469,106**	**181,239**
Federal Revenue																
8181 Special Education - Entitlement	4,737	9,584	6,365	6,365	6,365	6,365	6,365	11,138	13,920	6,309	6,309	5,479	-	**89,299**	81,510	7,789
8220 Federal Child Nutrition	-	-	28,857	35,289	41,916	56,406	-	-	124,903	-	91,542	51,300	-	**430,213**	330,414	99,799
8290 Title I, Part A - Basic Low Income	-	-	39,337	-	-	119,266	-	-	-	-	-	6,164		**164,767**	156,989	7,778
8291 Title II, Part A - Teacher Quality	-	-	5,516	-	-	3,313	-	-	12,502	-	-	1,079		**22,410**	17,919	4,491
8296 Other Federal Revenue	-	-	-	2,913	-	-	8,738	-	-	-	-	180	-	**11,831**	10,000	1,831
	4,737	9,584	80,075	44,566	48,281	185,350	15,103	11,138	151,325	6,309	97,851	64,163	-	**718,481**	**596,832**	**121,649**
Other State Revenue																
8311 State Special Education	13,886	27,743	18,502	18,502	18,502	18,502	18,502	32,378	40,465	18,340	18,340	22,714	-	**266,375**	208,406	57,969
8520 Child Nutrition	-	-	2,315	2,919	3,337	4,388	-	-	10,058	-	7,853	4,401	-	**35,271**	29,830	5,441
8545 School Facilities (SB740)	-	-	-	-	-	-	230,524	-	-	-	115,262	140,139		**485,925**	479,446	6,479
8550 Mandated Cost	-	-	-	-	-	6,565	-	-	-	-	-	-	-	**6,565**	6,565	(0)
8560 State Lottery	-	-	-	-	-	-	20,225	-	-	19,577	-	45,874		**85,675**	85,272	403
8598 Prior Year Revenue	-	76	-	(1,794)	-	-	26,565	-	(54,190)	290	1,794	2,455	-	**(24,804)**	-	(24,804)
8599 Other State Revenue	-	-	-	-	-	-	-	93,240	7,666	35,861	-	14,345		**151,112**	120,337	30,775
	13,886	27,819	20,817	19,627	21,839	29,455	295,816	125,618	3,999	74,068	143,249	229,927	-	**1,006,119**	**929,857**	**76,262**
Other Local Revenue															-	
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	5,390	-	-	-	-	**5,390**	-	5,390
	-	-	-	-	-	-	-	-	5,390	-	-	-	-	**5,390**	**-**	**5,390**
Total Revenue	**78,059**	**282,469**	**467,457**	**370,594**	**376,520**	**682,327**	**617,319**	**502,591**	**871,899**	**478,762**	**601,830**	**1,050,506**	**-**	**6,380,334**	**5,995,795**	**384,539**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	10,332	98,300	79,865	91,088	91,662	91,506	86,447	82,068	82,359	57,234	66,491	66,491	-	**903,844**	825,882	(77,962)
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	30,000	30,000
1175 Teachers' Extra Duty/Stipends	6,543	-	-	-	-	30,509	-	-	-	-	-	17,852	-	**54,904**	55,915	1,010
1200 Pupil Support Salaries	8,645	-	-	6,000	6,000	14,411	12,166	12,166	12,166	12,166	12,166	14,411	-	**110,298**	70,981	(39,317)
1300 Administrators' Salaries	8,196	20,903	9,968	14,883	14,883	19,141	14,883	14,883	14,883	14,883	14,883	19,141	-	**181,532**	165,600	(15,932)
1900 Other Certificated Salaries	-	-	15,226	5,075	5,075	6,598	5,075	5,075	5,075	5,075	5,075	6,598	-	**63,948**	55,828	(8,120)
	33,716	119,204	105,059	117,046	117,621	162,166	118,571	114,193	114,484	89,358	98,615	124,493	- -	**1,314,526**	**1,204,206**	**(110,320)**
Classified Salaries																
2100 Instructional Salaries	1,460	16,216	21,074	29,527	21,652	17,555	8,505	18,911	31,594	8,893	8,360	9,388	-	**193,134**	206,140	13,006
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	23,936	23,936
2300 Classified Administrators' Salaries	-	-	-	13,125	-	-	-	-	-	-	-	-	-	**13,125**	-	(13,125)
2400 Clerical and Office Staff Salaries	9,800	12,565	2,852	8,496	8,332	9,346	7,500	11,520	11,325	9,475	11,420	13,612	-	**116,242**	97,357	(18,885)
2900 Other Classified Salaries	13,045	13,396	21,944	(2,184)	8,410	18,432	5,959	11,980	13,720	6,049	6,095	7,080	-	**123,926**	119,399	(4,526)
	24,305	42,176	45,870	48,964	38,393	45,332	21,964	42,411	56,639	24,417	25,875	30,080	- -	**446,427**	**446,832**	**406**
Benefits																
3101 STRS	5,052	20,384	17,965	19,127	17,955	21,487	19,439	18,639	18,689	14,392	15,975	16,736	-	**205,839**	201,102	(4,737)
3202 PERS	4,175	5,609	7,094	14,240	8,061	6,823	4,622	7,951	11,152	5,264	5,552	5,531	-	**86,073**	92,941	6,868
3301 OASDI	1,490	2,598	2,836	3,344	2,689	3,119	1,670	2,938	3,820	1,822	1,913	2,173	-	**30,413**	27,704	(2,710)
3311 Medicare	837	2,336	2,187	2,404	2,259	3,006	2,035	2,268	2,478	1,647	1,802	2,238	-	**25,496**	23,940	(1,556)
3401 Health and Welfare	12,031	12,929	10,092	11,103	18,563	14,057	15,069	15,093	19,240	14,672	17,327	13,627	-	**173,806**	107,660	(66,146)
3501 State Unemployment	136	2,898	2,688	1,865	1,141	822	6,831	3,789	2,739	420	492	152	-	**23,973**	20,279	(3,694)
3601 Workers' Compensation	1,007	1,007	1,007	10,375	1,007	1,007	1,007	1,007	1,007	1,007	1,007	2,517	-	**22,964**	23,115	150
3901 Other Benefits	125	1,218	1,691	1,364	1,199	1,269	1,180	1,076	1,076	711	942	942	-	**12,793**	31,641	18,848
	24,854	48,979	45,561	63,822	52,875	51,590	51,853	52,761	60,201	39,935	45,011	43,917	-	**581,358**	**528,382**	**(52,977)**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY19-20

Revised 8/6/2020

ADA = 434.51

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	15,081	3,910	4,662	-	-	-	536	-	-	-	-	-	**24,189**	48,279	24,090
4200 Books and Reference Materials	-	-	-	865	-	-	-	-	-	-	-	-	-	**865**	1,045	180
4302 School Supplies	-	11,555	2,329	7,450	1,857	9,468	2,768	1,053	142	377	-	529	-	**37,528**	9,405	(28,123)
4305 Software	1,460	6,209	3,845	7,993	4,735	4,735	4,463	5,185	4,588	5,192	6,344	7,208	-	**61,957**	57,684	(4,273)
4310 Office Expense	38	1,346	1,909	12,602	782	232	738	1,167	1,007	2,400	1,111	1,018	-	**24,349**	30,000	5,651
4311 Business Meals	-	57	-	275	256	-	320	-	-	152	-	-	-	**1,059**	1,500	441
4400 Noncapitalized Equipment	-	87,202	2,447	10,518	-	4,718	7,879	10,057	657	573	23,160	8,364	-	**155,574**	60,000	(95,574)
4700 Food Services	-	200	29,526	79,591	51,819	11,346	26,599	26,405	31,183	80,202	70,019	66,458	-	**473,348**	360,244	(113,104)
	1,499	121,650	43,965	123,957	59,448	30,499	42,766	44,403	37,577	88,896	100,635	83,577	-	**778,871**	**568,157**	**(210,714)**
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	2,805	-	-	-	-	**2,805**	70,000	67,195
5102 Special Education	-	-	12,095	21,618	20,998	11,509	11,788	14,454	20,369	12,074	569	2,456	-	**127,930**	80,000	(47,930)
5103 Substitute Teacher	-	-	11,238	16,080	25,570	17,160	22,051	21,771	14,800	60,290	-	-	-	**188,961**	50,000	(138,961)
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-		-	2,500	2,500
5105 Security	1,515	1,877	11,343	6,106	3,160	3,570	6,072	6,257	3,565	2,246	5,207	1,422	-	**52,338**	40,000	(12,338)
5106 Other Educational Consultants	-	1,800	2,336	8,060	14,281	18,746	-	36,663	(9,570)	74,528	13,634	8,606	-	**169,084**	150,000	(19,084)
	1,515	3,677	37,013	51,863	64,009	50,985	39,911	79,145	31,970	149,139	19,409	12,483	-	**541,118**	**392,500**	**(148,618)**
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	-	-	-	-	-	178	-	-	-	**178**	4,500	4,322
5300 Dues & Memberships	-	790	-	-	-	165	-	-	-	-	125	-	-	**1,080**	4,500	3,420
5400 Insurance	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	7,077	-	**43,566**	27,000	(16,566)
5501 Utilities	4,043	2,748	4,051	10,435	8,522	3,376	5,039	4,568	4,835	1,629	5,160	924	-	**55,330**	70,366	15,036
5502 Janitorial Services	-	1,660	1,374	1,407	1,454	1,401	1,455	1,377	1,767	1,517	1,517	1,128	-	**16,056**	12,000	(4,056)
5900 Communications	-	7,149	3,876	5,357	4,779	4,481	3,225	3,783	4,361	5,607	(3,496)	4,681	-	**43,803**	96,000	52,197
5901 Postage and Shipping	-	-	25	(62)	16	-	302	26	800	167	3,446	-	-	**4,720**	2,500	(2,220)
	7,360	15,664	12,643	20,454	18,088	12,739	13,338	13,071	15,080	12,415	10,069	13,810	-	**164,733**	**216,866**	**52,133**
Facilities, Repairs and Other Leases																
5601 Rent	51,359	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	-	**841,002**	861,435	20,433
5603 Equipment Leases	3,283	5,109	3,919	3,014	2,201	1,675	15,390	1,756	6,828	(3,228)	3,958	3,405	-	**47,308**	40,000	(7,308)
5604 Other Leases	-	-	-	-	-	-	1,400	1,600	-	-	-	-	-	**3,000**	1,500	(1,500)
5605 Real/Personal Property Taxes	-	-	-	-	71,085	339	-	(78)	-	76,384	-	(140,945)	-	**6,786**	12,000	5,214
5610 Repairs and Maintenance	-	11,086	10,279	5,871	(2,135)	1,394	6,131	2,250	1,554	12,314	1,454	2,355	-	**52,553**	102,170	49,617
	54,642	87,981	85,984	80,670	142,937	75,194	94,706	77,313	80,167	157,256	77,198	(63,399)	-	**950,649**	**1,017,105**	**66,456**
Professional/Consulting Services																
5801 IT	121	121	121	286	121	561	4,796	121	121	121	-	-	-	**6,486**	14,000	7,514
5802 Audit & Taxes	-	-	1,950	-	-	-	4,093	-	-	-	551	1,225	-	**7,819**	7,250	(569)
5803 Legal	-	-	-	2,072	3,519	-	-	-	-	-	1,954	3,616	-	**11,163**	15,000	3,837
5804 Professional Development	1,022	797	897	1,397	6,596	1,797	2,422	3,093	1,797	1,872	1,172	3,797	-	**26,658**	25,000	(1,658)
5805 General Consulting	-	16,653	1,962	3,563	5,171	-	-	4,565	(2,805)	1,562	5,608	-	-	**36,278**	48,000	11,722
5806 Special Activities/Field Trips	-	-	-	324	25	(1,000)	-	1,630	-	-	374	-	-	**1,353**	28,424	27,071
5807 Bank Charges	-	15	-	-	50	8	15	30	15	-	15	-	-	**148**	250	102
5808 Printing	-	-	71	51	-	-	-	573	-	44	367	745	-	**1,850**	4,000	2,150
5809 Other taxes and fees	400	1,575	998	176	153	64	806	82	1,802	28	38	13	-	**6,136**	4,000	(2,136)
5810 Payroll Service Fee	-	-	-	-	-	-	-	626	-	433	258	246	-	**1,562**	-	(1,562)
5811 Management Fee	14,116	33,835	50,735	42,207	42,767	71,746	65,420	54,840	95,035	52,614	64,099	100,635	-	**688,048**	674,527	(13,521)
5812 District Oversight Fee	2,417	4,833	3,222	3,222	3,222	3,222	3,223	5,639	8,304	3,305	3,305	2,589	-	**46,503**	44,691	(1,812)
5813 County Fees	-	-	-	-	2,332	-	-	2,030	-	-	2,072	1,946	-	**8,380**	5,000	(3,380)
5814 SPED Encroachment	14,141	28,283	18,855	18,855	18,855	17,000	20,710	32,996	41,237	18,690	18,690	14,660	-	**262,973**	265,430	2,457
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	1,917	-	-	3,529	-	-	**5,446**	-	(5,446)
	32,216	86,110	78,810	72,152	82,812	93,398	101,485	108,144	145,505	78,668	102,032	129,472	-	**1,110,804**	**1,135,572**	**24,768**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY19-20

Revised 8/6/2020

ADA = 434.51

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Depreciation																
6900 Depreciation Expense	7,901	3,908	7,558	8,506	8,506	9,078	9,569	9,559	9,559	8,991	9,292	9,292	-	**101,720**	60,000	(41,720)
	7,901	3,908	7,558	8,506	8,506	9,078	9,569	9,559	9,559	8,991	9,292	9,292	-	**101,720**	**60,000**	**(41,720)**
Interest																
7438 Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,460**	-	(15,460)
	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,460**	**-**	**(15,460)**
Total Expenses	**189,296**	**530,638**	**463,749**	**588,724**	**585,977**	**532,270**	**495,452**	**542,289**	**552,470**	**650,363**	**489,425**	**385,013**	**-**	**6,005,666**	**5,569,619**	**(436,047)**
															-	
Monthly Surplus (Deficit)	**(111,237)**	**(248,168)**	**3,707**	**(218,130)**	**(209,457)**	**150,058**	**121,867**	**(39,697)**	**319,429**	**(171,601)**	**112,406**	**665,493**	**-**	**374,668**	**426,176**	**(51,508)**
														6%		
Cash Flow Adjustments															***1.542***	
Monthly Surplus (Deficit)	(111,237)	(248,168)	3,707	(218,130)	(209,457)	150,058	121,867	(39,697)	319,429	(171,601)	112,406	665,493	-	**374,668**	**Coverage 1.20**	
Cash flows from operating activities																
Depreciation/Amortization	7,901	3,908	7,558	8,506	8,506	9,078	9,569	9,559	9,559	8,991	9,292	9,292	-	**101,720**		
Public Funding Receivables	316,414	86,654	(201,236)	289,024	(45,254)	(313,323)	145,562	289,911	(453,471)	318,510	35,565	(863,322)	-	**(394,963)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	(140,945)	-	**(140,945)**		
Due To/From Related Parties	(139,453)	(296,372)	(186,815)	(64,530)	(33,707)	133,490	55,641	79,786	321,200	(126,494)	178,570	(5,839)	-	**(84,526)**		
Prepaid Expenses	(43,847)	(8,039)	15,417	(22,575)	(8,585)	29,501	5,282	(2,494)	14,277	(21,422)	4,569	50,747	-	**12,831**		
Other Assets	-	4,900	-	-	-	-	-	-	-	-	-	-	-	**4,900**		
Accounts Payable	(86,743)	60,286	-	(59,462)	136,887	23,883	(174,109)	(660)	-	69,599	(73,261)	26,125	-	**(77,456)**		
Accrued Expenses	(1,952)	(640)	15,420	80,374	(21,453)	7,356	(38,773)	39,857	19,582	(94,744)	(643)	188,757	-	**193,141**		
Other Liabilities	(1,082)	(1,513)	(1,513)	(1,513)	(1,511)	(1,511)	(1,511)	(1,511)	(1,511)	(1,511)	(1,511)	(1,754)	-	**(17,951)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(51,595)	39,759		(64,951)	(13,728)	-	(44,827)	-	-	10,091	-	-	-	**(125,253)**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(8,866)	(4,433)	(4,433)	1,025,567	(4,433)	-	**972,373**		
Total Change in Cash	(116,026)	(363,659)	(351,895)	(57,689)	(192,735)	34,098	74,267	365,885	224,632	(13,014)	1,290,554	(75,880)				
Cash, Beginning of Month	1,118,621	1,002,595	638,936	287,042	229,352	36,617	70,715	144,983	510,868	735,500	722,486	2,013,040	154	**ADCOH**		
Cash, End of Month	**1,002,595**	**638,936**	**287,042**	**229,352**	**36,617**	**70,715**	**144,983**	**510,868**	**735,500**	**722,486**	**2,013,040**	**1,937,161**	**118**	**DCOH**		

TEACH Tech Charter High School

Monthly Cash Flow/Budget FY19-20

Revised 7/23/2020

ADA = 370.26

CHARTER IMPACT

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 404.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	164,721	164,721	296,498	296,498	296,498	296,498	296,498	400,283	400,283	400,283	583,562	-	**3,596,343**	4,162,378	(566,035)
8012 Education Protection Account	-	-	16,372	-	-	16,371	-	-	24,378	-	-	16,931	-	**74,052**	80,750	(6,698)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(6,333)	25,330	(6,333)	(12,664)	-	**-**	-	-
8096 In Lieu of Property Taxes	49,977	99,954	91,769	41,503	66,636	66,636	66,636	116,613	185,058	69,538	69,538	158,354	-	**1,082,211**	930,462	151,749
	49,977	264,675	272,862	338,001	363,134	379,505	363,134	413,111	603,386	495,151	463,488	746,183	-	**4,752,606**	**5,173,590**	**(420,984)**
Federal Revenue																
8181 Special Education - Entitlement	3,983	8,059	5,352	5,352	5,352	5,352	5,352	9,366	13,377	5,453	5,453	3,651	-	**76,100**	78,731	(2,631)
8220 Federal Child Nutrition	-	-	22,937	-	21,875	54,946	-	-	45,533	-	-	-	-	**145,291**	324,083	(178,793)
8290 Title I, Part A - Basic Low Income	-	-	29,027	-	-	88,009	-	-	-	-	-	16,801	-	**133,837**	115,840	17,997
8291 Title II, Part A - Teacher Quality	-	-	4,512	-	-	2,177	-	-	3,812	-	-	7,829	-	**18,330**	13,405	4,925
8296 Other Federal Revenue	-	-	-	2,500	-	-	7,500	-	-	-	-	-	-	**10,000**	10,000	-
	3,983	8,059	61,828	7,852	27,226	150,484	12,852	9,366	62,722	5,453	5,453	28,249	-	**383,525**	**542,060**	**(158,534)**
Other State Revenue																
8311 State Special Education	11,676	23,328	15,557	15,557	15,557	15,557	15,557	27,225	38,889	15,852	15,852	16,394	-	**227,003**	201,302	25,701
8520 Child Nutrition	-	-	2,370	-	1,807	4,577	-	-	3,781	-	-	-	-	**12,535**	29,935	(17,400)
8545 School Facilities (SB740)	-	-	-	-	-	-	193,838	-	-	-	96,919	123,344	-	**414,101**	463,101	(49,000)
8550 Mandated Cost	-	-	-	-	-	15,347	-	-	-	-	-	-	-	**15,347**	14,366	981
8560 State Lottery	-	-	-	-	-	-	16,963	-	-	16,419	-	39,630	-	**73,012**	78,328	(5,316)
8598 Prior Year Revenue	-	168	-	-	-	-	5,308	-	15,700	195	-	2,061	-	**23,432**	-	23,432
8599 Other State Revenue	-	-	-	-	-	-	-	-	6,626	-	-	-	-	**6,626**	-	6,626
	11,676	23,496	17,928	15,557	17,364	35,481	231,666	27,225	64,996	32,466	112,771	181,429	-	**772,056**	**787,032**	**(14,976)**
Other Local Revenue																
8980 Contributions, Unrestricted	-	2,500	-	-	-	-	1,000	-	-	-	-	-	-	**3,500**	-	3,500
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	23,547	-	-	-	-	**23,547**	-	23,547
	-	2,500	-	-	-	-	1,000	-	23,547	-	-	-	-	**27,047**	**-**	**27,047**
Total Revenue	**65,636**	**298,729**	**352,618**	**361,410**	**407,725**	**565,470**	**608,651**	**449,702**	**754,650**	**533,070**	**581,712**	**955,861**	**-**	**5,935,234**	**6,502,682**	**(567,448)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	6,408	96,527	94,774	95,026	96,934	93,266	90,146	92,699	90,146	73,031	75,867	78,703	-	**983,526**	1,209,995	226,469
1170 Teachers' Substitute Hours	-	-	-	1,050	-	-	-	-	-	-	-	-	-	**1,050**	-	(1,050)
1175 Teachers' Extra Duty/Stipends	12,000	-	-	-	-	36,008	-	-	-	-	1,500	24,833	-	**74,341**	74,102	(239)
1200 Pupil Support Salaries	5,915	5,915	5,915	5,915	5,915	7,690	5,915	5,915	5,915	5,915	5,915	7,690	-	**74,530**	70,981	(3,549)
1300 Administrators' Salaries	18,228	24,352	15,753	20,667	20,667	26,867	20,667	13,870	13,870	13,870	13,870	18,031	-	**220,712**	172,000	(48,712)
1900 Other Certificated Salaries	-	-	3,996	(3,996)	-	-	-	-	5,075	5,075	5,075	5,708	-	**20,934**	27,600	6,666
	42,551	126,795	120,438	118,662	123,516	163,831	116,728	112,484	115,007	97,891	102,227	134,964	-	**1,375,093**	**1,554,678**	**179,585**
Classified Salaries																
2100 Instructional Salaries	1,692	7,794	10,445	18,351	15,030	14,424	6,039	15,714	2,889	8,366	11,040	10,519	-	**122,302**	264,880	142,578
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	26,353	26,353
2300 Classified Administrators' Salaries	4,167	4,167	4,167	4,167	4,167	5,417	4,167	4,167	4,167	-	-	-	-	**38,750**	116,000	77,250
2400 Clerical and Office Staff Salaries	3,414	5,047	9,241	9,460	9,199	5,753	3,125	9,842	9,316	7,311	9,513	10,729	-	**91,950**	122,502	30,553
2900 Other Classified Salaries	6,588	8,839	1,558	10,700	12,807	16,630	6,498	11,499	13,305	7,665	13,297	13,353	-	**122,739**	82,379	(40,360)
	15,861	25,846	25,410	42,678	41,203	42,223	19,829	41,222	29,676	23,342	33,850	34,600	-	**375,741**	**612,115**	**236,374**
Benefits																
3101 STRS	7,099	21,682	20,837	20,923	19,078	21,445	19,960	19,235	19,666	16,739	17,224	18,480	-	**222,369**	259,389	37,020
3202 PERS	-	22	441	411	376	319	120	373	(2,062)	-	-	-	-	**0**	-	(0)
3301 OASDI	964	1,587	1,785	2,397	2,535	2,606	1,221	2,539	1,824	1,431	2,460	2,129	-	**23,478**	37,951	14,473
3311 Medicare	839	2,192	2,093	2,318	2,370	2,972	1,968	2,214	2,083	1,743	1,964	2,449	-	**25,205**	31,397	6,192
3401 Health and Welfare	13,184	13,021	10,385	11,391	20,942	11,295	16,459	16,714	16,043	14,778	16,368	11,166	-	**171,744**	112,280	(59,464)
3501 State Unemployment	714	2,994	1,628	1,195	1,415	1,094	6,611	3,912	1,204	528	454	259	-	**22,008**	22,540	532
3601 Workers' Compensation	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	3,119	-	**16,846**	30,315	13,469
3901 Other Benefits	422	1,833	2,657	2,636	2,521	2,673	2,256	2,086	2,086	1,982	2,090	2,199	-	**25,442**	39,224	13,782
	24,470	44,578	41,074	42,519	50,484	43,653	49,844	48,321	42,091	38,449	41,808	39,800	-	**507,092**	**533,096**	**26,004**

TEACH Tech Charter High School

Monthly Cash Flow/Budget FY19-20

Revised 7/23/2020

ADA = 370.26

		Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	28,671	13,249	1,384	-	34,980	267	3,351	267	267	267	-	**82,701**	50,000	(32,701)
4200	Books and Reference Materials	-	422	-	-	-	270	209	442	-	969	-	3,057	-	**5,368**	8,900	3,532
4302	School Supplies	4,010	7,483	7,533	10,733	1,978	4,556	2,996	5,148	304	2,957	5,771	7,566	-	**61,036**	38,370	(22,666)
4305	Software	1,182	1,782	5,809	2,334	1,540	1,540	2,484	3,206	2,609	3,057	4,520	8,074	-	**38,139**	56,120	17,981
4310	Office Expense	159	1,105	2,599	8,439	2,060	6,689	1,302	2,469	504	2,918	(317)	410	-	**28,336**	30,000	1,664
4311	Business Meals	-	-	-	-	-	108	80	-	127	-	-	-	-	**316**	200	(116)
4400	Noncapitalized Equipment	-	45,339	-	10,783	131	2,741	1,198	5,487	199	-	-	24,114	-	**89,992**	45,000	(44,992)
4700	Food Services	-	-	22,879	58,423	31,758	9,507	19,266	19,187	13,972	28,767	(13,976)	-	-	**189,782**	354,019	164,237
		5,351	56,131	67,491	103,961	38,851	25,413	62,515	36,204	21,066	38,935	(3,736)	43,488	-	**495,669**	**582,609**	**86,940**
Subagreement Services																	
5102	Special Education	-	-	9,086	11,673	25,765	16,741	22,063	18,986	19,091	9,671	3,242	4,992	-	**141,308**	30,000	(111,308)
5103	Substitute Teacher	-	289	5,429	10,694	6,817	1,953	6,936	5,742	3,035	12,209	-	-	-	**53,103**	35,000	(18,103)
5104	Transportation	-	-	300	-	-	-	-	-	-	355	-	-		**655**	7,500	6,845
5105	Security	1,227	882	6,309	4,547	2,073	3,242	4,696	4,874	3,592	1,324	-	4,607	-	**37,370**	20,250	(17,120)
5106	Other Educational Consultants	797	7,511	(1,477)	797	797	797	797	797	797	797	797	797	-	**14,002**	20,000	5,998
		2,024	8,682	19,646	27,710	35,452	22,732	34,491	30,398	26,514	24,355	4,039	10,395	-	**246,438**	**112,750**	**(133,688)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	-	867	-	-	-	**867**	2,000	1,133
5300	Dues & Memberships	-	-	-	-	61	62	-	124	-	124	125	-	-	**495**	200	(295)
5400	Insurance	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	7,863	-	**43,108**	25,000	(18,108)
5501	Utilities	6,808	8,386	8,606	16,070	4,428	5,194	3,015	4,956	5,552	3,555	294	3,254	-	**70,118**	67,950	(2,167)
5502	Janitorial Services	733	1,433	733	2,427	1,225	3,726	2,403	2,460	2,403	2,403	2,125	2,125	-	**24,195**	10,000	(14,195)
5900	Communications	-	1,325	1,961	2,413	2,096	2,407	2,411	1,532	2,207	2,419	3,498	1,653	-	**23,922**	35,000	11,078
5901	Postage and Shipping	96	-	-	-	-	-	-	26	-	14	75	-	-	**211**	2,500	2,289
		10,840	14,347	14,504	24,115	11,014	14,593	11,033	12,301	13,366	12,586	9,320	14,895	-	**162,915**	**142,650**	**(20,265)**
Facilities, Repairs and Other Leases																	
5601	Rent	91,024	90,965	90,965	72,346	104,359	71,343	(688,917)	67,949	67,949	44,342	62,047	62,047	-	**136,421**	1,155,538	1,019,117
5602	Additional Rent	7,057	7,057	7,057	7,057	9,088	7,057	(13,636)	-	-	-	-	-	-	**30,740**	-	(30,740)
5603	Equipment Leases	-	-	-	-	1,548	1,675	81	1,756	1,756	(3,593)	-	-	-	**3,222**	15,000	11,778
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,000	1,000
5605	Real/Personal Property Taxes	25,522	-	25,522	-	70,085	-	-	(55,297)	-	-	-	-	-	**65,833**	-	(65,833)
5610	Repairs and Maintenance	5,120	2,234	1,948	12,807	5,012	5,033	1,988	1,526	250	1,543	2,995	1,518	-	**41,974**	60,332	18,358
		128,724	100,257	125,493	92,210	190,092	85,108	(700,483)	15,933	69,955	42,292	65,042	63,566	-	**278,190**	**1,231,870**	**953,680**
Professional/Consulting Services																	
5801	IT	121	121	121	121	121	121	3,531	121	121	121	-	-	-	**4,616**	7,500	2,884
5802	Audit & Taxes	-	-	1,950	-	-	-	2,733	-	-	-	551	1,225	-	**6,459**	7,500	1,041
5803	Legal	350	-	-	-	-	-	-	-	-	-	-	-	-	**350**	8,000	7,650
5804	Professional Development	-	180	2,000	-	635	1,000	4,225	731	-	-	(625)	3,000	-	**11,146**	22,000	10,854
5805	General Consulting	1,875	1,180	1,125	-	493	-	-	1,100	-	925	-	-	-	**6,698**	35,000	28,303
5806	Special Activities/Field Trips	-	850	6,650	4,732	3,334	3,922	7,131	3,189	2,989	2,916	-	450	-	**36,164**	98,260	62,096
5807	Bank Charges	-	-	-	-	-	8	15	-	-	-	35	15	-	**73**	85	12
5808	Printing	-	1,514	71	1,053	-	-	-	-	-	-	367	3,123	-	**6,128**	5,000	(1,128)
5809	Other taxes and fees	-	1,420	100	522	7,500	-	2,300	(10,300)	141	28	27	9	-	**1,748**	1,500	(248)
5810	Payroll Service Fee	-	-	-	-	-	-	-	570	-	433	258	246	-	**1,507**	4,800	3,293
5811	Management Fee	12,994	35,213	39,904	41,167	45,567	60,553	64,655	49,724	77,080	57,531	62,096	99,539	-	**646,024**	728,910	82,886
5812	District Oversight Fee	2,436	4,873	3,500	3,075	3,170	3,248	3,248	5,686	9,340	3,418	3,418	2,114	-	**47,526**	51,736	4,210
5813	County Fees	-	-	-	-	1,592	-	-	1,712	-	-	1,640	1,616	-	**6,560**	5,000	(1,560)
5814	SPED Encroachment	11,891	23,782	15,854	15,854	15,854	14,295	17,414	27,745	39,631	16,155	16,155	9,473	-	**224,104**	256,381	32,278
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	1,917	-	-	962	-	-	**2,879**	5,000	2,121
5820	Scholarships	-	-	-	-	-	-	-	-	-	-	-	-		**-**	3,500	3,500
		29,667	69,132	71,274	66,525	78,266	83,147	105,251	82,196	129,301	81,527	84,884	120,811	-	**1,001,980**	**1,240,172**	**238,192**
Depreciation																	
6900	Depreciation Expense	3,695	3,134	3,451	3,451	3,451	3,451	3,754	3,754	3,754	3,754	3,754	3,717	-	**43,120**	25,000	(18,120)
		3,695	3,134	3,451	3,451	3,451	3,451	3,754	3,754	3,754	3,754	3,754	3,717	-	**43,120**	**25,000**	**(18,120)**
Total Expenses		**263,183**	**448,902**	**488,781**	**521,831**	**572,328**	**484,149**	**(297,039)**	**382,813**	**450,731**	**363,132**	**341,189**	**466,236**	**-**	**4,486,238**	**6,034,940**	**1,548,702**

TEACH Tech Charter High School

Monthly Cash Flow/Budget FY19-20

Revised 7/23/2020

ADA = 370.26

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	**(197,547)**	**(150,173)**	**(136,163)**	**(160,421)**	**(164,603)**	**81,321**	**905,690**	**66,888**	**303,919**	**169,938**	**240,523**	**489,624**	**-**	**1,448,996**	**467,742**	**981,254**
														32%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(197,547)	(150,173)	(136,163)	(160,421)	(164,603)	81,321	905,690	66,888	303,919	169,938	240,523	489,624	-	**1,448,996**	**1.80**	
Cash flows from operating activities															**Coverage 1.20**	
Depreciation/Amortization	3,695	3,134	3,451	3,451	3,451	3,451	3,754	3,754	3,754	3,754	3,754	3,717	-	**43,120**		
Public Funding Receivables	279,365	74,178	(58,445)	221,600	(23,682)	(140,772)	(66,985)	225,487	18,372	34,816	49,314	(483,592)	-	**129,656**		
Due To/From Related Parties	27,038	154,015	49,292	(137,519)	82,357	(45,245)		(179,542)	(330,789)	214,567	217	205,728	-	**40,120**		
Prepaid Expenses	2,099	2,397	3,263	(1,165)	(6,605)	9,432	72,481	(2,039)	(9,076)	3,629	6,990	12,236	-	**93,642**		
Other Assets	(5,000)	-	-	8,078	-	-	-	(1,061)	141,967	-	-	(141,967)	-	**2,018**		
Accounts Payable	(25,244)	-	-	-	35,321	5,665	(24,472)	(24,593)	-	12,443	(12,443)	9,802	-	**(23,520)**		
Accrued Expenses	(1,826)	(37,489)	8,626	59,806	(33,058)	47,663	(43,269)	96,635	22,278	(45,683)	(111,714)	8,822	-	**(29,210)**		
Other Liabilities	23,010	22,952	22,952	4,332	36,345	3,329	(707,886)	(27,754)	(27,754)	(15,950)	1,755	1,755	-	**(662,914)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(4,376)	-	-	-	-	(18,149)	-	-	-	-	-	-	**(22,524)**		
Total Change in Cash	105,591	64,638	(107,024)	(1,837)	(70,473)	(35,156)	121,164	157,777	122,672	377,513	178,395	106,125				
Cash, Beginning of Month	44,260	149,852	214,490	107,466	105,629	35,156	-	121,164	278,940	401,612	779,125	957,520	109	**ADCOH**		
Cash, End of Month	**149,852**	**214,490**	**107,466**	**105,629**	**35,156**	**-**	**121,164**	**278,940**	**401,612**	**779,125**	**957,520**	**1,063,645**	**87**	**DCOH**		

TEACH PREP

Monthly Cash Flow/Budget FY19-20

Revised 8/6/2020

CHARTER IMPACT

ADA = 133.17	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End	Annual	Original ADA = 166.25	Favorable /
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	29,992	29,992	151,030	53,986	53,986	101,196	53,986	134,264	134,266	134,265	228,881	-	**1,105,844**	1,477,592	(371,748)
8012 Education Protection Account	-	-	3,468	-	-	3,467	-	-	12,967	-	-	6,732	-	**26,634**	33,250	(6,616)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(1,341)	(1,341)	(1,341)	(2,413)	-	**(6,436)**	-	(6,436)
8096 In Lieu of Property Taxes	10,585	21,170	14,114	46,980	59,296	19,353	(17,460)	37,182	82,208	24,228	24,228	67,351	-	**389,235**	383,131	6,104
	10,585	51,162	47,574	198,010	113,282	76,806	83,737	91,168	228,098	157,153	157,152	300,551	-	**1,515,277**	**1,893,973**	**(378,696)**
Federal Revenue																
8181 Special Education - Entitlement	844	1,707	3,152	1,755	1,501	1,706	1,706	2,986	6,058	1,900	1,927	2,127	-	**27,370**	32,419	(5,049)
8220 Federal Child Nutrition	-	-	10,502	12,853	14,445	32,347	-	-	30,404	-	-	-	-	**100,550**	132,312	(31,762)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	24,938	(24,938)
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,850	(2,850)
8294 Title V, Part B - PCSG	-	-	-	113,222	-	-	157,681	-	-	45,699	-	79,237	-	**395,839**	-	395,839
8299 Prior Year Federal Revenue	-	-	-	0	-	-	-	-	-	-	-	(7)	-	**(6)**	10,000	(10,006)
	844	1,707	13,654	127,830	15,946	34,053	159,388	2,986	36,462	47,599	1,927	81,357	-	**523,752**	**202,519**	**321,233**
Other State Revenue																
8311 State Special Education	2,473	4,941	9,163	5,101	4,365	4,960	4,960	8,681	17,688	5,523	5,523	8,267	-	**81,645**	82,889	(1,244)
8520 Child Nutrition	-	-	489	1,168	1,230	2,633	-	-	2,582	-	-	-	-	**8,103**	11,733	(3,630)
8545 School Facilities (SB740)	-	-	-	-	-	-	-	41,055	-	-	20,527	87,356	-	**148,938**	190,689	(41,751)
8550 Mandated Cost	-	-	-	-	-	1,169	-	-	-	-	-	-	-	**1,169**	1,169	(0)
8560 State Lottery	-	-	-	-	-	-	3,613	-	-	3,498	-	19,149	-	**26,260**	33,915	(7,655)
8598 Prior Year Revenue	-	-	-	-	-	-	17,132	-	-	-	-	448	-	**17,580**	-	17,580
8599 Other State Revenue	-	-	-	-	-	-	-	-	2,309	-	-	-	-	**2,309**	-	2,309
	2,473	4,941	9,652	6,269	5,595	8,762	25,705	49,736	22,580	9,021	26,050	115,221	-	**286,005**	**320,395**	**(34,391)**
Other Local Revenue																
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	20,000	-	-	**20,000**	-	20,000
	-	-	-	-	-	-	-	-	-	-	20,000	-	-	**20,000**	**-**	**20,000**
Total Revenue	**13,902**	**57,810**	**70,880**	**332,109**	**134,823**	**119,621**	**268,830**	**143,889**	**287,140**	**213,772**	**205,129**	**497,129**	**-**	**2,345,034**	**2,416,887**	**(71,853)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	851	27,747	27,068	21,904	23,025	29,989	29,989	29,886	27,747	27,747	27,747	27,747	-	**301,450**	433,478	132,028
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	8,081	-	-	-	-	-	7,673	-	**15,754**	-	(15,754)
1300 Administrators' Salaries	15,749	4,540	2,774	7,688	7,688	9,994	7,688	7,688	7,688	7,688	7,688	9,994	-	**96,863**	92,250	(4,613)
	16,600	32,287	29,841	29,592	30,713	48,064	37,677	37,573	35,435	35,435	35,435	45,414	-	**414,066**	**525,728**	**111,662**
Classified Salaries																
2100 Instructional Salaries	-	4,607	12,947	10,202	10,573	9,840	3,399	10,692	10,752	8,132	9,680	10,988	-	**101,811**	108,680	6,869
2400 Clerical and Office Staff Salaries	3,742	5,737	10,767	4,778	4,645	4,241	3,521	5,009	5,520	3,898	4,853	5,545	-	**62,256**	52,717	(9,539)
2900 Other Classified Salaries	-	600	8,295	5,410	5,500	6,957	2,845	4,637	145	2,560	1,585	3,001	-	**41,536**	51,659	10,124
	3,742	10,944	32,008	20,390	20,718	21,039	9,764	20,338	16,417	14,590	16,118	19,535	-	**205,603**	**213,056**	**7,453**
Benefits																
3101 STRS	2,839	5,521	5,103	5,060	5,252	6,789	6,443	6,425	6,059	6,059	6,059	6,405	-	**68,014**	87,797	19,782
3202 PERS	-	-	1,998	978	237	417	80	(2,304)	(1,407)	-	-	-	-	**(0)**	-	0
3301 OASDI	224	671	1,968	1,253	1,274	1,294	595	1,250	1,007	894	989	1,200	-	**12,618**	13,209	591
3311 Medicare	290	622	891	720	741	997	682	833	745	719	741	935	-	**8,915**	10,712	1,797
3401 Health and Welfare	2,013	2,167	1,801	2,042	9,458	1,344	3,873	3,879	3,879	3,834	4,104	4,221	-	**42,617**	53,060	10,443
3501 State Unemployment	658	920	702	341	362	405	2,280	1,481	557	160	71	59	-	**7,995**	8,820	825
3601 Workers' Compensation	433	433	433	433	433	433	433	433	433	433	433	1,081	-	**5,839**	10,343	4,504
3901 Other Benefits	25	486	854	779	779	926	926	926	926	926	926	926	-	**9,403**	13,143	3,740
	6,482	10,820	13,750	11,607	18,535	12,604	15,310	12,923	12,199	13,024	13,321	14,828	-	**155,402**	**197,085**	**41,683**

TEACH PREP

Monthly Cash Flow/Budget FY19-20

Revised 8/6/2020

CHARTER IMPACT

ADA = 133.17	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End	Annual	Original	Favorable /
Books and Supplies																
4100 Textbooks and Core Materials	-	-	16,891	17,020	5,786	220	-	-	-	-	-	9,061	-	**48,978**	19,200	(29,778)
4200 Books and Reference Materials	-	4,508	-	-	-	-	343	-	-	-	-	-	-	**4,851**	420	(4,431)
4302 School Supplies	-	15,816	8,099	25,999	490	1,596	2,452	11,827	171	620	-	25,640	-	**92,709**	3,740	(88,969)
4305 Software	13,069	9,695	2,104	6,188	3,419	3,419	3,283	4,005	3,408	4,011	3,414	6,244	-	**62,259**	22,950	(39,309)
4310 Office Expense	-	700	3,361	2,672	1,540	817	1,120	721	779	726	1,580	784	-	**14,799**	20,000	5,201
4311 Business Meals	108	-	105	-	-	-	-	-	156	-	74	-	-	**443**	250	(193)
4400 Noncapitalized Equipment	-	6,402	861	20,372	77,054	-	1,587	11,192	547	6,485	170	35,911	-	**160,582**	45,000	(115,582)
4700 Food Services	-	-	10,545	32,076	24,299	6,285	11,357	11,120	8,633	14,192	(9,633)	-	-	**108,873**	144,046	35,173
	13,176	37,121	41,966	104,327	112,589	12,337	20,140	38,865	13,694	26,034	(4,394)	77,640	-	**493,494**	**255,606**	**(237,888)**
Subagreement Services																
5102 Special Education	-	-	709	374	6,647	2,116	5,906	3,083	7,240	4,945	1,395	4,382	-	**36,796**	25,000	(11,796)
5103 Substitute Teacher	-	-	3,463	7,540	6,116	3,711	-	229	3,190	2,865	-	-	-	**27,114**	9,500	(17,614)
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	5,000	5,000
5105 Security	-	2,229	4,468	6,041	2,242	2,686	3,861	5,971	2,352	475	754	1,262	-	**32,341**	15,000	(17,341)
5106 Other Educational Consultants	-	-	-	1,890	-	-	-	-	-	-	-	-	-	**1,890**	10,000	8,110
	-	2,229	8,640	15,845	15,005	8,512	9,767	9,283	12,781	8,285	2,149	5,644	-	**98,140**	**64,500**	**(33,640)**
Operations and Housekeeping																
5201 Auto and Travel	2,503	-	58	-	-	-	-	-	-	-	-	-	-	**2,561**	2,500	(61)
5300 Dues & Memberships	-	-	-	-	-	-	-	-	-	-	125	-	-	**125**	1,000	875
5400 Insurance	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	2,934	-	**17,447**	7,500	(9,947)
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	23,880	23,880
5502 Janitorial Services	-	175	-	-	-	-	-	-	-	1,659	829	829	-	**3,493**	7,200	3,707
5900 Communications	-	401	407	1,139	(202)	316	319	357	359	1,508	3,070	3,546	-	**11,219**	7,500	(3,719)
5901 Postage and Shipping	-	-	-	-	-	-	-	3,040	-	14	75	-	-	**3,129**	850	(2,279)
	3,822	1,895	1,785	2,458	1,117	1,635	1,639	4,717	1,679	4,500	5,419	7,309	-	**37,973**	**50,430**	**12,457**
Facilities, Repairs and Other Leases																
5601 Rent	20,427	33,998	47,744	47,744	47,744	47,744	47,744	47,744	47,744	(180,711)	35,410	35,410	-	**278,744**	398,000	119,256
5603 Equipment Leases	-	861	269	1,954	755	755	(605)	960	414	336	741	472	-	**6,913**	2,500	(4,413)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,000	1,000
5605 Real/Personal Property Taxes	-	-	-	-	4,892	-	-	-	-	-	-	-	-	**4,892**	5,000	108
5610 Repairs and Maintenance	-	11,452	702	1,105	95	1,811	1,650	2,836	881	-	581	1,102	-	**22,216**	37,000	14,784
	20,427	46,311	48,715	50,803	53,487	50,310	48,790	51,540	49,040	(180,375)	36,732	36,984	-	**312,765**	**443,500**	**130,735**
Professional/Consulting Services																
5801 IT	121	121	121	231	121	121	5,016	121	121	692	-	-	-	**6,782**	8,000	1,218
5802 Audit & Taxes	-	-	1,950	-	-	-	2,733	-	-	-	551	1,225	-	**6,459**	5,000	(1,459)
5803 Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	4,500	4,500
5804 Professional Development	-	2,740	3,200	-	-	1,517	-	496	-	-	-	2,000	-	**9,953**	7,500	(2,453)
5805 General Consulting	-	1,750	150	5,000	383	1,502	-	1,173	-	750	-	-	-	**10,707**	10,000	(707)
5806 Special Activities/Field Trips	-	-	-	324	-	-	150	25	-	-	-	-	-	**499**	21,318	20,819
5807 Bank Charges	-	0	-	-	15	8	15	-	-	-	-	-	-	**38**	200	162
5808 Printing	-	221	86	-	1,047	-	-	7,972	-	-	591	1,196	-	**11,113**	-	(11,113)
5809 Other taxes and fees	-	-	-	9	3,000	5	1,150	(4,115)	150	29	168	3	-	**399**	-	(399)
5810 Payroll Service Fee	-	-	-	-	-	-	-	570	-	433	258	246	-	**1,507**	3,000	1,493
5811 Management Fee	4,154	8,325	9,567	34,384	15,641	14,197	28,372	12,771	30,112	23,198	22,321	50,166	-	**253,209**	273,604	20,395
5812 District Oversight Fee	459	918	1,445	1,119	1,293	514	920	1,609	3,717	1,063	1,063	1,097	-	**15,217**	18,940	3,723
5813 County Fees	-	-	-	-	1,328	-	-	1,358	-	-	1,358	1,370	-	**5,414**	2,500	(2,914)
5814 SPED Encroachment	1,799	3,598	6,670	3,713	3,177	10,696	(3,475)	6,319	12,876	4,020	4,020	4,160	-	**57,574**	105,569	47,995
5815 Public Relations/Recruitment	400	-	-	-	-	-	-	1,917	-	-	962	-	-	**3,279**	2,500	(779)
	6,933	17,672	23,188	44,779	26,004	28,560	34,881	30,217	46,975	30,185	31,292	61,464	-	**382,150**	**462,631**	**80,481**
Depreciation																
6900 Depreciation Expense	698	819	819	861	861	861	1,349	1,349	1,349	1,349	1,349	1,349	-	**13,013**	2,500	(10,513)
	698	819	819	861	861	861	1,349	1,349	1,349	1,349	1,349	1,349	-	**13,013**	**2,500**	**(10,513)**
Total Expenses	**71,879**	**160,098**	**200,711**	**280,662**	**279,029**	**183,921**	**179,317**	**206,804**	**189,569**	**(46,973)**	**137,422**	**270,166**	**-**	**2,112,607**	**2,215,035**	**102,429**
Monthly Surplus (Deficit)	**(57,978)**	**(102,289)**	**(129,831)**	**51,447**	**(144,206)**	**(64,299)**	**89,513**	**(62,915)**	**97,572**	**260,745**	**67,707**	**226,963**	**-**	**232,427**	**201,852**	**30,575**
														11%		

TEACH PREP

Monthly Cash Flow/Budget FY19-20

Revised 8/6/2020

ADA = 133.17

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End	Annual	Original	Favorable /
Cash Flow Adjustments															*1.176*	
Monthly Surplus (Deficit)	(57,978)	(102,289)	(129,831)	51,447	(144,206)	(64,299)	89,513	(62,915)	97,572	260,745	67,707	226,963	-	**232,427**	Coverage 1.20	
Cash flows from operating activities																
Depreciation/Amortization	698	819	819	861	861	861	1,349	1,349	1,349	1,349	1,349	1,349	-	**13,013**		
Public Funding Receivables	20,938	1,506	7,056	(84,931)	(27,002)	11,686	(47,911)	(11,643)	(154,217)	144,458	179,996	(365,290)	-	**(325,353)**		
Due To/From Related Parties	59,097	94,794	93,021	126,223	(59,652)	(5,493)	15,672	50,961	(57,099)	(81,061)	(154,154)	35,752	-	**118,059**		
Prepaid Expenses	460	(11,436)	(669)	(47,467)	2,282	4,798	3,404	(19)	32,894	3,482	3,539	5,113	-	**(3,620)**		
Other Assets	(99,500)	-	-	-	-	-	-	-	-	-	-	-	-	**(99,500)**		
Accounts Payable	(13,544)	11,565	(23,212)	18,058	(6,488)	26,315	(37,886)	20,849	(20,849)	3,758	(3,758)	4,480	-	**(20,711)**		
Accrued Expenses	2,258	(118)	4,307	18,930	2,777	11,555	22,594	(22,405)	86,959	(78,882)	(24,973)	42,705	-	**65,709**		
Other Liabilities	(430)	33,998	47,744	47,743	14,578	14,578	14,578	14,578	14,578	(216,121)	-	-	-	**(14,178)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(10,710)	(14,541)	-	(5,005)	-	-	(29,318)	-	-	-	-	-	-	**(59,574)**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	-	60,000	-	-	-	-	-	-	-	-	-	**60,000**		
Total Change in Cash	(98,712)	14,298	(764)	185,859	(216,850)	(0)	31,994	(9,244)	1,187	37,728	69,705	(48,929)				
Cash, Beginning of Month	116,168	17,456	31,755	30,991	216,850	0	-	31,994	22,750	23,937	61,664	131,370	**46.41**	**ADCOH**		
Cash, End of Month	**17,456**	**31,755**	**30,991**	**216,850**	**0**	**0**	**31,994**	**22,750**	**23,937**	**61,664**	**131,370**	**82,441**	**14**	**DCOH**		
45 Days	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*	*260,458*				

TEACH Public Schools

Monthly Cash Flow/Budget FY19-20

Revised 08/06/2020

ADA = 0.00

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 0.00	
Other Local Revenue																
8650 Lease and Rental Income	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	-	**64,927**	61,200	3,727
8689 Other Fees and Contracts	14,972	60,706	83,688	101,091	87,311	129,905	142,006	100,237	185,634	116,432	131,924	233,749	-	**1,387,654**	1,342,383	45,272
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	5	-	-	**5**	-	5
	20,382	66,116	89,099	106,501	92,722	135,315	147,417	105,648	191,045	121,843	137,339	239,159	-	**1,452,586**	**1,403,583**	**49,004**
Total Revenue	**20,382**	**66,116**	**89,099**	**106,501**	**92,722**	**135,315**	**147,417**	**105,648**	**191,045**	**121,843**	**137,339**	**239,159**	**-**	**1,452,586**	**1,403,583**	**49,004**
Expenses																
Certificated Salaries																
1300 Administrators' Salaries	41,145	33,773	59,575	44,831	44,831	57,187	44,831	44,831	44,831	44,831	44,831	57,187	-	**562,684**	537,974	(24,710)
	41,145	33,773	59,575	44,831	44,831	57,187	44,831	44,831	44,831	44,831	44,831	57,187	-	**562,684**	**537,974**	**(24,710)**
Classified Salaries																
2300 Classified Administrators'	6,833	6,833	6,833	6,833	6,833	8,883	6,833	6,833	6,833	6,833	6,833	8,883	-	**86,100**	82,000	(4,100)
2400 Clerical and Office Staff Salaries	4,736	4,160	4,160	4,160	4,160	5,408	4,160	4,160	4,160	4,160	4,160	5,408	-	**52,992**	49,920	(3,072)
2900 Other Classified Salaries	5,833	8,081	13,376	15,339	9,133	805	7,318	9,133	9,298	5,833	5,833	7,790	-	**97,775**	144,400	46,625
	17,403	19,075	24,370	26,333	20,127	15,096	18,312	20,127	20,292	16,827	16,827	22,081	-	**236,866**	**276,320**	**39,454**
Benefits																
3101 STRS	6,412	5,052	9,564	7,043	7,042	8,062	7,043	7,043	7,043	7,043	7,042	8,062	-	**86,450**	89,842	3,392
3202 PERS	-	0	186	325	(0)	(259)	-	-	(0)	-	-	-	-	**252**	-	(252)
3301 OASDI	1,062	1,165	1,494	1,615	1,231	919	3,226	1,231	1,241	1,026	1,026	1,352	-	**16,588**	17,132	544
3311 Medicare	835	752	1,202	1,017	927	1,034	899	921	924	874	874	1,129	-	**11,388**	11,807	419
3401 Health and Welfare	9,098	9,057	6,132	7,001	5,612	8,951	5,589	5,324	8,204	6,607	6,238	6,338	-	**84,150**	30,450	(53,700)
3501 State Unemployment	-	82	353	474	205	(245)	2,233	544	170	-	-	10	-	**3,825**	5,880	2,055
3601 Workers' Compensation	460	460	460	460	460	460	460	460	460	460	460	2,868	-	**7,931**	11,400	3,469
3901 Other Benefits	681	973	1,308	1,215	1,215	1,215	1,215	1,215	1,215	2,158	2,289	2,571	-	**17,272**	17,249	(22)
	18,548	17,542	20,698	19,151	16,693	20,137	20,665	16,738	19,257	18,168	17,929	22,329	-	**227,856**	**183,760**	**(44,095)**
Books and Supplies																
4302 School Supplies	506	2,817	-	728	-	-	2,418	-	-	275	-	-	-	**6,744**	1,500	(5,244)
4305 Software	203	203	1,049	1,127	648	1,007	648	648	648	3,195	797	498	-	**10,669**	2,500	(8,169)
4310 Office Expense	2,207	7,444	4,126	4,164	1,162	315	4,471	2,619	982	1,719	4,541	4,244	-	**37,992**	30,000	(7,992)
4311 Business Meals	248	228	159	154	88	262	230	-	-	-	-	-	-	**1,368**	564	(804)
4400 Noncapitalized Equipment	4,215	(3,731)	7,348	274	131	352	879	1,260	-	169	790	-	-	**11,687**	20,000	8,313
	7,379	6,960	12,681	6,447	2,029	1,936	8,645	4,526	1,630	5,358	6,128	4,742	-	**68,461**	**54,564**	**(13,897)**
Subagreement Services																
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	500	500
5105 Security	-	-	-	(475)	-	672	-	867	867	500	-	631	-	**3,062**	7,500	4,438
	-	-	-	(475)	-	672	-	867	867	500	-	631	-	**3,062**	**8,000**	**4,938**
Operations and Housekeeping																
5201 Auto and Travel	2,135	-	1,420	1,263	1,198	1,083	64	1,318	660	(460)	(3)	-	-	**8,678**	21,000	12,322
5300 Dues & Memberships	194	386	317	317	256	255	317	194	194	-	125	-	-	**2,554**	1,672	(882)
5400 Insurance	-	-	-	185	47	-	-	-	-	-	-	-	-	**233**	13,226	12,993
5501 Utilities	275	1,116	150	4,554	1,335	1,388	1,388	1,195	1,261	1,220	1,440	1,031	-	**16,353**	15,000	(1,353)
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	12,000	12,000
5900 Communications	847	1,034	1,669	1,359	1,191	1,446	1,454	1,198	923	213	170	-	-	**11,504**	7,500	(4,004)
5901 Postage and Shipping	398	275	118	183	866	590	849	244	18	459	168	1,238	-	**5,405**	2,485	(2,920)
	3,848	2,811	3,674	7,860	4,894	4,763	4,073	4,149	3,056	1,432	1,900	2,268	-	**44,726**	**72,883**	**28,157**

TEACH Public Schools

Monthly Cash Flow/Budget FY19-20

Revised 08/06/2020

ADA = 0.00

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5601 Rent	7,322	7,322	7,322	7,322	7,322	7,322	7,322	7,322	7,322	8,976	9,228	8,976	-	**93,077**	87,862	(5,215)
5602 Additional Rent	1,205	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,923	1,466	-	**17,788**	21,538	3,750
5603 Equipment Leases	-	274	-	552	436	398	274	460	-	-	-	573	-	**2,967**	1,500	(1,467)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	8,000	8,000
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	25,000	25,000
5610 Repairs and Maintenance	1,787	3,692	2,125	230	82	-	82	277	-	784	82	164	-	**9,305**	35,000	25,695
	10,314	12,753	10,913	9,570	9,306	9,186	9,144	9,524	8,788	11,227	11,232	11,180	-	**123,137**	**178,900**	**55,763**
Professional/Consulting Services																
5801 IT	612	612	612	612	612	612	612	612	612	196	75	75	-	**5,856**	2,500	(3,356)
5802 Audit & Taxes	-	-	1,950	-	-	-	2,733	-	-	-	551	-	-	**5,234**	8,500	3,266
5803 Legal	-	-	-	13,463	-	-	20,082	(30)	-	-	-	-	-	**33,515**	4,000	(29,515)
5804 Professional Development	-	1,150	2,500	-	-	100	-	1,716	-	-	(1,050)	1,225	-	**5,641**	18,000	12,359
5805 General Consulting	-	1,200	150	-	300	-	-	750	-	750	-	-	-	**3,150**	15,000	11,850
5806 Special Activities/Field Trips	-	-	-	324	-	-	-	25	-	1,800	-	-	-	**2,149**	1,500	(649)
5807 Bank Charges	110	125	125	110	115	115	145	115	115	115	115	137	-	**1,442**	1,500	58
5808 Printing	-	-	106	-	-	-	-	-	-	-	367	(171)	-	**301**	211	(90)
5809 Other taxes and fees	-	52,878	(52,778)	2,211	1,500	-	69	(1,550)	-	838	(1,468)	352	-	**2,052**	-	(2,052)
5810 Payroll Service Fee	-	698	1,113	2,016	904	1,236	1,272	570	-	433	258	1,115	-	**9,615**	-	(9,615)
5811 Management Fee	-	825	-	75	225	450	-	169	-	(19)	138	300	-	**2,163**	-	(2,163)
5812 District Oversight Fee	-	-	-	1,500	(1,500)	-	-	-	-	-	-	-	-	**-**	-	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	1,560	17	3	111	253	-	**1,944**	-	(1,944)
	722	57,489	(46,222)	20,312	2,156	2,513	24,913	3,938	744	4,115	(903)	3,286	-	**73,063**	**51,211**	**(21,852)**
Depreciation																
6900 Depreciation Expense	999	999	1,022	1,056	1,056	1,056	1,056	1,056	1,056	1,056	1,056	1,145	-	**12,608**	11,000	(1,608)
	999	999	1,022	1,056	1,056	1,056	1,056	1,056	1,056	1,056	1,056	1,145	-	**12,608**	**11,000**	**(1,608)**
Total Expenses	**100,357**	**151,401**	**86,710**	**135,085**	**101,092**	**112,545**	**131,638**	**105,755**	**100,520**	**103,513**	**98,999**	**124,848**	**-**	**1,352,464**	**1,374,612**	**22,149**
Monthly Surplus (Deficit)	**(79,974)**	**(85,285)**	**2,388**	**(28,584)**	**(8,370)**	**22,770**	**15,779**	**(108)**	**90,525**	**18,330**	**38,340**	**114,311**	**-**	**100,123**	**28,971**	**71,152**
														7%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(79,974)	(85,285)	2,388	(28,584)	(8,370)	22,770	15,779	(108)	90,525	18,330	38,340	114,311	-	**100,123**		
Cash flows from operating activities																
Depreciation/Amortization	999	999	1,022	1,056	1,056	1,056	1,056	1,056	1,056	1,056	1,056	1,145	-	**12,608**		
Grants and Contributions Rec.	-	(5,411)	5,411	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	53,317	47,564	44,502	75,826	73,002	(87,752)	(45,356)	(1,708)	(80,159)	9,988	(24,632)	(93,673)	-	**(29,079)**		
Prepaid Expenses	360	2,613	5,108	270	(5,554)	10,155	2,300	2,035	(5,150)	596	698	18,006	-	**31,436**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(3,024)	669	(2,842)	963	(660)	3,325	(3,457)	(171)	-	-	-	2,573	-	**(2,624)**		
Accrued Expenses	(14,144)	75,054	(49,849)	6,543	(162,452)	66,595	71,021	2,795	(52,831)	(26,999)	(3,326)	(49,163)	-	**(136,756)**		
Other Liabilities	(1,655)	(1,655)	(1,655)	(1,655)	(1,655)	(1,655)	(1,655)	(1,655)	(1,655)	-	-	-	-	**(14,892)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-		(1,404)	(1,209)	-	-	-	-	-	-	-	(10,750)	-	**(13,363)**		
Total Change in Cash	(44,122)	34,549	2,680	53,211	(104,634)	14,495	39,688	2,244	(48,214)	2,971	12,135	(17,551)				
Cash, Beginning of Month	67,310	23,188	57,737	60,417	113,628	8,993	23,489	63,177	65,421	17,207	20,177	32,313				
Cash, End of Month	**23,188**	**57,737**	**60,417**	**113,628**	**8,993**	**23,489**	**63,177**	**65,421**	**17,207**	**20,177**	**32,313**	**14,762**				

Teach Academy of Technology

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 757,387	$ 266,606	$ 490,781	$ 3,011,878	$ 2,876,262	$ 135,616	$ 2,876,262
Education Protection Account	(185,045)	-	(185,045)	368,551	629,543	(260,992)	629,543
State Aid - Prior Year	(16,998)	-	(16,998)	-	-	-	-
In Lieu of Property Taxes	201,072	73,802	127,270	1,269,916	963,302	306,614	963,302
Total State Aid - Revenue Limit	756,416	340,408	416,008	4,650,345	4,469,106	181,239	4,469,106
Federal Revenue							
Special Education - Entitlement	5,479	7,949	(2,470)	89,299	81,510	7,789	81,510
Federal Child Nutrition	51,300	31,389	19,911	430,213	330,414	99,799	330,414
Title I, Part A - Basic Low Income	6,164	-	6,164	164,767	156,989	7,778	156,989
Title II, Part A - Teacher Quality	1,079	-	1,079	22,410	17,919	4,491	17,919
Other Federal Revenue	180	10,000	(9,820)	11,831	10,000	1,831	10,000
Prior Year Federal Revenue	(39)	-	(39)	(39)	-	(39)	-
Total Federal Revenue	64,163	49,339	14,825	718,481	596,832	121,649	596,832
Other State Revenue							
State Special Education	22,714	20,325	2,389	266,375	208,406	57,969	208,406
State Child Nutrition	4,401	2,834	1,567	35,271	29,830	5,441	29,830
School Facilities (SB740)	140,139	-	140,139	485,925	479,446	6,479	479,446
Mandated Cost	-	-	-	6,565	6,565	(0)	6,565
State Lottery	45,874	-	45,874	85,675	85,272	403	85,272
Prior Year Revenue	2,455	-	2,455	(24,804)	-	(24,804)	-
Other State Revenue	14,345	-	14,345	151,112	120,337	30,775	120,337
Total Other State Revenue	229,927	23,159	206,768	1,006,119	929,857	76,262	929,857
Other Local Revenue							
Contributions, Restricted	-	-	-	5,390	-	5,390	-
Total Other Local Revenue	-	-	-	5,390	-	5,390	-
Total Revenues	**$ 1,050,506**	**$ 412,906**	**$ 637,600**	**$ 6,380,334**	**$ 5,995,795**	**$ 384,539**	**$ 5,995,795**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 66,491	$ 75,080	$ 8,589	$ 903,844	$ 825,882	$ (77,962)	$ 825,882
Teachers' Substitute Hours	-	2,727	2,727	-	30,000	30,000	30,000
Teachers' Extra Duty/Stipends	17,852	27,957	10,105	54,904	55,915	1,010	55,915
Pupil Support Salaries	14,411	5,915	(8,496)	110,298	70,981	(39,317)	70,981
Administrators' Salaries	19,141	13,800	(5,341)	181,532	165,600	(15,932)	165,600
Other Certificated Salaries	6,598	5,075	(1,523)	63,948	55,828	(8,120)	55,828
Total Certificated Salaries	124,493	130,555	6,062	1,314,526	1,204,205	(110,321)	1,204,206
Classified Salaries							
Instructional Salaries	9,388	18,740	9,352	193,134	206,140	13,006	206,140
Support Salaries	-	11,968	11,968	-	23,936	23,936	23,936
Supervisors' and Administrators' Salaries	-	-	-	13,125	-	(13,125)	-
Clerical and Office Staff Salaries	13,612	8,851	(4,761)	116,242	97,357	(18,885)	97,357
Other Classified Salaries	7,080	10,470	3,390	123,926	119,399	(4,526)	119,399
Total Classified Salaries	30,080	50,029	19,949	446,427	446,832	406	446,832
Benefits							
State Teachers' Retirement System, certificated posi	16,736	21,803	5,067	205,839	201,102	(4,737)	201,102
Public Employees' Retirement System, classified pos	5,531	10,406	4,875	86,073	92,941	6,868	92,941
OASDI/Medicare/Alternative, certificated positions	2,173	3,102	928	30,413	27,704	(2,710)	27,704
Medicare/Alternative, certificated positions	2,238	2,618	380	25,496	23,940	(1,556)	23,940
Health and Welfare Benefits, certificated positions	13,627	8,972	(4,655)	173,806	107,660	(66,146)	107,660
State Unemployment Insurance, certificated positio	152	2,264	2,112	23,973	20,279	(3,694)	20,279
Workers' Compensation Insurance, certificated posit	2,517	2,528	11	22,964	23,115	150	23,115
Other Benefits, certificated positions	942	2,637	1,694	12,793	31,641	18,848	31,641
Total Benefits	43,917	54,330	10,413	581,358	528,382	(52,977)	528,382

Teach Academy of Technology

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	24,189	48,279	24,090	48,279
Books and Reference Materials	-	-	-	865	1,045	180	1,045
School Supplies	529	267,390	266,861	37,528	9,405	(28,123)	9,405
Software	7,208	162,193	154,985	61,957	57,684	(4,273)	57,684
Office Expense	1,018	2,500	1,482	25,007	30,000	4,993	30,000
Business Meals	-	125	125	1,059	1,500	441	1,500
Noncapitalized Equipment	8,364	-	(8,364)	154,918	60,000	(94,918)	60,000
Food Services	66,458	95,528	29,070	473,348	360,244	(113,104)	360,244
Total Books & Supplies	83,577	527,735	444,159	778,872	568,157	(210,715)	568,157
Subagreement Services							
Nursing	-	5,833	5,833	2,805	70,000	67,195	70,000
Special Education	2,456	7,273	4,817	127,930	80,000	(47,930)	80,000
Substitute Teacher	-	4,545	4,545	188,961	50,000	(138,961)	50,000
Transportation	-	227	227	-	2,500	2,500	2,500
Security	1,422	3,636	2,215	52,338	40,000	(12,338)	40,000
Other Educational Consultants	8,606	15,000	6,394	169,084	150,000	(19,084)	150,000
Total Subagreement Services	12,483	36,515	24,032	541,118	392,500	(148,619)	392,500
Operations & Housekeeping							
Auto and Travel	-	-	-	178	4,500	4,322	4,500
Dues & Memberships	-	6,043	6,043	1,080	4,500	3,420	4,500
Insurance	7,077	122,112	115,034	43,566	27,000	(16,566)	27,000
Utilities	924	5,864	4,940	55,330	70,366	15,036	70,366
Janitorial Services	1,128	46,553	45,425	16,056	12,000	(4,056)	12,000
Communications	4,681	8,000	3,319	43,803	96,000	52,197	96,000
Postage and Shipping	-	250	250	4,720	2,500	(2,220)	2,500
Total Operations & Housekeeping	13,810	188,821	175,011	164,733	216,866	52,133	216,866
Facilities, Repairs & Other Leases							
Rent	71,786	71,786	1	841,002	861,435	20,433	861,435
Equipment Leases	3,405	3,333	(72)	47,308	40,000	(7,308)	40,000
Other Leases	-	125	125	3,000	1,500	(1,500)	1,500
Real/Personal Property Taxes	(140,945)	1,000	141,945	6,786	12,000	5,214	12,000
Repairs and Maintenance	2,355	8,514	6,159	52,553	102,170	49,617	102,170
Total Facilities, Repairs & Other Leases	(63,399)	84,759	148,158	950,649	1,017,105	66,456	1,017,105
Professional/Consulting Services							
IT	-	1,167	1,167	6,486	14,000	7,514	14,000
Audit & Taxes	1,225	-	(1,225)	7,819	7,250	(569)	7,250
Legal	3,616	1,250	(2,366)	11,163	15,000	3,837	15,000
Professional Development	3,797	2,500	(1,297)	26,658	25,000	(1,658)	25,000
General Consulting	-	4,800	4,800	36,278	48,000	11,722	48,000
Special Activities/Field Trips	-	-	-	1,353	28,424	27,071	28,424
Bank Charges	-	25	25	148	250	102	250
Printing	745	400	(345)	1,850	4,000	2,150	4,000
Other Taxes and Fees	13	400	387	6,136	4,000	(2,136)	4,000
Payroll Service Fee	246	-	(246)	1,562	-	(1,562)	-
Management Fee	100,635	56,211	(44,424)	688,048	674,527	(13,521)	674,527
District Oversight Fee	2,589	3,404	815	46,503	44,691	(1,812)	44,691
County Fees	1,946	-	(1,946)	8,380	5,000	(3,380)	5,000
SPED Encroachment	14,660	23,889	9,228	262,973	265,430	2,457	265,430
Public Relations/Recruitment	-	-	-	5,446	-	(5,446)	-
Total Professional/Consulting Services	129,472	94,045	(35,427)	1,110,804	1,135,572	24,768	1,135,572

Teach Academy of Technology

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	9,292	5,000	(4,292)	101,720	60,000	(41,720)	60,000
Total Depreciation	9,292	5,000	(4,292)	101,720	60,000	(41,720)	60,000
Interest							
Interest Expense	1,288	-	(1,288)	15,460	-	(15,460)	-
Total Interest	1,288	-	(1,288)	15,460	-	(15,460)	-
Total Expenses	**$ 385,013**	**$ 1,171,789**	**$ 786,776**	**$ 6,005,667**	**$ 5,569,619**	**$ (436,048)**	**$ 5,569,619**
Change in Net Assets	**665,493**	**(758,883)**	**1,424,376**	**374,667**	**426,176**	**(51,509)**	**426,176**
Net Assets, Beginning of Period	2,133,115			2,423,940			
Net Assets, End of Period	**2,798,608**			**2,798,608**			

Teach Tech High School

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 583,562	$ 942,039	$ (358,477)	$ 3,596,343	$ 4,162,378	$ (566,035)	$ 4,162,378
Education Protection Account	16,931	20,188	(3,257)	74,052	80,750	(6,698)	80,750
State Aid - Prior Year	(12,664)	-	(12,664)	-	-	-	-
In Lieu of Property Taxes	158,354	84,318	74,036	1,082,211	930,462	151,749	930,462
Total State Aid - Revenue Limit	746,183	1,046,544	(300,361)	4,752,606	5,173,590	(420,984)	5,173,590
Federal Revenue							
Special Education - Entitlement	3,651	8,933	(5,282)	76,100	78,731	(2,631)	78,731
Federal Child Nutrition	-	92,364	(92,364)	145,291	324,083	(178,793)	324,083
Title I, Part A - Basic Low Income	16,801	-	16,801	133,837	115,840	17,997	115,840
Title II, Part A - Teacher Quality	7,829	-	7,829	18,330	13,405	4,925	13,405
Other Federal Revenue	-	10,000	(10,000)	10,000	10,000	-	10,000
Prior Year Federal Revenue	(32)	-	(32)	(32)	-	(32)	-
Total Federal Revenue	28,249	111,297	(83,048)	383,525	542,060	(158,534)	542,060
Other State Revenue							
State Special Education	16,394	22,840	(6,446)	227,003	201,302	25,701	201,302
State Child Nutrition	-	8,532	(8,532)	12,535	29,935	(17,400)	29,935
School Facilities (SB740)	123,344	115,775	7,569	414,101	463,101	(49,000)	463,101
Mandated Cost	-	-	-	15,347	14,366	981	14,366
State Lottery	39,630	47,517	(7,888)	73,012	78,328	(5,316)	78,328
Prior Year Revenue	2,061	-	2,061	23,432	-	23,432	-
Other State Revenue	-	-	-	6,626	-	6,626	-
Total Other State Revenue	181,429	194,665	(13,236)	772,056	787,032	(14,976)	787,032
Other Local Revenue							
Contributions, Unrestricted	-	-	-	3,500	-	3,500	-
Contributions, Restricted	-	-	-	23,547	-	23,547	-
Total Other Local Revenue	-	-	-	27,047	-	27,047	-
Total Revenues	**$ 955,861**	**$1,352,505**	**$ (396,644)**	**$ 5,935,234**	**$ 6,502,682**	**$ (567,448)**	**$ 6,502,682**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 78,703	$ 110,000	$ 31,297	$ 983,526	$ 1,209,995	$ 226,469	$ 1,209,995
Teachers' Substitute Hours	-	-	-	1,050	-	(1,050)	-
Teachers' Extra Duty/Stipends	24,833	37,051	12,218	74,341	74,102	(239)	74,102
Pupil Support Salaries	7,690	5,915	(1,775)	74,530	70,981	(3,549)	70,981
Administrators' Salaries	18,031	14,333	(3,698)	220,712	172,000	(48,712)	172,000
Other Certificated Salaries	5,708	2,509	(3,199)	20,934	27,600	6,666	27,600
Total Certificated Salaries	134,964	169,808	34,844	1,375,093	1,554,678	179,585	1,554,678
Classified Salaries							
Instructional Salaries	10,519	23,840	13,321	122,302	264,880	142,578	264,880
Support Salaries	-	13,176	13,176	-	26,353	26,353	26,353
Supervisors' and Administrators' Salaries	-	9,667	9,667	38,750	116,000	77,250	116,000
Clerical and Office Staff Salaries	10,729	11,137	408	91,950	122,502	30,553	122,502
Other Classified Salaries	13,353	7,345	(6,008)	122,739	82,379	(40,360)	82,379
Total Classified Salaries	34,600	65,165	30,565	375,741	612,115	236,374	612,115

Teach Tech High School

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Benefits							
State Teachers' Retirement System, certificat	18,480	28,331	9,851	222,369	259,389	37,020	259,389
OASDI/Medicare/Alternative, certificated pos	2,129	4,040	1,911	23,478	37,951	14,473	37,951
Medicare/Alternative, certificated positions	2,449	3,405	956	25,205	31,397	6,192	31,397
Health and Welfare Benefits, certificated pos	11,166	9,357	(1,809)	171,744	112,280	(59,464)	112,280
State Unemployment Insurance, certificated	259	1,127	868	22,008	22,540	532	22,540
Workers' Compensation Insurance, certificate	3,119	3,287	169	16,846	30,315	13,469	30,315
Other Benefits, certificated positions	2,199	3,269	1,070	25,442	39,224	13,782	39,224
Total Benefits	39,800	52,816	13,016	507,092	533,096	26,004	533,096
Books & Supplies							
Textbooks and Core Materials	267	-	(267)	82,701	50,000	(32,701)	50,000
Books and Reference Materials	3,057	-	(3,057)	5,368	8,900	3,532	8,900
School Supplies	7,566	3,198	(4,368)	61,036	38,370	(22,666)	38,370
Software	8,074	4,677	(3,397)	38,139	56,120	17,981	56,120
Office Expense	410	2,500	2,090	28,336	30,000	1,664	30,000
Business Meals	-	17	17	316	200	(116)	200
Noncapitalized Equipment	24,114	-	(24,114)	89,992	45,000	(44,992)	45,000
Food Services	-	32,184	32,184	189,782	354,019	164,237	354,019
Total Books & Supplies	43,488	42,574	(913)	495,669	582,609	86,940	582,609
Subagreement Services							
Special Education	4,992	2,727	(2,265)	141,308	30,000	(111,308)	30,000
Substitute Teacher	-	3,182	3,182	53,103	35,000	(18,103)	35,000
Transportation	-	682	682	655	7,500	6,845	7,500
Security	4,607	1,841	(2,766)	37,370	20,250	(17,120)	20,250
Other Educational Consultants	797	2,000	1,203	14,002	20,000	5,998	20,000
Total Subagreement Services	10,395	10,432	37	246,438	112,750	(133,688)	112,750
Operations & Housekeeping							
Auto and Travel	-	-	-	867	2,000	1,133	2,000
Dues & Memberships	-	17	17	495	200	(295)	200
Insurance	7,863	2,083	(5,779)	43,108	25,000	(18,108)	25,000
Utilities	3,254	5,663	2,408	70,118	67,950	(2,167)	67,950
Janitorial Services	2,125	833	(1,292)	24,195	10,000	(14,195)	10,000
Communications	1,653	2,917	1,264	23,922	35,000	11,078	35,000
Postage and Shipping	-	250	250	211	2,500	2,289	2,500
Total Operations & Housekeeping	14,895	11,763	(3,133)	162,915	142,650	(20,265)	142,650
Facilities, Repairs & Other Leases							
Rent	62,047	96,295	34,247	136,421	1,155,538	1,019,117	1,155,538
Additional Rent	-	-	-	30,740	-	(30,740)	-
Equipment Leases	-	1,250	1,250	3,222	15,000	11,778	15,000
Other Leases	-	83	83	-	1,000	1,000	1,000
Real/Personal Property Taxes	-	-	-	65,833	-	(65,833)	-
Repairs and Maintenance	1,518	5,028	3,509	41,974	60,332	18,358	60,332
Total Facilities, Repairs & Other Leases	63,566	102,656	39,090	278,190	1,231,870	953,680	1,231,870

Teach Tech High School

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	-	625	625	4,616	7,500	2,884	7,500
Audit & Taxes	1,225	-	(1,225)	6,459	7,500	1,041	7,500
Legal	-	667	667	350	8,000	7,650	8,000
Professional Development	3,000	2,200	(800)	11,146	22,000	10,854	22,000
General Consulting	-	3,500	3,500	6,698	35,000	28,303	35,000
Special Activities/Field Trips	450	-	(450)	36,164	98,260	62,096	98,260
Bank Charges	15	9	(7)	73	85	12	85
Printing	3,123	500	(2,623)	6,128	5,000	(1,128)	5,000
Other Taxes and Fees	9	150	141	1,748	1,500	(248)	1,500
Payroll Service Fee	246	400	154	1,507	4,800	3,293	4,800
Management Fee	99,539	60,742	(38,797)	646,024	728,910	82,886	728,910
District Oversight Fee	2,114	10,465	8,351	47,526	51,736	4,210	51,736
County Fees	1,616	1,250	(366)	6,560	5,000	(1,560)	5,000
SPED Encroachment	9,473	23,074	13,602	224,104	256,381	32,278	256,381
Public Relations/Recruitment	-	500	500	2,879	5,000	2,121	5,000
Scholarships	-	3,500	3,500	-	3,500	3,500	3,500
Total Professional/Consulting Services	120,811	107,582	(13,228)	1,001,980	1,240,172	238,192	1,240,172
Depreciation							
Depreciation Expense	3,717	2,083	(1,634)	43,120	25,000	(18,120)	25,000
Total Depreciation	3,717	2,083	(1,634)	43,120	25,000	(18,120)	25,000
Total Expenses	**$ 466,236**	**$ 564,879**	**$ 98,643**	**$ 4,486,238**	**$ 6,034,940**	**$ 1,548,702**	**$ 6,034,940**
Change in Net Assets	**489,624**	**787,626**	**(298,002)**	**1,448,996**	**467,742**	**981,254**	**467,742**
Net Assets, Beginning of Period	1,225,117			265,745			
Net Assets, End of Period	**$1,714,741**			**$ 1,714,741**			

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

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 228,881	$ 454,819	$ (225,938)	$ 1,105,844	$ 1,477,592	$ (371,748)	$ 1,477,592
Education Protection Account	6,732	8,313	(1,581)	26,634	33,250	(6,616)	33,250
State Aid - Prior Year	(2,413)	-	(2,413)	(6,436)	-	(6,436)	-
In Lieu of Property Taxes	67,351	48,406	18,945	389,235	383,131	6,104	383,131
Total State Aid - Revenue Limit	300,551	511,537	(210,986)	1,515,277	1,893,973	(378,696)	1,893,973
Federal Revenue							
Special Education - Entitlement	2,127	4,996	(2,869)	27,370	32,419	(5,049)	32,419
Federal Child Nutrition	-	37,709	(37,709)	100,550	132,312	(31,762)	132,312
Title I, Part A - Basic Low Income	-	-	-	-	24,938	(24,938)	24,938
Title II, Part A - Teacher Quality	-	-	-	-	2,850	(2,850)	2,850
Title V, Part B - PCSGP	79,237	-	79,237	395,839	-	395,839	-
Prior Year Federal Revenue	(7)	10,000	(10,007)	(6)	10,000	(10,006)	10,000
Total Federal Revenue	81,357	52,705	28,652	523,752	202,519	321,233	202,519
Other State Revenue							
State Special Education	8,267	12,774	(4,507)	81,645	82,889	(1,244)	82,889
State Child Nutrition	-	3,344	(3,344)	8,103	11,733	(3,630)	11,733
School Facilities (SB740)	87,356	47,672	39,684	148,938	190,689	(41,751)	190,689
Mandated Cost	-	-	-	1,169	1,169	(0)	1,169
State Lottery	19,149	26,841	(7,692)	26,260	33,915	(7,655)	33,915
Prior Year Revenue	448	-	448	17,580	-	17,580	-
Other State Revenue	-	-	-	2,309	-	2,309	-
Total Other State Revenue	115,221	90,632	24,589	286,005	320,395	(34,391)	320,395
Other Local Revenue							
Contributions, Restricted	-	-	-	20,000	-	20,000	-
Total Other Local Revenue	-	-	-	20,000	-	20,000	-
Total Revenues	**$ 497,129**	**$ 654,874**	**$ (157,745)**	**$ 2,345,034**	**$ 2,416,887**	**$ (71,853)**	**$ 2,416,887**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 27,747	$ 39,407	$ 11,660	$ 301,450	$ 433,478	$ 132,028	$ 433,478
Teachers' Extra Duty/Stipends	7,673	-	(7,673)	15,754	-	(15,754)	-
Administrators' Salaries	9,994	7,688	(2,306)	96,863	92,250	(4,613)	92,250
Total Certificated Salaries	45,414	47,095	1,680	414,066	525,728	111,662	525,728
Classified Salaries							
Instructional Salaries	10,988	9,880	(1,108)	101,811	108,680	6,869	108,680
Clerical and Office Staff Salaries	5,545	4,499	(1,046)	62,256	52,717	(9,540)	52,717
Other Classified Salaries	3,001	4,305	1,303	41,536	51,659	10,124	51,659
Total Classified Salaries	19,535	18,684	(851)	205,603	213,056	7,453	213,056
Benefits							
State Teachers' Retirement System, certificated pos	6,405	7,865	1,460	68,014	87,797	19,782	87,797
Public Employees' Retirement System, classified po	-	-	-	(0)	-	0	-
OASDI/Medicare/Alternative, certificated positions	1,200	1,158	(42)	12,618	13,209	591	13,209
Medicare/Alternative, certificated positions	935	954	19	8,915	10,712	1,797	10,712
Health and Welfare Benefits, certificated positions	4,221	4,422	200	42,617	53,060	10,443	53,060
State Unemployment Insurance, certificated positic	59	441	382	7,995	8,820	825	8,820
Workers' Compensation Insurance, certificated pos	1,081	921	(160)	5,839	10,343	4,504	10,343
Other Benefits, certificated positions	926	1,095	170	9,403	13,143	3,741	13,143
Total Benefits	14,828	16,856	2,028	155,402	197,085	41,683	197,085

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

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	9,061	-	(9,061)	48,978	19,200	(29,778)	19,200
Books and Reference Materials	-	-	-	4,851	420	(4,431)	420
School Supplies	25,640	312	(25,328)	92,709	3,740	(88,969)	3,740
Software	6,244	1,913	(4,331)	62,259	22,950	(39,309)	22,950
Office Expense	784	1,667	883	14,799	20,000	5,201	20,000
Business Meals	-	21	21	443	250	(193)	250
Noncapitalized Equipment	35,911	-	(35,911)	160,582	45,000	(115,582)	45,000
Food Services	-	13,095	13,095	108,873	144,046	35,173	144,046
Total Books & Supplies	77,640	17,007	(60,633)	493,494	255,606	(237,888)	255,606
Subagreement Services							
Special Education	4,382	2,273	(2,109)	36,796	25,000	(11,796)	25,000
Substitute Teacher	-	864	864	27,114	9,500	(17,614)	9,500
Transportation	-	455	455	-	5,000	5,000	5,000
Security	1,262	1,364	102	32,341	15,000	(17,341)	15,000
Other Educational Consultants	-	1,000	1,000	1,890	10,000	8,110	10,000
Total Subagreement Services	5,644	5,955	311	98,140	64,500	(33,640)	64,500
Operations & Housekeeping							
Auto and Travel	-	-	-	2,561	2,500	(61)	2,500
Dues & Memberships	-	83	83	125	1,000	875	1,000
Insurance	2,934	625	(2,309)	17,447	7,500	(9,947)	7,500
Utilities	-	1,990	1,990	-	23,880	23,880	23,880
Janitorial Services	829	600	(229)	3,493	7,200	3,707	7,200
Communications	3,546	625	(2,921)	11,219	7,500	(3,719)	7,500
Postage and Shipping	-	85	85	3,129	850	(2,279)	850
Total Operations & Housekeeping	7,309	4,008	(3,301)	37,973	50,430	12,457	50,430
Facilities, Repairs & Other Leases							
Rent	35,410	33,167	(2,243)	278,745	398,000	119,255	398,000
Equipment Leases	472	208	(263)	6,913	2,500	(4,413)	2,500
Other Leases	-	83	83	-	1,000	1,000	1,000
Real/Personal Property Taxes	-	417	417	4,892	5,000	108	5,000
Repairs and Maintenance	1,102	3,083	1,981	22,216	37,000	14,784	37,000
Total Facilities, Repairs & Other Leases	36,984	36,958	(26)	312,766	443,500	130,734	443,500
Professional/Consulting Services							
IT	-	667	667	6,782	8,000	1,218	8,000
Audit & Taxes	1,225	-	(1,225)	6,459	5,000	(1,459)	5,000
Legal	-	375	375	-	4,500	4,500	4,500
Professional Development	2,000	750	(1,250)	9,953	7,500	(2,453)	7,500
General Consulting	-	1,000	1,000	10,707	10,000	(707)	10,000
Special Activities/Field Trips	-	-	-	499	21,318	20,819	21,318
Bank Charges	-	20	20	38	200	162	200
Printing	1,196	-	(1,196)	11,113	-	(11,113)	-
Other Taxes and Fees	3	-	(3)	399	-	(399)	-
Payroll Service Fee	246	250	4	1,507	3,000	1,493	3,000
Management Fee	50,166	22,800	(27,366)	253,209	273,604	20,396	273,604
District Oversight Fee	1,097	5,115	4,018	15,217	18,940	3,723	18,940
County Fees	1,370	625	(745)	5,414	2,500	(2,914)	2,500
SPED Encroachment	4,160	9,501	5,341	57,573	105,569	47,995	105,569
Public Relations/Recruitment	-	250	250	3,279	2,500	(779)	2,500
Total Professional/Consulting Services	61,464	41,354	(20,110)	382,150	462,631	80,481	462,631

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

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	1,349	208	(1,141)	13,013	2,500	(10,513)	2,500
Total Depreciation	1,349	208	(1,141)	13,013	2,500	(10,513)	2,500
Total Expenses	**$ 270,166**	**$ 188,124**	**$ (82,042)**	**$ 2,112,606**	**$ 2,215,035**	**$ 102,428**	**$ 2,215,035**
Change in Net Assets	**226,963**	**466,750**	**(239,787)**	**232,428**	**201,852**	**30,575**	**201,852**
Net Assets, Beginning of Period	345,322			339,858			
Net Assets, End of Period	**$ 572,285**			**$ 572,285**			

Teach Public Schools

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Lease and Rental Income	$ 5,411	$ 5,100	$ 311	$ 64,927	$ 61,200	$ 3,727	$ 61,200
Other Fees and Contracts	233,749	278,115	(44,367)	1,387,654	1,342,383	45,272	1,342,383
Contributions, Unrestricted	-	-	-	5	-	5	-
Total Other Local Revenue	239,159	283,215	(44,056)	1,452,586	1,403,583	49,004	1,403,583
Total Revenues	**$ 239,159**	**$ 283,215**	**$ (44,056)**	**$ 1,452,586**	**$ 1,403,583**	**$ 49,004**	**$ 1,403,583**
Expenses							
Certificated Salaries							
Administrators' Salaries	$ 57,187	$ 44,831	$ (12,355)	$ 562,684	$ 537,974	$ (24,710)	$ 537,974
Total Certificated Salaries	57,187	44,831	(12,355)	562,684	537,974	(24,710)	537,974
Classified Salaries							
Supervisors' and Administrators' Salaries	8,883	6,833	(2,050)	86,100	82,000	(4,100)	82,000
Clerical and Office Staff Salaries	5,408	4,160	(1,248)	52,992	49,920	(3,072)	49,920
Other Classified Salaries	7,790	12,033	4,244	97,775	144,400	46,625	144,400
Total Classified Salaries	22,081	23,027	946	236,866	276,320	39,453	276,320
Benefits							
State Teachers' Retirement System, certificated positions	8,062	7,487	(575)	86,450	89,842	3,392	89,842
Public Employees' Retirement System, classified positions	-	-	-	252	-	(252)	-
OASDI/Medicare/Alternative, certificated positions	1,352	1,428	76	16,588	17,132	544	17,132
Medicare/Alternative, certificated positions	1,129	984	(145)	11,388	11,807	419	11,807
Health and Welfare Benefits, certificated positions	6,338	2,538	(3,800)	84,150	30,450	(53,700)	30,450
State Unemployment Insurance, certificated positions	10	294	284	3,825	5,880	2,055	5,880
Workers' Compensation Insurance, certificated positions	2,868	950	(1,918)	7,931	11,400	3,469	11,400
Other Benefits, certificated positions	2,571	1,437	(1,133)	17,272	17,249	(22)	17,249
Total Benefits	22,329	15,117	(7,212)	227,856	183,760	(44,096)	183,760
Books & Supplies							
School Supplies	-	125	125	6,744	1,500	(5,244)	1,500
Software	498	208	(289)	10,669	2,500	(8,169)	2,500
Office Expense	4,244	2,500	(1,744)	37,992	30,000	(7,992)	30,000
Business Meals	-	47	47	1,368	564	(804)	564
Noncapitalized Equipment	-	-	-	11,687	20,000	8,313	20,000
Total Books & Supplies	4,742	2,880	(1,861)	68,461	54,564	(13,897)	54,564
Subagreement Services							
Transportation	-	45	45	-	500	500	500
Security	631	682	51	3,062	7,500	4,438	7,500
Total Subagreement Services	631	727	97	3,062	8,000	4,938	8,000
Operations & Housekeeping							
Auto and Travel	-	-	-	8,678	21,000	12,322	21,000
Dues & Memberships	-	139	139	2,554	1,672	(882)	1,672
Insurance	-	1,102	1,102	233	13,226	12,993	13,226
Utilities	1,031	1,250	219	16,353	15,000	(1,353)	15,000
Janitorial Services	-	1,000	1,000	-	12,000	12,000	12,000
Communications	-	625	625	11,504	7,500	(4,004)	7,500
Postage and Shipping	1,238	249	(989)	5,405	2,485	(2,920)	2,485
Total Operations & Housekeeping	2,268	4,365	2,097	44,726	72,883	28,157	72,883
Facilities, Repairs & Other Leases							
Rent	8,976	7,322	(1,655)	93,077	87,862	(5,215)	87,862
Additional Rent	1,466	1,795	329	17,788	21,538	3,750	21,538
Equipment Leases	573	125	(448)	2,967	1,500	(1,467)	1,500
Other Leases	-	667	667	-	8,000	8,000	8,000
Real/Personal Property Taxes	-	2,083	2,083	-	25,000	25,000	25,000
Repairs and Maintenance	164	2,917	2,753	9,305	35,000	25,695	35,000
Total Facilities, Repairs & Other Leases	11,180	14,908	3,729	123,137	178,900	55,763	178,900

Teach Public Schools

Budget vs Actual

For the period ended June 30, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	75	208	133	5,856	2,500	(3,356)	2,500
Audit & Taxes	-	-	-	5,234	8,500	3,266	8,500
Legal	-	333	333	33,515	4,000	(29,515)	4,000
Professional Development	1,225	1,800	575	5,641	18,000	12,359	18,000
General Consulting	-	1,500	1,500	3,150	15,000	11,850	15,000
Special Activities/Field Trips	-	-	-	2,149	1,500	(649)	1,500
Bank Charges	137	150	13	1,442	1,500	58	1,500
Printing	(171)	21	192	301	211	(90)	211
Other Taxes and Fees	352	-	(352)	2,052	-	(2,052)	-
Payroll Service Fee	1,115	-	(1,115)	9,615	-	(9,615)	-
Management Fee	300	-	(300)	2,163	-	(2,163)	-
Public Relations/Recruitment	253	-	(253)	1,944	-	(1,944)	-
Total Professional/Consulting Services	3,286	4,013	727	73,063	51,211	(21,852)	51,211
Depreciation							
Depreciation Expense	1,145	917	(228)	12,608	11,000	(1,608)	11,000
Total Depreciation	1,145	917	(228)	12,608	11,000	(1,608)	11,000
Total Expenses	**$ 124,848**	**$ 110,786**	**$ (14,063)**	**$ 1,352,464**	**$ 1,374,612**	**$ 22,148**	**$ 1,374,612**
Change in Net Assets	**114,311**	**172,430**	**(58,119)**	**100,123**	**28,971**	**71,152**	**28,971**
Net Assets, Beginning of Period	(185,338)			(171,150)			
Net Assets, End of Period	**$ (71,027)**			**$ (71,027)**			

C & M LLC

Statement of Activities

For the period ended June 30, 2020

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 847,683
Interest Revenue	867	23,848
Unrealized Gain/Loss on FMV of Investments	(421)	10,967
Total Other Local Revenue	72,233	882,498
Total Revenues	**$ 72,233**	**$ 882,498**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 8,542
Total Operations & Housekeeping	712	8,542
Professional/Consulting Services		
Audit & Taxes	840	960
Bank Charges	-	24
Other Taxes and Fees	-	6,500
Total Professional/Consulting Services	840	7,484
Depreciation		
Depreciation Expense	24,561	292,410
Total Depreciation	24,561	292,410
Interest		
Interest Expense	63,628	734,695
Total Interest	63,628	734,695
Total Expenses	**$ 89,741**	**$ 1,043,131**
Change in Net Assets	**(17,508)**	**(160,633)**
Net Assets, Beginning of Period	(486,364)	(343,238)
Net Assets, End of Period	**$ (503,872)**	**$ (503,872)**

Wooten Avila

Statement of Activities

For the period ended June 30, 2020

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 97,457	$ 478,514
Interest Revenue	2,369	32,759
Total Other Local Revenue	99,827	511,274
Total Revenues	**$ 99,827**	**$ 511,274**
Expenses		
Books & Supplies		
Office Expense	$ -	$ 61
Total Books & Supplies	-	61
Operations & Housekeeping		
Bond Amortization Expense	1,044	6,263
Postage and Shipping	-	29
Total Operations & Housekeeping	1,044	6,292
Depreciation		
Depreciation Expense	59,291	317,043
Total Depreciation	59,291	317,043
Interest		
Interest Expense	73,618	441,707
Total Interest	73,618	441,707
Total Expenses	**$ 133,953**	**$ 765,103**
Change in Net Assets	**(34,126)**	**(253,830)**
Net Assets, Beginning of Period	(219,703)	-
Net Assets, End of Period	**$ (253,830)**	**$ (253,830)**

TEACH Foundation, Inc

Statement of Activities

For the period ended June 30, 2020

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Contributions, Unrestricted	$ -	$ 23,227
Total Other Local Revenue	-	23,227
Total Revenues	**$ -**	**$ 23,227**
Expenses		
Professional/Consulting Services		
Bank Charges	$ -	$ 80
Scholarships	-	20,810
Total Professional/Consulting Services	-	20,890
Total Expenses	**$ -**	**$ 20,890**
Change in Net Assets	**-**	**2,337**
Net Assets, Beginning of Period	2,337	-
Net Assets, End of Period	**$ 2,337**	**$ 2,337**

TEACH, Inc.

Statement of Financial Position

June 30, 2020

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 1,937,161	$ 1,063,645	$ 82,441	$ 14,762	$ 63,377	$ 254,629	$ -		$ 3,416,014
Accounts Receivable	307,309	-	-	24,000	73,539	-	2,337		407,185
Interest Receivable	-	-	-	-	1,904	7,013	-		8,917
Public Funding Receivables	962,717	483,592	442,639	-	-	-	-		1,888,948
Other Receivables	-	-	-	-	-	-	-		-
Factored Receivables	-	-	-	-	-	-	-		-
Due To/From Related Parties	173,452	(106,769)	(53,510)	(13,174)	-	-	-		0
Prepaid Expenses	22,851	9,640	11,439	4,112	-	-	-		48,042
Other Current Assets	-	-	-	-	-	-	-		-
Total Current Assets	**3,403,490**	**1,450,108**	**483,009**	**29,700**	**138,820**	**261,642**	**2,337**		**5,769,106**
Long-Term Assets									
Property & Equipment, Net	1,228,482	122,789	103,470	65,279	10,048,400	20,644,685	-		32,213,104
Deposits	5,000	164,578	99,750	17,580	-	-	-	(141,967)	144,941
Deferred Lease Asset	-	-	-	-	236,157	-	-	(236,157)	-
Bond Issue Costs	-	-	-	-	-	-	-		-
Investments	-	-	-	-	729,046	2,726,080	-		3,455,126
Securities	-	-	-	-	299,426	-	-		299,426
Total Long Term Assets	**1,233,482**	**287,366**	**203,220**	**82,859**	**11,313,029**	**23,370,765**	**-**	**(378,124)**	**36,112,597**
Total Assets	**$ 4,636,973**	**$ 1,737,474**	**$ 686,229**	**$ 112,558**	**$ 11,451,849**	**$ 23,632,407**	**$ 2,337**	**$ (378,124)**	41,881,703
Liabilities									
Current Liabilities									
Accounts Payable	$ 22,462	$ 9,802	$ 4,480	$ 2,573	$ 840	$ -	$ -		$ 40,157
Accrued Liabilities	274,909	12,931	49,464	181,012	-	-	-		518,316
Interest Payable	-	-	-	-	59,935	-	-		59,935
Deferred Revenue	-	-	-	-	-	-	-		-
Deferred Rent, Current Porti	20,788	-	-	-	-	-	-	(20,788)	-
Capital Lease, Current Portio	-	-	-	-	-	-	-		-
Notes Payable, Current Porti	453,750	-	19,998	-	-	-	-		473,748
Bonds Payable, Current Port	-	-	-	-	-	-	-		-
Other Current Liabilities	-	-	-	-	-	-	-		-
Total Current Liabilities	**771,908**	**22,733**	**73,942**	**183,585**	**60,775**	**-**	**-**	**(20,788)**	**1,092,156**
Long-Term Liabilities									
Deferred Rent, Net of Currer	215,369	-	-	-	-	-	-	(215,369)	-
Capital Lease, Net of Current	-	-	-	-	-	-	-		-
Notes Payable, Net of Currer	851,087	-	40,002	-	-	-	-		891,089
Bonds Payable	-	-	-	-	12,365,000	22,310,000	-		34,675,000
Bond Issue Cost	-	-	-	-	(260,059)	(475,957)	-		(736,017)
Discount on Bonds	-	-	-	-	(209,996)	-	-		(209,996)
Premium on Bonds					-	1,910,227			1,910,227
Securities Premium	-	-	-	-	-	-	-		-
Other Long-Term Liabilities	-	-	-	-	-	141,967	-	(141,967)	-
Total Long-Term Liabilities	**1,066,456**	**-**	**40,002**	**-**	**11,894,945**	**23,886,236**	**-**	**(357,336)**	**36,530,304**
Total Liabilities	**$ 1,838,365**	**$ 22,733**	**$ 113,944**	**$ 183,585**	**$ 11,955,720**	**$ 23,886,236**	**$ -**	**$ (378,124)**	**$ 37,622,460**
Total Net Assets	2,798,608	1,714,741	572,285	(71,027)	(503,872)	(253,830)	2,337	-	4,259,243
Total Liabilities and Net Assets	**$ 4,636,973**	**$ 1,737,474**	**$ 686,229**	**$ 112,558**	**$ 11,451,849**	**$ 23,632,407**	**$ 2,337**	**$ (378,124)**	**$ 41,881,703**

Teach Academy of Technology

Accounts Payable Aging

June 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
A-Tech Systems	15758	7/1/2020	7/31/2020	$ 50	$ -	$ -	$ -	$ -	$ 50
Aflac	139451	6/11/2020	7/1/2020	1,641	-	-	-	-	1,641
After-School All-Stars, Los Angeles	24424	6/23/2020	7/23/2020	8,606	-	-	-	-	8,606
CliftonLarsonAllen LLP	2496181	5/26/2020	5/26/2020	3,675	-	-	-	-	3,675
Comprehensive Therapy Associates Inc	3027	6/30/2020	6/30/2020	902	-	-	-	-	902
Ontario Refrigeration	GE14969	6/26/2020	6/26/2020	451	-	-	-	-	451
Orkin	201125670	6/23/2020	7/23/2020	140	-	-	-	-	140
Orkin	201125685	6/23/2020	7/23/2020	85	-	-	-	-	85
Orkin	201125691	6/23/2020	7/23/2020	80	-	-	-	-	80
SmartSign	MAT-171888	6/23/2020	6/23/2020	601	-	-	-	-	601
SmartSign	MAT-171934	6/24/2020	6/24/2020	986	-	-	-	-	986
Sparkletts	20119186 07042	7/4/2020	7/4/2020	109	-	-	-	-	109
TASC	IN1785465	6/10/2020	6/10/2020	263	-	-	-	-	263
TASC	IN1792024	6/19/2020	6/19/2020	225	-	-	-	-	225
Verizon Wireless	9857146698	6/21/2020	7/13/2020	727	-	-	-	-	727
William C. Boyd Jr.	062620	6/26/2020	7/26/2020	305	-	-	-	-	305
Young, Minney & Corr LLP	66156	7/2/2020	7/2/2020	3,616	-	-	-	-	3,616
			Total Outstanding Invoices	$ 22,462	$ -	$ -	$ -	$ -	$ 22,462

Teach Tech High School

Accounts Payable Aging

June 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	17C9-KWLH-17VT	6/17/2020	7/17/2020	$ 90	$ -	$ -	$ -	$ -	$ 90
APF fbo Edlogical Group Corp.	91358683	6/26/2020	6/26/2020	-	345	-	-	-	345
Comprehensive Therapy Associates Inc	3028	6/30/2020	6/30/2020	1,228	-	-	-	-	1,228
FCOC Transportation	ASTD1104621	2/4/2020	3/5/2020	-	-	-	-	450	450
Jesus Ojeda	OJED070120	7/1/2020	7/1/2020	2,000	-	-	-	-	2,000
Jostens	1234	1/4/2020	1/4/2020	-	-	-	-	662	662
Orkin	198468274	6/24/2020	7/24/2020	130	-	-	-	-	130
The College Board	EA95680645	5/7/2020	6/6/2020	-	1,513	-	-	-	1,513
The College Board	EA95681304	5/7/2020	6/6/2020	-	1,476	-	-	-	1,476
The College Board	EP96598198	6/9/2020	6/9/2020	-	1,908	-	-	-	1,908
		Total Outstanding Invoices		$ 3,448	$ 5,242	$ -	$ -	$ 1,112	$ 9,802

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

Accounts Payable Aging

June 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Comprehensive Therapy Associates Inc	3026	6/30/2020	6/30/2020	$ 1,282.50	$ -	$ -	$ -	$ -	$ 1,283
Maintex, Inc.	791079-00	6/24/2020	7/24/2020	119	-	-	-	-	119
Ontario Refrigeration	GE14946	6/26/2020	6/26/2020	-	912	-	-	-	912
Orkin	201125714	6/23/2020	7/23/2020	95	-	-	-	-	95
Robert Custom Printing Services	47 TK-Kinde	6/4/2020	7/4/2020	75	-	-	-	-	75
Sparkletts	20119164 070420	7/4/2020	7/4/2020	37	-	-	-	-	37
Spectrum	8222337061220	6/12/2020	6/29/2020	-	1,530	-	-	-	1,530
Staples	8056160713	10/19/2019	10/19/2019	-	-	-	-	(137)	(137)
Staples	8058828298	6/27/2020	7/27/2020	320	-	-	-	-	320
Time Warner Cable	8325619062520	6/25/2020	7/12/2020	246	-	-	-	-	246
		Total Outstanding Invoices		$ 2,175	$ 2,442	$ -	$ -	$ (137)	$ 4,480

Teach Public Schools

Accounts Payable Aging

June 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1HLX-1NH4-FDY4	6/23/2020	7/23/2020	$ 290.87	$ -	$ -	$ -	$ -	$ 291
Charter Impact, Inc.	8917	6/29/2020	7/29/2020	107	-	-	-	-	107
Charter Impact, Inc.	9020	7/14/2020	8/13/2020	343	-	-	-	-	343
Charter Impact, Inc.	PR063020	7/6/2020	7/6/2020	1,115	-	-	-	-	1,115
Department of Justice	458432	6/30/2020	6/30/2020	352	-	-	-	-	352
Enrique Robles	ROBL070120	7/1/2020	7/1/2020	92	-	-	-	-	92
Pacific Business Technologies North	6110	6/29/2020	7/29/2020	274	-	-	-	-	274
			Total Outstanding Invoices	$ 2,573	$ -	$ -	$ -	$ -	$ 2,573

C & M LLC

Accounts Payable Aging

June 30, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
CliftonLarsonAllen LLP	2519095	6/10/2020	6/10/2020	$ -	$ 840	$ -	$ -	$ -	$ 840
			Total Outstanding Invoices	$ -	$ 840	$ -	$ -	$ -	$ 840

Teach Academy of Technology

Check Register

For the period ended June 30, 2020

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
62280	Bay Alarm Company	Alarm Svcs - 06/01/20 - 07/01/20	6/12/2020	$ 105.00
62281	Bay Alarm Company	Alarm Svcs - 06/01/20 - 07/01/20	6/12/2020	300.00
62282	Better 4 You Meals, Inc.	Meals - 05/20	6/12/2020	31,958.43
62283	Charter Impact, Inc.	Business Mgmt Svcs 06/20 & Payroll Processing Fee 5/20	6/12/2020	17,404.75
62284	Liminex, Inc.	License	6/12/2020	14,160.00
62285	Orkin	Pest Control Svcs	6/12/2020	305.00
62286	Sparkletts	Office Supplies	6/12/2020	54.66
62287	TELESPEX	Telecom Hosting Svcs - 03/20/20 - 06/19/20	6/12/2020	3,388.44
62288	Verizon Wireless	Communication Svcs - 04/22/20 - 05/21/20	6/12/2020	843.71
62289	William C. Boyd Jr.	Printing Svcs	6/15/2020	1,776.45
62290	Master Services Plus	Building Improvements	6/17/2020	10,750.00
62291	Western Avenue Community Action	Gardening Svcs & Security Svcs	6/17/2020	3,445.00
62292	AT&T	Communication Svcs - 05/20	6/26/2020	2,206.63
62293	Better 4 You Meals, Inc.	Meals - 06/20	6/26/2020	34,500.00
62294	Comprehensive Therapy Associates Inc	SpEd Svcs - 05/20	6/26/2020	1,553.75
62295	Delta Distributing	Janitorial Supplies	6/26/2020	144.74
62296	Erik Manning	Reimb - 06/17/20	6/26/2020	2,000.00
62297	Ontario Refrigeration	Maintenance Svcs	6/26/2020	794.00
62298	Outfront Media LLC	Settlement - 07/20	6/26/2020	2,778.00
62299	Outfront Media LLC	Settlement	6/26/2020	50,000.00
62300	Sparkletts	Office Supplies	6/26/2020	94.97
62301	Staples	Office Supplies	6/26/2020	58.19
62302	Staples	Bretford Cube Cart, Chromebooks,Office Supplies & Software	6/26/2020	9,660.90
62303	Time Warner Cable	Communication Svcs - 06/03/20 - 07/02/20	6/26/2020	136.97
ACH	CALPERS	TAT PERS 05/20	6/1/2020	7,150.18
ACH	CALSTRS	TAT STRS 05/20	6/1/2020	37,731.08
ACH	Cell Business Equipment	Copier Lease - 05/20	6/2/2020	3,958.41
ACH	Sterling Administration	Sterling Maintenance Fee	6/11/2020	125.00
ACH	LADWP - 4569	Utilities 02/28/20 - 05/29/20	6/15/2020	3,032.30
ACH	LADWP - 0000	Utilities 04/29/20 - 06/01/20	6/16/2020	129.28
ACH	LADWP - 7788	Utilities 04/29/20 - 06/01/20	6/16/2020	342.72
ACH	PlanConnect	403B Pay Date: 061020 & 061120	6/16/2020	16,915.30
ACH	LADWP - 7514	Utilities 04/30/20 - 05/29/20	6/18/2020	56.54
ACH	LADWP - 1536	Utilities 04/30/20 - 05/29/20	6/18/2020	372.43
ACH	Republic Services #902	Janitorial Svcs - 06/20	6/24/2020	1,688.01
			Total Payments Issued in June	**$ 259,920.84**
Imprest Account				
EFT063020	SoCalGas	Utilities 05/08/20 - 06/09/20	6/30/2020	$ 17.19
			Total Payments Issued in June	**$ 17.19**

Teach Tech High School

Check Register

For the period ended June 30, 2020

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
71460	Michael's Uniforms	Apparel	6/23/2020	VOID
71569	A B Print	Printing Svcs	6/5/2020	2,158.14
71570	Amazon Capital Services	Office & School Supplies	6/12/2020	519.07
71571	Angela Jang	Reimb - 06/05/20	6/12/2020	1,000.00
71572	Bay Alarm Company	Alarm Svcs - 06/01/20 - 07/01/20	6/12/2020	786.20
71573	Bay Alarm Company	Alarm Svcs - 06/01/20 - 09/01/20	6/12/2020	227.25
71574	Bay Alarm Company	Alarm Svcs - 06/01/20 - 07/01/20	6/12/2020	159.50
71575	Jostens	Graduation Supplies	6/12/2020	573.08
71576	Orkin	Pest Control Svcs	6/12/2020	130.00
71577	Robert Custom Printing Services	Apparel	6/12/2020	588.00
71578	Staples	Office Supplies	6/12/2020	1,278.10
71579	WM Corporate Services, Inc.	Janitorial Svcs - 06/20	6/12/2020	2,125.21
71580	Michael's Uniforms	Apparel	6/23/2020	66.00
71581	A B Print	Printing Svcs	6/26/2020	220.50
71582	Bay Alarm Company	Alarm Svcs	6/26/2020	2,466.89
71583	Comprehensive Therapy Associates Inc	SpEd Svcs - 05/20	6/26/2020	3,419.30
71584	Nanetta Okonkwo	Reimb - 05/27/20	6/26/2020	40.00
71585	Ontario Refrigeration	Maintenance Svcs	6/26/2020	713.00
71586	Sparkletts	Office Supplies	6/26/2020	5.99
71587	Staples	Office Supplies	6/26/2020	35.13
71588	Staples	Chromebooks (90), Office Supplies & Software	6/26/2020	26,339.27
ACH	CALSTRS	TTHS STRS 05/20	6/1/2020	26,289.60
ACH	Golden State Water Company	Utilities 04/15/20 - 05/18/20	6/4/2020	1,665.27
ACH	Golden State Water Company	Utilities 04/15/20 - 05/18/20	6/11/2020	1,665.27
ACH	Southern California Edison - 9482	Utilities 5/8/20 - 6/9/20	6/23/2020	4,032.97
ACH	Pacific Western Bank	Stop Payment	6/23/2020	15.00
			Total Payments Issued in June	**$ 76,518.74**

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

Check Register

For the period ended June 30, 2020

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10293	Amazon Capital Services	Office Supplies	6/12/2020	$ 68.97
10294	Bay Alarm Company	Alarm Svcs - 06/01/20 - 07/01/20	6/12/2020	295.00
10295	CBE	Copier Lease - 04/05/20 - 05/04/20	6/12/2020	390.19
10296	Orkin	Pest Control Svcs	6/12/2020	95.20
10297	Robert Custom Printing Services	Apparel	6/12/2020	710.00
10298	Time Warner Cable - 0601	Communication Svcs - 05/25/20 - 06/24/20	6/12/2020	116.98
10299	A B Print	Printing Svcs	6/26/2020	604.17
10300	Amazon Capital Services	School Supplies	6/26/2020	332.34
10301	CBE	Copier Lease - 05/05/20 - 06/04/20	6/26/2020	927.97
10302	Comprehensive Therapy Associates Inc	SpEd Svcs - 05/20	6/26/2020	3,099.45
10303	David Ortiz	Reimb - 06/17/20	6/26/2020	2,000.00
10304	Delta Education	School Supplies	6/26/2020	11,568.61
10305	Great Minds	Textbooks	6/26/2020	9,061.26
10306	McGraw Hill LLC	School Supplies	6/26/2020	12,424.70
10307	Staples	Chromebook (1), Office Supplies & Software	6/26/2020	1,093.39
ACH	CALSTRS	TES STRS 05/20	6/1/2020	9,219.41
			Total Payments Issued in June	**$ 52,007.64**

Teach Public Schools

Check Register

For the period ended June 30, 2020

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
81214	Mango Marketing LTD at PLMR	Redesigning Brochure	6/23/2020	VOID
81255	Bay Alarm Company	Alarm Svcs - 06/01/20 - 09/01/20	6/12/2020	330.75
81256	Bay Alarm Company	Alarm Svcs - 06/01/20 - 09/01/20	6/12/2020	105.00
81257	Bay Alarm Company	Alarm Svcs - 06/01/20 - 09/01/20	6/12/2020	195.00
81258	Charter Schools Development Center	Conference Registration - 12/02/19 - 12/03/19	6/12/2020	625.00
81259	Franchise Tax Board	CONFIDENTIAL	6/12/2020	87.50
81260	Franchise Tax Board	CONFIDENTIAL	6/12/2020	712.98
81261	Maintex, Inc.	Janitorial Supplies	6/12/2020	139.02
81262	Orkin	Pest Control Svcs	6/12/2020	82.00
81263	Pacific Business Technologies North	Copier Lease - 04/20/20 - 05/20/20	6/12/2020	299.28
81264	PlanConnect	PlanConnect - 02/20 - 04/20	6/12/2020	187.50
81265	Franchise Tax Board	CONFIDENTIAL	6/15/2020	87.50
81266	Franchise Tax Board	CONFIDENTIAL	6/15/2020	712.98
81267	Orkin	Pest Control Svcs	6/26/2020	82.00
81268	PinMart	Office Supplies	6/26/2020	397.00
ACH	Southern California Edison	Utilities 04/17/20 - 05/19/20	6/1/2020	1,018.80
ACH	Golden State Water Company	Utilities 04/2020 - 05/20/20	6/4/2020	177.51
ACH	Golden State Water Company - 3716	Utilities 04/20/20 - 05/20/20	6/4/2020	806.35
ACH	Officebooks.com	Officebooks.com	6/5/2020	9.00
ACH	Stamps.com	Stamps.com	6/5/2020	17.99
ACH	Food4Less	Food 4 Less	6/8/2020	49.05
ACH	Stamps.com	USPS Stamps	6/8/2020	300.00
ACH	Stamps.com	USPS Stamps	6/9/2020	200.00
ACH	State Disbursement Unit	Wage Garnishment Pay Date: 061020	6/10/2020	546.50
ACH	Home Depot	Home Depot	6/11/2020	930.16
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 061020	6/11/2020	310.33
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 061020	6/11/2020	7,216.87
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 061020	6/11/2020	27,370.39
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 061120	6/12/2020	127.62
ACH	Employment Development Department	Fed Tax Pmt CA PIT & SDI Pay Date: 061120	6/12/2020	7,594.88
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 061120	6/12/2020	28,136.91
ACH	Facebook.com	Facebook	6/15/2020	25.00
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 061220S	6/15/2020	42.13
ACH	Pacific Western Bank	Beb Monthly	6/15/2020	115.00
ACH	State Disbursement Unit	Wage Garnishment Pay Date: 061120	6/15/2020	546.50
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 061220S	6/15/2020	2,619.65
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 061220S	6/15/2020	11,355.82
ACH	Facebook.com	Facebook	6/16/2020	3.10
ACH	Home Depot	Home Depot	6/17/2020	2,042.58
ACH	Facebook.com	Facebook	6/19/2020	25.00
ACH	Facebook.com	Facebook	6/22/2020	25.00
ACH	Facebook.com	Facebook	6/22/2020	50.00
ACH	Facebook.com	Facebook	6/22/2020	50.00
ACH	Amazon	Amazon	6/23/2020	14.22
ACH	Pacificap.org	Pacificap.org	6/23/2020	600.00
ACH	Pacific Western Bank	Stop Payment	6/23/2020	15.00
ACH	Facebook.com	Facebook	6/24/2020	75.00
ACH	Stamps.com	USPS Stamps	6/24/2020	170.00
ACH	Stamps.com	USPS Stamps	6/24/2020	400.00
ACH	Amazon	Amazon	6/24/2020	247.81

Teach Public Schools

Check Register

For the period ended June 30, 2020

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	Sterling Administration	FSA Payment 06/20	6/25/2020	1,060.94
ACH	Sterling Administration	FSA Payment 06/20	6/26/2020	1,060.94
ACH	Home Depot	Home Depot	6/29/2020	32.56
ACH	Sterling Administration	FSA Payment 06/20	6/29/2020	1,060.94
ACH	Sterling Administration	FSA Payment 06/20	6/30/2020	1,060.94
ACH	Pacific Western Bank	Service Charge	6/30/2020	7.00
			Total Payments Issued in June	**$ 101,561.00**

TEACH Inc.,
60-Day Compliance Calendar
July 31, 2020

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
DATA TEAM	Aug-01	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment- Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	TEACH	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Aug-17	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. The 2020 Spring Application release was delayed until July 6th with an August 17th due date.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Aug-17	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Aug-28	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2020/21 funding per PY ADA K-8 $16.86, 9-12 $46.87).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp

TEACH Inc.,
60-Day Compliance Calendar
July 31, 2020

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
DATA TEAM	Aug-28	4-year Adjusted Cohort Graduation Rate (ACGR) - High School graduation data is extracted from CALPADS on 8/28/2020 to calculate an ACGR value. Graduation data must be submitted into CALPADS before this deadline to ensure data is available to the state for accurate calculations.	TEACH	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Aug-28	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/28/2020.	TEACH	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Sep-04	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	
FINANCE	Sep-30	2020-21 Learning Continuity and Attendance Plan -- The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.	TEACH	Yes	No	https://www.cde.ca.gov/re/lc/learningcontattendplan.asp

Coversheet

Update on 20-21 School Reopening Plan (per Gov. Newsom's updates on 7/17)

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: B. Update on 20-21 School Reopening Plan (per Gov. Newsom's updates on 7/17)
Purpose: Discuss
Submitted by:
Related Material:
Return to work guidelines.docx
Centers for Disease Control and Prevention Recommendations for School Closure Decisions.docx
Site Reopening Logistics.docx
TEACH Public Schools Reopening Plan.docx

To: All TEACH Employees, vendors, and persons entering properties operated by TEACH Public Schools

From: TEACH Public Schools

Date: July 7, 2020

Re: Safe Operation During Covid-19 Pandemic

As the Fall 2020 semester approaches, it is certain that TEACH Public Schools will offer education to its nearly 1000 students. What is uncertain is exactly how this education will be executed, packaged, and delivered. As the semester approaches it is becoming necessary for TEACH Public Schools personnel to enter school sites, district offices, and other spaces in preparation. The following is a preliminary guide for required conduct and decorum as we transition into a fully operational, functioning school district.

The following rules and guidelines are to take effect immediately and are intended to increase the safety in the workplace, while facilitating performance of the preliminary tasks required for operation.

In accordance with Federal, State, and local guidelines for business operation, TEACH Public Schools immediately implements the following policies, procedures and practices for all employees, vendors, and staff members. Effective immediately, employees returning to the workplace environment are all required to adhere to the following safety guidelines without deviation. Any employee not adhering to the listed guidelines may be asked to exit the premises and subject to further penalty or sanction.

1. All employees entering buildings, structures, and or properties owned and or operated by TEACH Public Schools are required at all times to wear cloth facial coverings fitting over the nose and mouth for the entire time they are on TEACH Public Schools property.

2. All TEACH employees are required to refrain from entrance onto TEACH properties if they are experiencing any symptoms of illness associated with COVID-19. An employee who is experiencing any of the listed symptoms is to notify their immediate supervisor immediately (via text and email) and must follow instructions regarding testing and or quarantine. An employee who has articulated that they are experiencing symptoms is not to enter any TEACH properties or attend any TEACH functions until cleared (in writing) to do so by their immediate supervisor or Dr. Maria Pimienta, Assistant Superintendent. These symptoms include but are not limited to:

Fever or chills	Cough
Muscle or body aches	Fatigue
Headache	Nausea or vomiting
New loss of taste or smell	Sore throat

Congestion or runny nose Diarrhea
Shortness of breath or difficulty breathing

If an employee is experiencing any of the emergency symptoms, they should seek emergency medical care immediately. Emergency symptoms include:

Trouble breathing New confusion
Inability to wake or stay awake Bluish lips or face
Persistent pain or pressure in the chest

3. All TEACH employees are to maintain at least 6 foot of physical space and distance between themselves and all other employees or persons at all times.

4. TEACH employees are to refrain from touching their face, sneezing or coughing without a tissue.

5. All TEACH employees are to engage in the suggested safe practices of a workplace within the COVID-19 environment ie.,: frequently wash hands for 20 seconds each time, disinfect spaces and surfaces frequently,

The guidelines above were created in conjunction with the CDC and OSHA health and safety guidelines for safe operation during Covid-19. These guidelines are listed below

CDC: GOOD HYGIENE PRACTICE

- Wash your hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces.
- Avoid touching your face.
- Sneeze or cough into a tissue, or the inside of your elbow.
- Disinfect frequently used items and surfaces as much as possible.
- Strongly consider using face coverings while in public, and particularly when using mass transit.
- **OSHA**: **Basic Infection Prevention Measures**

- Promote frequent and thorough hand washing, including by providing workers, customers, and worksite visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% alcohol.
- Encourage workers to stay home if they are sick.
- Encourage respiratory etiquette, including covering coughs and sneezes.
- Provide customers and the public with tissues and trash receptacles.
- Employers should explore whether they can establish policies and practices, such as flexible worksites (e.g., telecommuting) and flexible work hours (e.g., staggered shifts), to increase the physical distance among employees and between employees and others if state and local health authorities recommend the use of social distancing strategies.
- Discourage workers from using other workers' phones, desks, offices, or other work tools and equipment, when possible.
- Maintain regular housekeeping practices, including routine cleaning and disinfecting of surfaces, equipment, and other elements of the work environment. When choosing cleaning chemicals, employers should consult information on Environmental Protection Agency (EPA)-approved disinfectant labels with claims against emerging viral pathogens. Products with EPA-approved emerging viral pathogens claims are expected to be effective against SARS-CoV-2 based on data for harder to kill viruses. Follow the manufacturer's instructions for use of all cleaning and disinfection products (e.g., concentration, application method and contact time, PPE).

Centers for Disease Control and Prevention Recommendations for School Closure Decisions

All Schools Regardless Of Community Spread

- Confirmed person with COVID-19 in building? of Community Spread
- Assess risk
- Short (potentially two to five days) building dismissal to clean, disinfect, and contact trace in consultation with local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events
- Require sick students and staff to stay at home
- Establish procedures for someone becoming sick at school

Minimal to Moderate Community Spread Coordinate

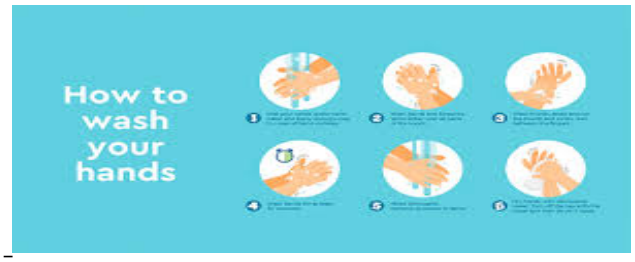
- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building
- Consider ways to accommodate needs of children and families at high risk

Substantial Community Spread

- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building with extended school dismissals
- Consider ways to accommodate needs of children and families at high risk
-

Re-Opening Plan Fall 2020

TEACH Tech Charter High



Signage

The entire campus must be adorned with appropriate signage to instruct students of where and when to travel as well as establishing health and safety requirements. Signs should include but not be limited to: requiring masks, encouraging safe practices for coughing and sneezing, remind students and staff about frequent and thorough handwashing, identifying direction for travel, marking supply locations, instructing visitors where to go.



Campus Entrance Protocol

Students and staff entering campus will be checked for and provided with cloth face masks when necessary. Upon entrance, all students will have their temperature taken and will be provided with tissue and hand sanitizer. Any student or staff member who has a temperature higher than the normal range will not be allowed to enter campus. This student or staff member will need to be tested for Covid-19 before being allowed to enter campus. When practical, those students and staff members with elevated temperature should be tested immediately and should enter the quarantine protocol upon receipt of positive results. If any student or staff member exhibits any objective signs or symptoms of any illness, they should be encourage to leave and get tested immediately. When possible parents or family members dropping students off at school should remain at the site until students have been cleared for entrance.

Ingress
Students enter through the gates located at the far North part of campus and the southernmost sliding gate located on 108th Street. One half of students enter through each gate depending upon either grade or gender. All students will have temperature checked upon entrance and will remain 6 feet apart during the entrance process. Students will form a line with each entering student standing 6 feet behind the person in front of them. As the students' temperatures are checked, those within normal range will proceed to a designated area of the outside/playground behind the school building. Students will enter the building on a staggered basis, as each group will remain seated until called to enter. As students enter, they will remain six linear feet from each other and will proceed directly to class. Six foot distance will remain in effect at all times including when students exit and have exited the school grounds.

Egress
Students will be dismissed on a staggered basis beginning at 1:10pm each instructional day. Students will be dismissed from the two gates used in the morning for ingress. Students will not be permitted to remain in the area of the school or on campus to socialize or wait for other students and or rides. All students must be off campus by 1:25 each day. Students are to leave campus and the immediate area of the school upon dismissal and the campus will officially close at 1:30 each day. No students or staff member will be allowed to enter campus, leave, and re-enter campus. All students must be off campus by 1:25 each day.

Controlled Movement
There should be absolutely no student movement in the last 10 and first 10 minutes of each class period. Students are encouraged to use the restroom at designated times and therefore dissuaded from restroom visitation during class periods. Exceptions will be made when there is urgency but students visiting restrooms must adhere to all Covid-19 regulations (face mask, hall pass, one direction, sole travel)

Hallways & Restroom
A campus aid will be stationed on each floor at all times to insure that student foot traffic proceeds in one direction. Students entering the hallways must be in possession of a visible pass at all times. Students may never travel accompanied by another student and teachers should make every effort to keep ALL students in class.

Contact Tracing
Every effort will be made to keep students within a specific group of approximately 16 students. These cohorts of students should have at best no contact and at least minimal contact with other students. When practical, teachers should travel to classrooms for instruction. Students should remain primarily in specific and designated parts of campus to minimize intermingling of individual cohorts.

Movement to class
At the appropriate time, students will proceed to class within a time window. Passing to class shall account for 10 minutes and students are to enter the building at the 1st floor,

far South rear building entrance. Student movement will proceed in 1 direction and all student's will travel in one direction. Students arriving late will be ushered to an outside area for temperature taking and then allowed to enter the building through the far South building entrance.

Designated Concern Areas

There should be a specific location clearly marked and exclusively used for "persons of concern" to remain without having contact with other staff members or students.. Persons of concern are those who are either complaining of or demonstrating symptoms of Covid-19 exposure, students or staff who believe they have been exposed to the Covid-19 virus, students, staff or visitors who have recently travelled outside of the US,

Instructional time

Students will be assigned seats 6 feet apart. Efforts will be made to keep students in class during instructional time. There will be no group work or sharing of resources or supplies. Students will

Class Schedules

Students will attend school 2 days per week and learn in the on line platform two days per week. Cohorts will be Monday Wednesday or Tuesday Thursday. Fridays will be reserved for professional development and Advisory classes only. In school classes will be 90 minutes each and there will be a total number of 3 classes per instructional day. There will be a 15 minute break between the first and second period of the day and a 30 minute break between the second and final period of the day. Class times will be 8:00-9:30, 9:45-11:15, and 11:45-1:15.

Constant Campus Cleaning

Throughout the day all surfaces should be constantly wiped with disinfectant. High touch surfaces should be cleaned literally after each use. Each campus leader must create and monitor constant cleaning and wiping of desks, walls, counter tops, chairs, etc. This cleaning schedule is to be maintained and monitored. All staff must participate in the constant cleaning effort but specific employees should be made responsible for specific areas to be cleaned and maintained in a sanitized condition.

Supplies

Students and staff members will be provided masks and hand sanitizer. Students and staff will be encouraged to obtain their own masks, however masks will be provided daily. Each classroom will have hand sanitizer readily available and each student will receive hand sanitizer upon entering the campus and the class for instruction

Lunch Service

Lunches will be provided to students in classrooms in prepackaged containers. Disposable plastic-ware will be provided to students. If students leave classroom for lunch service, two lunch times should be conducted with half of the students in each. During lunch periods students should be allowed to individually attend the restroom.

TEACH Public Schools Re(Open) Tentative Plan Fall 2020

Underlying Assumption

TEACH Public Schools must formulate a plan for reopening campuses based upon the current prevailing information about COVID-19. The global ramifications of the health crisis require formulating and implementing a plan capable of evolving as science and realities improve. The TEACH Plan must be developed while factoring information available from public health officials and it must account for modifications based upon changing guidelines from national and state health officials. In summary the main three components of reopening: physical distancing, temperature screenings, and frequent disinfecting of surfaces and classrooms must be addressed within the framework of constantly changing circumstances.

Phase I **Staff Training**

Train all staff in COVID-19 protocol.

Prevention- insure that all staff are knowledgeable in preventative hygiene measures including: hand washing, face covering, social distancing, proper cleaning of both student and staff areas, high touch surface treatment, food service, avoidance of sharing items, eliminating traditional high risk transmission activity (hugging, shaking hands, holding hands, kissing, etc)

Potential Outbreak- endow all staff with a working knowledge of how to respond when it is suspected that a student or staff member becomes symptomatic. Educate all adults in protocol when isolation and contact tracing become necessary. Establish and teach procedures for safe transportation, housing, and removal of anyone who becomes symptomatic.

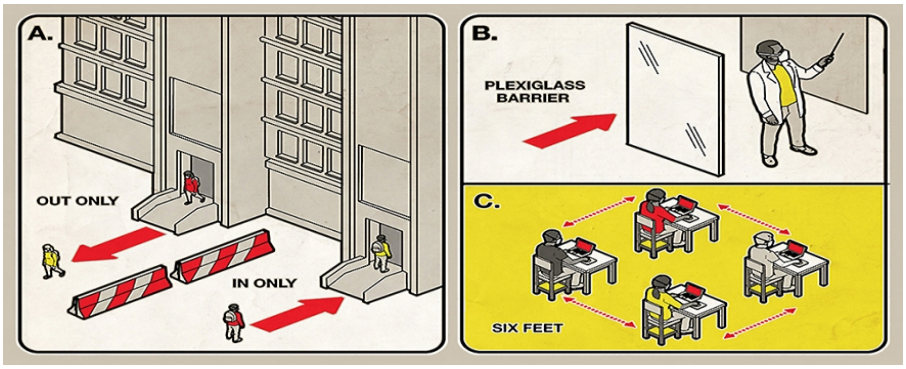
Resource- provide each site with a specific contact person who has received advanced training and or certification to act as the final decision maker in cases of potential closure. Ensure that each site has a designated person with the requisite knowledge and information to successfully navigate any issues that may arise requiring superior training.

Phase II **Physical Site Specific Preparation**

In the creation of a comprehensive plan to safely re-open TEACH Public Schools District Office, Tech CHS, TEACH Academy of Technologies, no one plan can be created and implemented. Each site must be outfitted with the necessary equipment to establish and maintain a safe, clean, and sustainable environment. Along with daily instruction, facilities must accommodate: food delivery and consumption, changing of classrooms, sanitizing recreational areas, and constant restroom navigation. Campus specific systems must be designed and implemented to maximize safety for staff and students at each location. This must all be accomplished while adhering to safety guidelines such as wearing facial masks and maintaining social distancing.

Classrooms must be outfitted with plexiglass barriers, desks and tables separated; student and staff movement must flow successfully in one direction and there must be separate locations for entrance and exiting.

Focus areas: food service, student movement, limit learning modalities, constant cleaning of high touch surfaces, physical prep (masks, gloves, thermometers, etc.), creative use of outside space for instruction.



Proposed entrance/exit, and classroom design.

Phase III **Promote Healthy Practices & Routines**

1. Establish an Ongoing Intense Cleaning Regiment
    a. Clean, sanitize, and disinfect frequently touched surfaces (for example, playground equipment, door handles, counter tops, sink handles, drinking fountains) multiple times per day. and shared objects between usages.
    b. Avoid use of items that are not easily cleaned, sanitized, or disinfected.
    c. Ensure safe and correct application of disinfectants and keep products away from children.
    d. Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods. Do not open windows and doors if doing so poses a safety or health risk (for example, allowing pollens in or exacerbating asthma symptoms) to children using the facility.
    e. Take steps to ensure that all water systems and features (for example, drinking fountains, faucets) are safe to use.
    f. Establish a “Constant Cleaning Team” who circulate the campus to constantly clean, disinfect, and sanitize the entire campus including classrooms, hallways, desks, chairs, walls, floors, plexiglass dividers, etc.
2. Social Distancing
    a. Create and maintain a culture wherein adults practice, model and enforce strict policies of six foot human separation at all times. Promote the proper wearing of face coverings along with the hygiene practices listed below.
    b. Ensure that classes include the same groups of children each day and that the same teachers remain with the same group each day. Teachers are suggested to change classes and children should remain stationary when practical.
    c. Restrict both individual movement of members of particular clusters and mixing between groups.
    d. Refrain from field trips, inter group events, and extra-curricular activities. Limit gatherings, activities, and events to those that can maintain social distancing, support proper hygiene practices, and restrict mixing of groups.
    e. Close communal spaces if possible, if not possible stagger use with required distancing and disinfect between usages.

f. Restrict all nonessential visitors, volunteers, and activities involving mixture of external persons with groups of students and staff.

g. Space out seating and work spaces to at least six feet apart and emphasize the importance of keeping this distance.

h. Serve meals in classrooms where practical, and serve each student a prepackaged meal with disposable, sealed, packaged, plastic utensils for each child.

i. Stagger arrival and drop off times to limit direct contact among students and parents as much as possible.

j. Keep each child's belongings separated, eliminate sharing of supplies and equipment including electronic devises, books, games, learning aids.

Healthy individual hygiene practices

Wash hands frequently

Cover coughs & sneezes

Reinforce use of cloth face coverings Proper use, removal, & washing of face covering

Provide soap, hand sanitizer, alcohol wipes, disinfecting moist towels, tissues

Post signage on how to stop the spread of COVID-19

Phase IV Safe Daily Operations

Each TEACH site must redesign its daily operation routine and adhere to public health and safety guidelines. This includes adherence to public health accommodations ranging from classroom spaces and meal service class schedules to meal service and transportation, schools will need to devise plans that conform with physical distancing protocols. Newly created operation systems will have obvious implications for staffing and costs.

Establish Protocol For Students & Staff

Screening

Screen all children and staff upon arrival at school. These daily health checks should take place in an area and at a time wherein social distancing is applicable. Encourage staff and students to remain at home if they feel ill or otherwise show signs of illness.

Displaying Signs of Illness

Identify an area to separate anyone who exhibits COVID-like symptoms during hours of operation, and ensure that children are not left without adult supervision. Employees with symptoms (fever, cough, or shortness of breath) at work should immediately be separated and sent home. Establish procedures for safely transporting anyone sick home or to a healthcare facility, as appropriate. Notify local health officials, staff, and families immediately of any possible case of COVID-19 while maintaining confidentiality as required by the Americans with Disabilities Act (ADA). Close off areas used by any sick person and do not use them until they have been cleaned. Wait 24 hours before cleaning or disinfect to reduce risk to individuals cleaning. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children Advise sick staff members not to return until they have met applicable criteria to discontinue home

isolation. Inform anyone exposed to a person diagnosed with COVID-19 to stay home for a fixed period of time and self-monitor for symptoms.

Contact Tracing

Schools must develop protocols and partnerships with public health authorities to effectuate "contact tracing" strategies—with the aim of knowing at any given point which students or teachers warrant special distancing protections or testing.

Closure

In the event that a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, schools may consider closing for a few days for cleaning and disinfection. (See attached chart)

Temperature Scans

Establish facial recognition software to monitor student temperature throughout the day. After a student is scanned entering the school, their face is recorded. If during the day this student has a significant rise in their temperature, the monitoring machine will identify the student provided the student is detected by monitors placed in high traffic areas or classrooms.

Phase V **Assign Learning & Support Models**

Student Schedules

Students will receive instruction in one of two formats. All students will receive at least one half of their instruction in the virtual format. Surveys were generated and will be circulated to accommodate the greatest number of families in selecting the appropriate format. Prioritization strategies will be discussed and families with a greater number of students will be given higher priority.

Virtual/Distance Learning Model

Students will receive all of their instruction in a virtual format and will never be required to come to campus. These students will not be allowed to freely enter campus for tutoring, instruction, or any other reason. Students in the exclusive virtual platform can be placed there by school administration or their parents can opt to have them placed in this format. Within the virtual instruction arena two forms of instruction will take place

1. synchronous – teacher instructs all students live at a designated time
2. asynchronous- student signs on at their optimal time for pre-recorded lecture, power point, video, etc.

Hybrid Model

Certain students will receive a mixture of in class learning and virtual learning. These students will attend school two days per week and will learn from the virtual platform 3 days per week. Cohorts of students will attend school for a full day two days per week and different cohorts will attend school for alternate full days. For example: Cohort A would hypothetically attend school Monday and Wednesday or Monday and Thursday

and Cohort B would attend Tuesday and Thursday or Tuesday and Friday. Under this model half of the matriculating students in the hybrid model would attend each school day and the other one half would attend on alternate days. Logistical considerations include placing siblings in the same cohorts and considering the needs of students in specific categories: EL, SPED, etc.,

Social Emotions Support

Serving students of South Los Angeles during a global pandemic can cause added psychological trauma and produce extremely stressful conditions for a particularly vulnerable population. Plans for reopening TEACH schools must necessarily include a plan for emotional wellness.

1. Recognizing potential trauma
    a. school closures
    b. loss of friends and family members
    c. isolation caused by social distancing (depression, anxiety)
    d. insecurity created from parents losing jobs.
    e. loss of life, abuse violence, neglect
    f. uncertainty of limited resources
    g. needs assessment
        i. staff and students
        ii. school and community resources (health providers

2. Mental Health & Wellness Supports
    a. open discussion
    b. supportive relationships and nurturing learning environments
    c. whole child support mindset that guides reopening and interaction
    d. state, federal, local/community resources: counseling

Stage VI. **Procurement**

Beginning immediately TEACH Public Schools must make every effort to purchase necessary supplies for Fall operation. Items in high demand will likely be unavailable if there is any delay in ordering them. The essential items for operation are:

Alcohol, facial coverings, hand sanitizer[1], soap, gloves, industrial cleaning[2] and sanitizing[3] supplies, temperature measurement instruments, tissue, signage,

.

[1] 80% alcohol based FDA approved
[2] sodium hypochlorite at 0.5% (equivalent 5000ppm) for disinfecting surfaces
[3] 70% ethyl alcohol for disinfection of small items,

Centers for Disease Control and Prevention Recommendations for School Closure Decisions

All Schools Regardless Of Community Spread

- Confirmed person with COVID-19 in building? of Community Spread
- Assess risk
- Short (potentially two to five days) building dismissal to clean, disinfect, and contact trace in consultation with local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events
- Require sick students and staff to stay at home
- Establish procedures for someone becoming sick at school

Minimal to Moderate Community Spread Coordinate

- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building
- Consider ways to accommodate needs of children and families at high risk

Substantial Community Spread

- Coordinate with local health officials
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building with extended school dismissals
- Consider ways to accommodate needs of children and families at high risk

Coversheet

Consolidated Applications 20-21

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: C. Consolidated Applications 20-21
Purpose: Vote
Submitted by:
Related Material: Con App-TES FY2021 District Reports- Full Report.pdf
ConApp-TAT FY2021 District Reports- Full Report.pdf
ConApp-TTHS FY2021 District Reports- Full Report.pdf

California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:24 AM

2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca20assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/12/2020

Warning
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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:27 AM

2020-21 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/12/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:27 AM

2020-21 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) / District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/12/2019
Authorized Representative's Full Name	Matt Brown
Authorized Representative's Title	CFO/COO

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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:27 AM

2020-21 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

Date of approval by local governing board	08/12/2020

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Raul Carranza
DELAC review date	06/22/2020
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.teachpublicschools.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes

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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
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Date: 8/6/2020 11:27 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:27 AM

2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$114.40
Estimated English learner student count	50
Estimated English learner student program allocation	$5,720

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$1,000
Program and other authorized activities	$4,720
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$5,720

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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:27 AM

2020-21 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$104.70
Estimated immigrant student count	25
Estimated immigrant student program allocation	$2,618

Note: Eligibility criteria

A local educational agency which has 21 or more eligible immigrant students and has experienced a significant increase of one percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$2,618
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$2,618

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TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:27 AM

2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:27 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

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

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

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

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

b) Includes a dispute resolution process;

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Sharon
Homeless liaison last name	Rhee
Homeless liaison title	Principal
Homeless liaison email address (Format: abc@xyz.zyx)	srhee@teachps.org
Homeless liaison telephone number (Format: 999-999-9999)	323-872-0808
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

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California Department of Education **Consolidated Application**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (19 64733 0138305)

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2019-20 Homeless Education Policy, Requirements, and Implementation

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Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

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

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/12/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	$0
2019-20 Title I, Part A direct or indirect services to homeless children reservation	$0
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca20assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/12/2020

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2020-21 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/12/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2020-21 LCAP Federal Addendum Certification

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

Initial Application

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Returning Application

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Direct Funded Charter Enter the adoption date of the current LCAP	06/12/2019
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

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2020-21 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

Date of approval by local governing board	08/12/2020

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Raul Carranza
DELAC review date	06/22/2020
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.teachpublicschools.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

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

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

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

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$114.40
Estimated English learner student count	130
Estimated English learner student program allocation	$14,872

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$2,000
Program and other authorized activities	$10,000
English Proficiency and Academic Achievement	$2,872
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$14,872

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$22,410
Transferred-in amount	$0
Transferred-out amount	$0
2019-20 Total allocation	$22,410

Professional Development Expenditures

Professional development for teachers	$22,410
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$22,410
2019-20 Unspent funds	$0

Warning
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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$11,831
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
Total LEA Reservations	$0
2019-20 Title IV, Part A LEA adjusted allocation	$11,831
Well-Rounded	0
Safe and Healthy Students	0
Effective Use of Technology	11,831
Carryover as of September 30, 2020	$0

Warning
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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

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

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

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

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

b) Includes a dispute resolution process;

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Suzette
Homeless liaison last name	Torres
Homeless liaison title	Principal
Homeless liaison email address (Format: abc@xyz.zyx)	stores@teachps.org
Homeless liaison telephone number (Format: 999-999-9999)	323-872-0809
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

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TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
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Date: 8/6/2020 10:47 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

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

Homeless Education Policy and Requirements

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

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	$164,798
2019-20 Title I, Part A direct or indirect services to homeless children reservation	$1
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$1
Homeless services provided (Maximum 500 characters)	Referrals to health care services, dental services, mental health services, and other appropiate services. Meals through the schools meal program and professional development for staff.

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Academy of Technologies (19 64733 0122242)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 10:47 AM

2018-19 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	$18,777
Transferred-in amount	$0
Transferred-out amount	$0
2018-19 Total allocation	$18,777

Professional Development Expenditures

Professional development for teachers	$18,777
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$18,777
2018-19 Unspent funds	$0

Warning
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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:42 AM

2020-21 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca20assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/12/2020

Warning
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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:43 AM

2020-21 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/12/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:43 AM

2020-21 LCAP Federal Addendum Certification

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

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) / District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/12/2019
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:43 AM

2020-21 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

Date of approval by local governing board	08/12/2020

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Raul Carranza
DELAC review date	06/22/2020
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.teachpublicschools.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

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

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

*****Warning*****
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TEACH Tech Charter High (19 64733 0129627)

Status: Certified
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Date: 8/6/2020 11:43 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:43 AM

2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$114.40
Estimated English learner student count	80
Estimated English learner student program allocation	$9,152

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$1,000
Program and other authorized activities	$7,000
English Proficiency and Academic Achievement	$1,152
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$9,152

Warning
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2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2020-21 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
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Date: 8/6/2020 11:43 AM

2019-20 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2020

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	$18,330
Transferred-in amount	$0
Transferred-out amount	$0
2019-20 Total allocation	$18,330

Professional Development Expenditures

Professional development for teachers	$18,330
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$18,330
2019-20 Unspent funds	$0

Warning
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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:43 AM

2019-20 Title IV, Part A LEA Use of Funds Report

A use of funds report of year-to-date expenditures by activity.

CDE Program Contact:

Federal Programs and Reporting Office, TitleIV@cde.ca.gov, -

2019-20 Title IV, Part A LEA allocation	$10,000
Transferred-in amount	$0
Total funds transferred out of Title IV, Part A	$0
Total LEA Reservations	$0
2019-20 Title IV, Part A LEA adjusted allocation	$10,000
Well-Rounded	0
Safe and Healthy Students	0
Effective Use of Technology	10,000
Carryover as of September 30, 2020	$0

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
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Date: 8/6/2020 11:43 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

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

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

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

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

b) Includes a dispute resolution process;

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Monique
Homeless liaison last name	Woodley
Homeless liaison title	Principal
Homeless liaison email address (Format: abc@xyz.zyx)	mwoodley@teachps.org
Homeless liaison telephone number (Format: 999-999-9999)	323-872-0707
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:43 AM

2019-20 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

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

Homeless Education Policy and Requirements

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

Title I, Part A Homeless Expenditures

2019-20 Title I, Part A LEA allocation	$133,862
2019-20 Title I, Part A direct or indirect services to homeless children reservation	$1
Amount of 2019-20 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$1
Homeless services provided (Maximum 500 characters)	Referrals to health care services, dental services, mental health services, and other appropiate services. Meals through the schools meal program and professional development for staff.

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California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

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CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, lwheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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

TEACH Tech Charter High (19 64733 0129627)

Status: Certified
Saved by: charter impact
Date: 8/6/2020 11:43 AM

2018-19 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2020.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, abobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, lfassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	$14,047
Transferred-in amount	$0
Transferred-out amount	$0
2018-19 Total allocation	$14,047

Professional Development Expenditures

Professional development for teachers	$14,047
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$14,047
2018-19 Unspent funds	$0

Warning
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Coversheet

Homeless Education Policy

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: D. Homeless Education Policy
Purpose: Vote
Submitted by:
Related Material:
TEACH Academy of Technologies Homeless Policy .docx
TEACH Tech Charter High School Homeless Policy .docx
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Homeless Policy .docx

The Governing Board of **TEACH Academy of Technologies** (the "Charter School") desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

I. Definitions

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
    - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
    - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
    - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
    - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
    - Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
    - Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;

- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and

- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

The School's homeless liaison is: Suzette Torres, Principal TEACH Academy of Technologies (storres@teachps.org) The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

- Ensure that homeless children and youths enroll in, and have a full and equal opportunity to succeed in the School;

- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and [**if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services , housing services and other appropriate services;

- Ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;

- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;

- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;

- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

III. Enrollment

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

If a dispute arises over enrollment of a homeless student in the Charter School, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. "Enrolled" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied

youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

IV. Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs for gifted and talented students
- School nutrition programs

V. Inventory

All equipment, including replacement equipment, acquired for $500 or more, in whole or in part with MVHA funds will be maintained on a written inventory that includes a description of the property, a serial number or other identification number, the source of the property, who holds title, the acquisition date, and cost of the property, percentage of federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory will be taken and the results reconciled every two years.

Adopted:
Amended:

The Governing Board of **TEACH Tech Charter High School** (the "Charter School") desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

I. Definitions

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
    - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
    - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
    - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
    - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
    - Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
    - Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;

- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and

- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

The School's homeless liaison is: Monique Woodley, Principal TEACH Tech Charter High School (mwoodley@teachps.org) The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

- Ensure that homeless children and youths enroll in, and have a full and equal opportunity to succeed in the School;

- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and [**if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services , housing services and other appropriate services;

- Ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;

- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;

- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;

- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

III. Enrollment

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

If a dispute arises over enrollment of a homeless student in the Charter School, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. "Enrolled" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied

youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

IV. Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs for gifted and talented students
- School nutrition programs

V. Inventory

All equipment, including replacement equipment, acquired for $500 or more, in whole or in part with MVHA funds will be maintained on a written inventory that includes a description of the property, a serial number or other identification number, the source of the property, who holds title, the acquisition date, and cost of the property, percentage of federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory will be taken and the results reconciled every two years.

Adopted:
Amended:

The Governing Board of **TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School** (the "Charter School") desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

I. Definitions

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
    - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
    - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
    - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
    - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
    - Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
    - Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;

- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and

- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

The School's homeless liaison is: Sharon Rhee, Principal TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (srhee@teachps.org) The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

- Ensure that homeless children and youths enroll in, and have a full and equal opportunity to succeed in the School;

- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and **[if applicable]** early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services , housing services and other appropriate services;

- Ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;

- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;

- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;

- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

III. Enrollment

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

If a dispute arises over enrollment of a homeless student in the Charter School, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. "Enrolled" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

IV. Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs for gifted and talented students
- School nutrition programs

V. Inventory

All equipment, including replacement equipment, acquired for $500 or more, in whole or in part with MVHA funds will be maintained on a written inventory that includes a description of the property, a serial number or other identification number, the source of the property, who holds title, the acquisition date, and cost of the property, percentage of federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory will be taken and the results reconciled every two years.

Adopted:
Amended:

Coversheet

Parental Involvement Policy

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: E. Parental Involvement Policy
Purpose: Vote
Submitted by:
Related Material: Title 1 Parent & Family Engagement Policy 20-21.docx

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

The TEACH Public Schools("TEACH" or "School") has developed a written Title I Parent and Family Engagement Policy ("Policy") with input from Title I parents and families for each of its LEA's (TEACH Academy of Technologies, TEACH Tech Charter High School & TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School). TEACH has distributed the Policy to parents of Title I students by Annual Title I meeting, through handouts given to students to take home, and at various school functions and meeting throughout the school year. The policy is also posted on the district website and a hard copy may be requested from the office at any time. Versions of the policy are available in both English and Spanish. This Policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318; Section 1116(a)-(f) inclusive].

TEACH Expectations and Objectives

In establishing TEACH's expectations and objectives for meaningful parent and family involvement, TEACH has established the following practices:

1. TEACH involves parents and family members in the joint development of the School's planning efforts and the process of school review and improvement.

Each school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. TEACH also informs parents of their right to be involved in the Title I program, its planning, improvement, and reviews during and not limited to:

- Back to school, Open house events.
- School Site Council and ELAC Trainings.
- Through other parent meetings such as "Coffee with the principal," sub-committee meetings, school wide programs.
- Sending information out through monthly flyers and Parent Square phone calls for SSC, ELAC and other meetings.

- Announcements in Parent center.

- Specialized sessions to address specific topics conducted by the district Parent Coordinator, Mr. Luis Ramirez.

The School offers a flexible number of meetings for Title I parents, such as meeting in the morning or evening.

2. TEACH provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities.

These activities improve student academic achievement and school performance.

Parents participate in planning and implementing effective parent and family involvement activities through partaking in:

- Annual Parent Surveys
- Parent Workshops organized by the Parent/Family Coordinator
- Parent Open Forums
- Dialogue at Coffee with the Principal
- Parent Volunteering
- Participation in the Parent Teacher Council
- English Learner Advisory Council
- School Site Council

- Board meetings

3. TEACH coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. TEACH accomplishes this by:

- Formal and informal parent conferences to discuss EL progress, ELPAC results, reclassification criteria and periodic assessments.

- Parent workshops on how to understand CAASPP and ELPAC results and other assessments given to their children.
- Parent center will provide Parent-Education classes in order to help students succeed in school.
- Parent center will provide Parent-Education classes on the various computer programs utilized to education Title I students.

- Parent workshops will be led by professionals in the area of their expertise to assist parents with being more active in their children's educational development.

- Formation of a parent support group led by the district parent coordinator. The district Director of Community Relations, Mr. Frank Williams will provide input and information during these parent support group meetings.

4. TEACH conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at TEACH.

Parents evaluate the content and effectiveness of the policy though participating in:

- Annual evaluation of the Title I, Parent and Family Engagement Policy meeting
- Annual Parent Surveys
- LCAP survey
- Coffee with the Principal Meetings
- SSC Meetings
- English Learner Advisory Committee
- Board Meetings
- Other parent meetings where feedback is incorporated in the local needs assessment for the instructional program. Discussions are held and suggestions are made for the SPSA, Title I, and EL student budgets.
- Parent workshops that are provided to parents inform and provide resources to strengthen the home-school connection.

- WASC accreditation and renewal procedures

- Annual LAUSD oversight meetings

- Board meetings

5. TEACH conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- TEACH adheres to it's Non-Discrimination Policy (in the Parent-Student Handbook). Policy is reviewed with parents every year.
- SSC evaluates the modifies the Parent and Family Engagement Policy in order to provide for further removal of barriers for parent participation.
- Annual Surveys (translated in other languages upon request)
- TEACH provides multiple opportunities for parents to attend meetings/workshops. The School (Each LEA) offers a flexible number of meetings for Title I parents, such as meeting in the morning or evening.

6. TEACH conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

Annual evaluation of the needs of parents and family members to assist with learning is done through:

- Annual Parent Surveys
- Open Forum for all stakeholders
- SSC meetings are held at times that best accommodate staff and parents
- Parent Conferences

- Ongoing dialogue between parents and principals

7. TEACH conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful School and family interactions through:

- Annual Parent Surveys
- SSC Meeting annual evaluation
- ELAC Meeting annual evaluation
- Feedback at parent Open Forums
- Feedback at Coffee with the Principal

- Participation in Parent-Teacher Council
- Other parent meetings where feedback is incorporated in the local needs assessment for the instructional program. Discussions are held and suggestions are made for the SPSA, Title I, and ELD students.

8. TEACH uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

- TEACH hosts annual Title I meetings for review and feedback on the Title I Parent and Family Engagement Policy.
- SSC reviews and updates the Title I Parent and Family Engagement Policy on an annual basis.
- Board of Directors approves the policy after it is reviewed by SSC.

9. TEACH involves parents in the activities of the Schools to adequately represent the needs of the population.

Parents at TEACH are involved in developing activities that meet their needs through participation in:

- Parent Workshops organized by the Parent Center Coordinator and CCSA (California Charter School Association)
- Parent Open Forums
- Dialogue at Coffee with the Principal
- Parent Volunteering
- Participation in the Parent Teacher Council
- English Learner Advisory Council
- School Site Council

Involvement of Parents in the Title I Program

To involve parents in the Title I program at TEACH, the following practices have been established:

1. TEACH convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

Title I parents attend an annual informational meeting led by the administrator in charge of categorical programs. The annual Title I meeting is used to explain the Title I requirements, the school's participation in the program, and the rights for parents to be involved. In addition, uses this opportunity to:

- Explain what participation in Title I programs means, including:
  - A description and explanation of the school's curriculum,
  - Information on the forms of academic assessment used to measure student progress, and
  - Information on the proficiency levels students are expected to meet;

Explain TEACH's parental involvement policy, and school-parent compact;

- Explain the right of parents to become involved in the school's programs and ways to do so;
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible [Section 1118(c)(4), ESEA].

2. TEACH offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

3. TEACH involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parent and Family Engagement Policy.*

Parents continually give feedback in the review of Title I programs through participation in:

- Title I Parent Meetings
- SSC meetings
- Parent Open Forums

- Coffee with the Principal
- Parent Teacher Council Meetings
- Parent and Family Engagement Policy annual review meeting

4. TEACH provides parents of Title I students with timely information about Title I programs.

The school provides parents of Title I students with timely information about Title I programs. Some of the ways TEACH accomplishes this is:

- Back to School Nights provides teachers an opportunity to give information about Title I and all programs at TEACH.
- On-going parent workshops provide information on Title I and other district and state mandated programs.
- By holding parent conferences as well as informal and formal conferences throughout the year parents may obtain information on Title I and other programs.
- Open house provides parents another opportunity to visit, review and inform themselves as to Title I and other program information.
- Parent school notifications, flyers, bulletins, memos, references are sent via students, weekly flyers and digital announcements.

5. TEACH provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

The schools provide parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. TEACH accomplishes this in the following manner:

- Back to School Nights provides teachers an opportunity to give an overview of the instructional programs at TEACH.
- Coffee with the Principal and parent workshops on understanding district and state mandated assessments (CAASPP, ELPAC, Benchmark Assessments).
- By holding parent conferences as well as informal and formal conferences throughout the year.
- Open house provides parents another opportunity to visit, review and inform themselves as to their children's progress and their current schoolwork.
- Title I and ELD mandatory district, school, and community meetings.

- Family and Parent-Teacher Council events and functions.

6. If requested by parents of Title I students, TEACH provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Some ways TEACH does this is by:

- Teachers and all staff are available if parent requests an appointment to meet outside of school hours to be informed, voice, share their ideas, concerns, and suggestions about decisions regarding their children's education.
- Parent conferences are held and scheduled at parent convenient hours.
- Parents receive ongoing written notifications of their child's academic progress based on progress monitoring.
- Parent Support Coordinator and Director of Community Relations serve as liaisons to assist parents to participate and be involved at all phases of all school related activities, meetings, and functions.
- Parents may also participate by attending parent/teacher conferences, SSC meetings, ELAC meetings, IEPs, Coffee with the Principal, and other informal parent meetings.

*The Policy must be updated periodically to meet changing needs of parents and the School. [20 U.S.C. § 6318 (b)(1)]. If TEACH has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 U.S.C. § 6318 (c)(3)].

School-Parent Compact

TEACH distributes to parents of Title I students a School-Parent Compact. The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- TEACH's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; opportunities to observe classroom activities; and ensuring regular communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

The TEACH Public Schools("TEACH" or "School") has developed a written Title I Parent and Family Engagement Policy ("Policy") with input from Title I parents and families. TEACH has distributed the Policy to parents of Title I students by Annual Title I meeting, through handouts given to students to take home, and at various school functions and meetings throughout the school year. The policy is also posted on the district website and a hard copy may be requested from the office at any time. This Policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318; Section 1116(a)-(f) inclusive].

Building Capacity for Involvement

TEACH engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, TEACH has established the following practices:

1. TEACH provides Title I parents with assistance in understanding the challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.

Here is how TEACH accomplishes this:

- Formal and informal parent conferences to discuss EL progress, ELPAC results, reclassification criteria and periodic benchmark assessments.
- Parent workshops on how to understand CAASPP and ELPAC results and other assessments given to their children.
- Parent Center will provide Parent-Education classes on personal development in order to help students succeed in school.
- Teachers and all staff are available if parent requests appointment to meet outside of school hours to be informed, voice, share their ideas, concerns, and

suggestions about decisions regarding their children's education.

2. TEACH provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

The schools provide Title I parents with materials and training to help them work with their children to improve their children's achievement. Here are ways TEACH accomplishes this:

- TEACH'S enrollment packages will contain the Parent Involvement and volunteer policies.
- Parent workshops will be led by teachers and other professionals in the area of their expertise to assist parents with being more active in their children's educational development.
- The Principals of each LEA will provide workshops on state and district tests such as the CAASPP and ELPAC requirements.

3. With the assistance of Title I parents, TEACH educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.

- SSC, ELAC, and Parent-Teacher Council meetings.
- Through staff development teachers will receive the required and recommended resources to enable them to work with their students' parents.
- Workshops given by teachers to work with parents to help their own children.
- Parents are viewed as equal and valued stakeholders in our school community.
- Enrollment fairs to reach out to the community and showcase student and parent work to promote new enrollees to TEACH.

4. TEACH coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Here is how this is accomplished at TEACH:

- Teacher led workshops such as math, language arts, common core standards, phonics, and guided reading.

- Parent and the College Career Centers are available for students and parents, and information is also disseminated regarding upcoming events.
- The Parent Center will also provide workshops based on school, parent and or student needs.
- Developing appropriate partnerships with community based organizations and businesses.

5. TEACH distributes information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

TEACH does this in the followingmanner:

- Announcements, newsletters, flyers, memos, Parent Square notifications, and all written materials are communicated in English and Spanish since TEACH's student populations is 50%+ Hispanic.
- All meetings and events are directed in held in both languages if required.
- Parent surveys are translated and sent home in both languages.

6. TEACH provides support for parental involvement activities requested by Title I parents. In the following manner:

- Morning, mid-afternoon, and late parent workshops are held based on school, student, programs, and parent needs.
- Parent College workshops and activities.
- Family-Teacher Council created and sponsored events and parent meetings.
- Director facilitates school parent Title I involvement with monthly and as needed meetings.
- Parent Center outreach to parents through personal, Parent Square, written and communication

Accessibility

TEACH provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and School reports are provided in a format and language that parents/family understand, including by:

- The parent coordinator is made available for students, parents and staff to disseminate information regarding schools and community needs.
- Announcements, newsletters flyers, parent square and all written materials are in English and Spanish.
- All meetings and events are directed and held in both languages if required.
- Parent surveys are translated and sent home in both languages.
- Director monitors and facilitates the development and implementation of Title I parental involvement and the policies for increasing and maintaining effective parent attendance and parent volunteer program.

Coversheet

20-21 TEACH Employee Handbook

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: F. 20-21 TEACH Employee Handbook
Purpose: Vote
Submitted by:
Related Material: TEACH Employee Handbook 20-21.pdf
Employee Handbook Covid Addenda.pdf
ffcra_leave_request_form_covid19.pdf



TEACH, INC.

DBA

TEACH PUBLIC SCHOOLS

TEACH PREP ELEMENTARY SCHOOL

TEACH ACADEMY OF TECHNOLOGIES

TEACH TECH CHARTER HIGH SCHOOL

Employee Handbook 2020-2021

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Paid Leave Received
Limits on Use
Intermittent Leave Optional – if you do not want to allow intermittent use, you may delete in its entirety
Use of Paid Benefits
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SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

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

This handbook has been written to provide you with an overview of TEACH Public Schools, its personnel policies and procedures, and your benefits as a TEACH Public Schools employee.

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

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

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

Sincerely

Mildred S. Cunningham

CEO/President/Executive Director

TEACH Public Schools

SECTION 2 – GENERAL

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

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

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

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

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

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

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

VISION STATEMENT

Our vision is to reach students of all backgrounds by teaching the entire child, which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experience acquired at our schools are effectively applied to students' daily lives.

ACADEMIC PHILOSOPHY

TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning, focusing on the individual student's needs rather than a one-size-fits-all focus on the "average" child. We believe that all children can learn when taught well and given an opportunity to thrive. We adhere to the thinking of philosopher G. Givhan, "What you pay attention to grows." By looking consistently at our students and the data of our practices, our teachers and students grow in their development and to great successes in the 21st century.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

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

AT WILL EMPLOYMENT

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

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

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories

include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

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

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

HARASSMENT

It is the policy of TEACH Public Schools to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

TEACH Public Schools prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful

harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).
- Sexually harassing conduct does need not to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
  - Use of derogatory remarks, insults and/or epithets

  - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

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

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All TEACH Public Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Assistant Superintendent of Instruction and Human Resources. All employees who witness potential violations of this

policy, and particularly supervisors, are required to immediately report such incidents to Assistant Superintendent of Instruction and Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Assistant Superintendent of Instruction and Human Resources, or other upper-level administrators as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. TEACH Public Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, TEACH Public Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to TEACH Public School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. <DESCRIBE HOW>

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

TEACH Public Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

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

All employees are required to fully cooperate with TEACH Public School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, TEACH Public Schools will provide regular progress updates, as appropriate, to those directly involved. TEACH Public Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

TEACH Public Schools may investigate conduct in the absence of a formal complaint if the TEACH Public Schools has reason to believe that an individual has engaged in conduct that violates TEACH Public Schools policies or applicable law. Further, TEACH Public Schools may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which TEACH Public Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TEACH Public Schools believes is appropriate under the circumstances. Due to privacy protections, the TEACH Public Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the Assistant Superintendent of Instruction and Human Resources or Superintendent.

If you believe you have experienced discrimination or harassment you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers online at www.eeoc.gov and www.dfeh.ca.gov, respectively.

Training Requirements

TEACH Public Schools requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

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

An employee who wishes to report a suspected violation of law or TEACH Public Schools policy may do so by contacting the Assistant Superintendent of Instruction and Human Resources or TEACH Public Schools Board of Directors.

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

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

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Assistant Superintendent of Instruction and Human Resources and a member of TEACH Public Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

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

Employees who have work-related concerns or complaints are encouraged to discuss them with the Assistant Superintendent of Instruction and Human Resources. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. TEACH Public Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Assistant Superintendent of Instruction and Human Resources. The School will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

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

1. The employee should complete an accommodation request form and contact their supervisor or Assistant Superintendent of Instruction and Human Resources to request designation of a location and time to express breast milk under this policy.

2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human

Resources or Assistant Superintendent of Instruction and Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

LACTATION ACCOMMODATION POLICY

TEACH Public Schools will make every effort to accommodate a request for a lactation accommodation. Employees will use their paid break times for purposes of lactation. If the need for additional time is required that will be unpaid time and should be so noted on the employee's timesheet.

TEACH Public Schools will provide an appropriate space for lactation purposes that is private, (not a toilet stall), free from intrusion and toxic or hazardous materials, has electricity and that has reasonable access to a sink with running water and a refrigerator. The lactation space will contain a place to sit, a surface to place a breast pump and personal items and we will engage in the interactive process with the employee to determine a reasonable accommodation.

The employee may submit a request, written or verbal, for accommodation to their immediate supervisor or directly to Assistant Superintendent of Instruction and Human Resources. A response to the request will be responded to within five (5) business days from the date of the request. Should TEACH Public Schools be unable to provide the accommodation it will provide the employee with a written response indicating the reason for the denial.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Assistant Superintendent of Instruction and Human Resources or Superintendent. Discrimination against and harassment of employees requesting a lactation accommodation in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

PUBLIC RELATIONS

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

employees, students, parents and the general public will respect and appreciate the employee, TEACH Public Schools and our school's services.

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

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

"Employees" may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

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

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and doubletime pay in certain circumstances. Overtime and doubletime compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.

- Doubletime (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time

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

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TEACH Public School's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by Assistant Superintendent of Instruction and Human Resources.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Assistant Superintendent of Instruction and Human Resources or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Assistant Superintendent of Instruction and Human Resources.

TEACH Public Schools reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Exempt Employees:

The normal working hours for instructional employees at the school sites are from 7:00 a.m. to 5:00 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The Assistant Superintendent of Instruction and Human Resources must approve any exceptions to the regular work schedule for instructional employees.

Non-Exempt Employees:

The Principal & Assistant Superintendent of Instruction and Human Resources will determine the normal working hours for non-instructional employees. Nonexempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and doubletime pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

TEACH Public School's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. TEACH Public School's standard workday is 12:00 a.m. to 11:59 p.m. each day.

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- Cesar Chavez Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Assistant Superintendent of Instruction and Human Resources. The employee may use paid vacation if the employee has unused vacation available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call and email the site Principal or supervisor at least one hour before the time you are scheduled to begin working for that day. If you call and email in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify the Principal or supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the site principal, supervisor or Assistant Superintendent of Instruction and Human Resources and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Nonexempt employees must accurately complete time records within the School's timekeeping system on a daily basis. Each time record must show the exact time each work period began and

ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Nonexempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Assistant Superintendent of Instruction and Human Resources and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee may only waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Assistant Superintendent of Instruction and Human Resources and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods

0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Nonexempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Nonexempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Nonexempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Form

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and complete a [Reporting Form]. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to <his or her supervisor> on the same workday that he or she experienced the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by TEACH Public Schools), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled

to premium pay. Employees must report the reason for the non-compliant meal or rest period on the form, or to Human Resources.

PAYDAYS

The designated pay period for all employees is semi-monthly. The first pay period of the month extends from the first (1st) day of the month through the fifteenth (15th) day of the month. The second pay period of the month extends from the sixteenth (16th) of the month through the last day of the month.

Paychecks are distributed on the fifteenth (15th) day of the month for the first pay period and on the last day of the month for the second pay period. Except as otherwise provided, if any date of paycheck distribution falls on a Saturday, Sunday or holiday, employees shall be paid on the preceding scheduled workday.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

TEACH Public Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, TEACH Public Schools must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions TEACH Public Schools will work in good faith to resolve errors as soon as possible. The employee should notify the Assistant Superintendent of Instruction and Human Resources of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask the Assistant Superintendent of Instruction and Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Assistant Superintendent of Instruction and Human Resources.

SECTION 6 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

TEACH Public Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after he or she begins work. Former employees who are rehired must also complete the form if they have not completed an I-9 with TEACH Public Schools within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, TEACH Public Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with TEACH Public Schools in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of TEACH Public Schools before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with TEACH Public Schools.

TEACH Public Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law.

For additional information on background checks, please contact the Assistant Superintendent of Instruction and Human Resources.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that TEACH Public Schools employees comply with the requirements

of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Assistant Superintendent of Instruction and Human Resources is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without TEACH Public School's assistance, he or she is required to notify TEACH Public Schools of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with TEACH Public Schools.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Assistant Superintendent of Instruction and Human Resources.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Assistant Superintendent of Instruction and Human Resources. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Assistant Superintendent of Instruction and Human Resources about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the site principal to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the site principal

The site principal will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the TEACH Public School's charter, and standards for teaching performance developed by the site principal, the TEACH Public School's Board of Directors, and/or other TEACH Public Schools staff.

In addition to these more formal performance evaluations, TEACH Public Schools encourages you and your supervisor to discuss your job performance on an ongoing basis.

TEACH Public School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the TEACH Public School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and TEACH Public Schools. Accordingly, either the employee or TEACH Public Schools can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the School. It is TEACH Public School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While TEACH Public Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are

solely within the discretion of TEACH Public Schools and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT[1]

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Assistant Superintendent of Instruction and Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. the care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";

3. the "serious health condition" of the employee;

4. the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

5. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or

[1] Employees may qualify for FMLA/CFRA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Assistant Superintendent of Instruction and Human Resources to determine whether you are eligible for FMLA/CFRA leave.

registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Assistant Superintendent of Instruction and Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as vacation, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Assistant Superintendent of Instruction and Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable

position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact Assistant Superintendent of Instruction and Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or domestic partner is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation]/sick leave during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Assistant Superintendent of Instruction and Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Assistant Superintendent of Instruction and Human Resources.

BEREAVEMENT LEAVE

TEACH Public Schools provides regular full-time employees up to THREE DAYS paid bereavement leave, beyond sick or vacation, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for FIVE DAYS with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request

an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the School will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Accrued unused vacation may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;

- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing vacation in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued vacation. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of domestic violence, sexual assault and/or stalking, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation /PTO (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.]

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence, sexual assault or stalking;
- A court order protecting or separating you from the perpetrator of an act of domestic violence, sexual assault or stalking, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault or stalking.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

TEACH Public Schools is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked TEACH Public Schools for help or changes in the workplace to ensure safety at work.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the Assistant Superintendent of Instruction and Human Resources regarding the need for military leave.

Please see the Assistant Superintendent of Instruction and Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave sick and/or vacation for organ donation and up to five (5) days accrued paid leave sick and/or vacation for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

TEACH Public Schools will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused vacation or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the TEACH Public School's right to discipline an employee, up to and including termination of employment, for violation of TEACH Public School's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

CIVIL AIR PATROL LEAVE

TEACH Public Schools provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally

be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with TEACH Public Schools for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

SECTION 9 – BENEFITS

VACATION

Full-time employees who work twelve (12) months a year are eligible for vacation pay. Vacation is a time for you to rest, relax and pursue special interests. Vacation begins to accrue from date of hire and is only available for use after earning vacation time. TEACH recognizes employees by providing increased vacation time based on the number of years of continuous service.

Years of Continuous Service	Annual Time Provided	Maximum Accrual Allowed
1 - 5 years	10 days	15 days
6 – 10 years	15 days	22.50 days
11 + years	20 days	30 days

Employees that work only during the academic year do not earn vacation pay/time.

Every effort will be made to grant you your vacation at the time you desire. However, vacations should not interfere with TEACH's operation and, therefore, must be approved by the Assistant Superintendent of Instruction and Human Resources at least thirty (30) days in advance. If a holiday occurs during your scheduled vacation, if eligible, you will receive holiday pay for that day, and you will not be charged for a vacation day on the day the holiday is observed.

The maximum accrual for vacation pay is one and one half (1.5) times your normal accrual rate. Once the maximum accrual has been reached, no further time will accrue until the employee has taken vacation time. Any accrued, unused vacation at termination will be paid out. Vacation pay is not considered "hours worked" when computing overtime.

Vacation time may not be "cashed out" in lieu of taking time off.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the School more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Accrual Rate, Maximum, and Carryover

Eligible employees will accrue one hour of PSL for every 30 hours worked beginning on their first day of employment. Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 48 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each school year, employees may only use a maximum of 24 hours of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

Cash out

Credentialed teachers are eligible to cash-out unused PSL at the end of the school calendar year at a rate of $22 per hour.

Non-credentialed teachers and other non-teacher employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination or resignation. Teachers must complete the school year to be eligible for PSL cash-out program.

INSURANCE BENEFITS

Full-time employees (30+ hours per week average) are entitled to insurance benefits offered by TEACH on the first day of the calendar month following the completion of sixty (60) days of continuous service. Certificated full-time employees are eligible to participate on the first day of the calendar month following the commencement of employment. These insurance benefits will include medical, dental, vision and life. TEACH will contribute up to $350 a month towards insurance premiums for eligible non-exempt employees and up to 10% of monthly salary towards insurance premiums for eligible exempt employees. Employees are required to contribute to any costs not covered by the employer contribution. If insurance premium rates increase, employees are required to contribute to the cost of the increase to retain coverage if cost is over the employer contribution. Unless otherwise mandated by law, employees on a leave of absence of more than four (4) months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under TEACH's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at TEACH group rates plus an administration fee. TEACH or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage

under “TEACH’s health insurance plan. The notice contains important information about the employee’s rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher’s retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

TEACH withholds income tax from all employees’ earnings and participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers’ compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Assistant Superintendent of Human Resources.

WORKER’S COMPENSATION INSURANCE

Eligible employees are entitled to workers’ compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers’ Compensation Law) an employee may be covered by workers’ compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers’ compensation claim.

403B & 457 Plans

Eligible employees are entitled to participate in TEACH 403b & 457 plans. As of July 1, 2019 for participating exempt employees who contribute 1 percent to 5 percent of their base monthly salary through salary reduction (tax-deferred contribution), TEACH will contribute an amount up

to 2.5% employer contribution. TEACH Public School's contribution is 100% vested after three (3) years of employment. TEACH's 403b & 457 plans are administered through Equitable LLC. Additional information on TEACH's 403b & 457 plan may be requested via TEACH Public Schools Human Resources Department or Equitable LLC.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under TEACH Public School's policy and applicable law.

TEACH Public Schools will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the TEACH Public School's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Assistant Superintendent of Instruction and Human Resources.

The Communication Systems are the property of TEACH Public Schools and have been provided for use in conducting TEACH Public Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are TEACH Public Schools records and property of TEACH Public Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use TEACH Public Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with TEACH Public Schools business, and does not violate any TEACH Public Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

TEACH Public Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, TEACH Public Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of TEACH Public School's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TEACH Public School's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish TEACH Public School's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to TEACH Public Schools for any reason that TEACH Public Schools, in its discretion, deems appropriate.

Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though TEACH Public Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Assistant Superintendent of Instruction and Human Resources.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on TEACH Public Schools letterhead.

Offensive and Inappropriate Material

TEACH Public School's policy against discrimination and harassment, sexual or otherwise, applies fully to TEACH Public School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in TEACH Public School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Assistant Superintendent of Instruction and Human Resources.

TEACH Public Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by TEACH Public Schools networks. Notwithstanding the foregoing, TEACH Public Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit

material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to TEACH Public School's blocking software.

Solicitations

TEACH Public School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from Assistant Superintendent of Instruction and Human Resources is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of Assistant Superintendent of Instruction and Human Resources.

Games and Entertainment Software

Employees may not use a TEACH Public Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to TEACH Public School's "Confidential Information" policy, contained herein, for a general description of what TEACH Public Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

TEACH Public School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from Assistant Superintendent of Instruction and Human Resources. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any TEACH Public Schools-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture

files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TEACH Public School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to TEACH Public School's network.

Files obtained from sources outside TEACH Public Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage TEACH Public School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- TEACH Public Schools sources, without first scanning the material with TEACH Public Schools-approved virus checking software. If you suspect that a virus has been introduced into TEACH Public Schools network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

TEACH Public Schools reserves the right to modify this policy at any time, with or without notice. TEACH Public Schools may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

SOCIAL MEDIA POLICY

TEACH Public Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.

- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the School's background check procedures.

- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents,

vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to Assistant Superintendent of Instruction and Human Resources. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. TEACH Public Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Assistant Superintendent of Instruction and Human Resources.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Assistant Superintendent of Instruction and Human Resources.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is

responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with TEACH Public School's social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

TEACH Public Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - immediately report the incident to his/her immediate supervisor and Chief representative;

- obtain an official police report documenting the theft or loss; and
- provide a copy of the police report to his/her immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the School.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School if resulting from an employee's willful misconduct.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for TEACH Public Schools while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by TEACH Public Schools or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH Public Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH Public Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH Public Schools.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. The Assistant Superintendent of Instruction and Human Resources must approve any postings prior to posting.

TEACH Public Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Assistant Superintendent of Instruction and Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Assistant Superintendent of Instruction and Human Resources.

NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the School will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The TEACH Board of Directors must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a <BUILDING KEY DISBURSEMENT FORM> upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to

another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Superintendent.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public Schools premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public Schools's prohibition against threats and acts of violence applies to all persons involved in TEACH Public Schools's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Assistant Superintendent of Instruction and Human Resources.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Assistant Superintendent of Instruction and Human Resources.

Employees should immediately inform their supervisor or Assistant Superintendent of Instruction and Human Resources about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The Assistant Superintendent of Instruction and Human Resources will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a School uniform, your uniform must be clean and presentable when you report to work.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Assistant Superintendent of Instruction and Human Resources must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Assistant Superintendent of Instruction and Human Resources will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH Public Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that he or she not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Assistant Superintendent of Instruction and Human Resources along with the rationale therefor.

- Kissing of ANY kind

- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

- Giving students a ride to/from school or school activities without the express, advance written permission of the Assistant Superintendent of Instruction and Human Resources and the student's parent or legal guardian

- Being alone in a room with a student at school with the door closed and/or windows blocked from view

- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer

- Staff mirroring the immature behavior of minors

- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

- Pats on the shoulder or back

- Handshakes

- "High-fives" and hand slapping

- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact

- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only

- Holding hands while walking with small children or children with significant disabilities

- Assisting with toileting of small or disabled children in view of another staff member

- Touch required under an IEP or 504 Plan

- Reasonable restraint of a violent person to protect self, others, or property

- Obtaining formal written pre-approval from Superintendent to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus

- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)

- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Assistant Superintendent of Instruction and Human Resources promptly. Reasonable suspicion means something perceived in spite of

inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Assistant Superintendent of Instruction and Human Resources will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Assistant Superintendent of Instruction and Human Resources shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Assistant Superintendent of Instruction and Human Resources. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Assistant Superintendent of Instruction and Human Resources.

STANDARDS OF CONDUCT AND CIVILITY

At TEACH Public Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

TEACH Public Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all

matters internal, as well as with students, parents, and the community at large. All TEACH Public Schools employees and any individuals acting on behalf of TEACH Public Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Assistant Superintendent of Instruction and Human Resources. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.

- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School's PERSONAL APPEARANCE/STANDARDS OF DRESS or dress code.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. You shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;

- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Assistant Superintendent of Instruction and Human Resources and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. .

TEACH Public Schools expects employees to devote their best efforts to the interests of our school. TEACH Public Schools recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at TEACH Public Schools or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with TEACH Public Schools whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Assistant Superintendent of Instruction and

Human Resources to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at TEACH Public Schools. If you wish to participate in outside work activities you are required to obtain written approval from the Assistant Superintendent of Instruction and Human Resources prior to starting those activities. Approval will be granted unless the activity conflicts with TEACH Public School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at TEACH Public Schools.
- Involve organizations that are doing or seek to do business with TEACH Public Schools including actual or potential vendors.
- Violate provisions of law or TEACH Public Schools policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to TEACH Public Schools must be given priority. Full time employees are hired and continue employment with the understanding that TEACH Public Schools is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

EXPENSE REIMBURSEMENT POLICY

The School reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization via written purchase order approval from the CFO/COO of TEACH Public Schools. Purchase order requests can be placed via your site principal & office manager. Employees who have incurred business expenses should submit required receipts to the School business office within 30 days of incurring the expense.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts

- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.

All expenses and summaries must be submitted within 30 days to CFO/COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to the CFO/COO.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Assistant Superintendent of Instruction and Human Resources. Assistant Superintendent of Instruction and Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the Assistant Superintendent of Instruction and Human Resources, other employees or call 911. Report any suspicious persons or activities to the Assistant Superintendent of Instruction and Human Resources. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Assistant Superintendent of Instruction and Human Resources and the written consent of the individual being recorded. Please report any problems with our security systems to the Assistant Superintendent of Instruction and Human Resources.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TEACH Public Schools property.. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

TEACH Public Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH Public School's premises, including the parking area, or away from school property while on school business. TEACH Public Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by the Assistant Superintendent of Instruction and Human Resources.

SAFETY POLICY

TEACH Public Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Assistant Superintendent of Instruction and Human Resources immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or the Assistant Superintendent of Instruction and Human Resources immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Assistant Superintendent of Instruction and Human Resources regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Assistant Superintendent of Instruction and Human Resources.

TEACH Public Schools has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

TEACH Public Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Assistant Superintendent of Instruction and Human Resources.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Assistant Superintendent of Instruction and Human Resources. TEACH Public Schools uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

TEACH Public Schools will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from TEACH Public Schools; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to TEACH Public Schools for three consecutive work days. TEACH Public Schools requests that employees provide at least two weeks written notice of a voluntary termination. All TEACH Public Schools property must be returned immediately upon terminating employment. TEACH Public Schools retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of TEACH Public School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, TEACH Public Schools reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at TEACH Public Schools will be asked to take part in an exit interview with the Assistant Superintendent of Instruction and Human Resources to communicate their challenges and growth while employed at TEACH Public Schools. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Assistant Superintendent of Instruction and Human Resources. Only the Assistant Superintendent of Instruction and Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TEACH Public Schools will disclose only the dates of employment and the title of the last position held. TEACH Public Schools will verify or disclose an employee’s salary history only if the employee provides written authorization for TEACH Public Schools to provide the information. However, TEACH Public Schools will provide information about current or former employees as required by law or court order. TEACH Public

Schools will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Assistant Superintendent of Instruction and Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of TEACH Public School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding TEACH Public School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of TEACH Public School's policies.

Just as I am free to terminate the employment relationship with TEACH Public Schools at any time, TEACH Public Schools, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and TEACH Public Schools for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Assistant Superintendent of Instruction and Human Resources of TEACH Public Schools, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Assistant Superintendent of Instruction and Human Resources. This is the entire agreement between TEACH Public Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with TEACH Public Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

TEACH Public Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than TEACH Public Schools Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print)_____

Employee Signature: _____

Date: _____

Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement
TEACH Public Schools

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).

- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.

- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to Assistant Superintendent of Instruction and Human Resources. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to Assistant Superintendent of Instruction and Human Resources revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify Assistant Superintendent of Instruction and Human Resources immediately.

Second Meal Period (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.
- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to Assistant Superintendent of Instruction and Human Resources. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to Assistant Superintendent of Instruction and Human Resources revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify Assistant Superintendent of Instruction and Human Resources immediately.

_____
Employee's Printed Name

_____ _____
Employee's Signature Date

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Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form

TEACH Public Schools

NON-EXEMPT EMPLOYEE

MEAL AND REST PERIOD REPORTING FORM

(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print): _____
Date:_____
Date/Time Issue Occurred: _____
Position:_____

Reported Issue(s)/Reason: **(CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)**

Meal Periods	**Reason for Missed, Late, Interrupted or Short Meal Period**		
☐Missed Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Late Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Interrupted Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Short Meal Period	☐Voluntary	☐Involuntary	☐Other

Rest Periods

☐Missed Rest Period	☐Voluntary	☐Involuntary	☐Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**Voluntary: It was my own choice to refuse an authorized meal or rest period.
Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

_____
_____
_____

I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature:_____ Date: _____
Supervisor's Signature: _____ Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO Assistant Superintendent of Instruction and Human Resources.

ADDENDA

COVID-19 RELATED EMPLOYMENT LEAVE POLICIES

EMERGENCY PAID SICK LEAVE ("COVID-PSL")

Purpose

TEACH Public Schools enacted this policy in accordance with the Families First Coronavirus Response Act ("FFCRA") to provide emergency paid sick leave ("COVID-PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary employees) who work for the TEACH Public Schools are eligible to use COVID-PSL beginning on the first day of employment as set forth in this policy.

Definitions

For purposes of this policy, the following definitions are incorporated:

"Caring for an individual" relates to the care for an employee's immediate family member, a person who regularly resides in the employee's home, or a similar person with whom the employee has a relationship that creates an expectation that the employee would care for the person if he or she were quarantined or self-quarantined.

"Health care provider" means a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices; or any other health care provider as authorized by statute.

"Seeking a medical diagnosis" for COVID-19 is limited to time the employee is unable to work or telework because the employee is experiencing symptoms such as a fever, dry cough, shortness of breath or any other symptoms identified by the U.S. Centers for Disease Control and Prevention and the employee is taking affirmative steps to obtain a medical diagnosis, such as making, waiting for, or attending an appointment for a test for COVID-19.

The definitions of "child care provider," "school," and "son or daughter" are the same as those set forth in the TEACH Public School's E-FMLA policy below.

Permitted Use

Eligible employees may use COVID-PSL to take paid time off if an employee is unable to work (or telework) due to any of the six qualifying reasons set forth below:

1. The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID–19.

2. The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19. This includes situations in which the employee has been advised to self-quarantine because the employee has COVID-19, it is believed the employee may have COVID-19 due to known exposure or symptoms or the employee is deemed particularly vulnerable to COVID-19.

3. The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.

4. The employee is caring for an individual who is subject to an order as described in subparagraph (1) or has been advised as described in subparagraph (2).

5. The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID–19 precautions. This may be taken if no other suitable person is available to care for the child during the period of the leave.

6. The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

Hours of Paid Leave Received

Full-time employees are entitled to 80 hours of COVID-PSL.

Part-time employees are entitled to the number of hours they work on average over a two-week period. For those with varying schedules, the TEACH Public Schools will determine the number of hours, which generally includes a backward looking calculation of hours worked in the previous six months.

Caps on Amount of Paid Leave Received

For qualifying reasons 1-3, the employee will receive their regular rate of pay up to $511 daily and an aggregate total of $5,110. For qualifying reasons 4-6, the employee will receive their regular rate of pay up to $200 daily and an aggregate total of $2,000.

Limits on Use

COVID-PSL is only available for use while qualifying reasons exist or through December 31, 2020, whichever is earlier. If an otherwise eligible employee received COVID-PSL from a prior employer, the employee may not be entitled to COVID-PSL under this policy.

Intermittent Leave

If the TEACH Public Schools and the employee agrees, an employee may take the leave intermittently if the employee works on site and needs time off to care for their son or daughter if the school or place of care of the employee's child has been closed, or the child care provider is unavailable due to COVID–19 precautions. Intermittent leave while an employee is working on TEACH Public School's premises will not be provided for any other reasons for leave under COVID-PSL. If TEACH Public Schools and the employee agree, an employee may take the leave intermittently for any qualifying reason if the employee is teleworking.

Use Of Paid Benefits

Employees may elect to use other accrued unused TEACH Public Schools paid leave benefits pursuant to those applicable policies before using COVID-PSL, although employees are not required to do so. If TEACH Public Schools and the employee agree, employee's accrued unused paid benefits through applicable TEACH Public School's policies may supplement the amount the employee receives under COVID-PSL up to the full amount of the employee's regular compensation for time taken off under this policy.

Maintenance of Health Benefits

The TEACH Public Schools will provide continued coverage under the TEACH Public School's group health plan if employee participates in the group health plan at the time leave is taken. The employee is responsible for paying the same portion of the premium costs the employee paid prior to COVID-PSL. Unless otherwise noted, the employee's portion of contributions will be deducted from the employee's pay.

Notification

The employee must completely fill out and submit an Emergency Paid Sick Leave and Emergency FMLA Request Form and provide reasonable advance notification of the need to use COVID-PSL, if foreseeable. Additional documentation supporting the need for leave may be requested. If the need to use COVID-PSL is not foreseeable, the employee must submit the Emergency Paid Sick Leave and Emergency FMLA Request Form as soon as practicable. However, paid leave may not be provided until the requested certification is submitted and approved. If you need assistance in completing or submitting your form, please contact the Assistant Superintendent of Instruction and Human Resources.

Termination

Employees will not receive pay in lieu of unused COVID-PSL. Unused COVID-PSL will not be paid out upon termination.

No Discrimination or Retaliation

The TEACH Public Schools prohibits discrimination or retaliation against employees for using their COVID-PSL.

This COVID-PSL policy may be modified, altered, or otherwise amended or deleted in the TEACH Public School's sole and absolute discretion.

EMERGENCY FAMILY AND MEDICAL LEAVE EXPANSION ACT ("E-FMLA")

Purpose

The TEACH Public Schools enacted this policy in accordance with the Families First Coronavirus Response Act ("FFCRA") to provide paid time off to eligible employees for qualifying child care reasons.

Eligible Employees

All employees (including part-time and temporary employees) who work for the TEACH Public Schools for a minimum of 30 days are eligible to use E-FMLA as set forth in this policy.

Definitions

For purposes of this policy, the following definitions are incorporated:

"Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including an 'eligible child care provider' (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n).

"Public health emergency" means an emergency with respect to COVID-19 declared by a Federal, State or local authority.

"School" means an 'elementary school' or 'secondary school' as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

"Son or Daughter" is the employee's own child, which includes a biological, adopted, foster child, stepchild, a legal ward, or a child for whom you are standing in loco parentis who is under the age of 18 years of age; or 18 years or older who is incapable of self-care because of a mental or physical disability.

Permitted Use

Eligible employees may use E-FMLA if they are unable to work (or telework) due to a need for leave to care for their son or daughter if their child's school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency. This may be taken if no other suitable person is available to care for the child during the period of the leave.

Paid Leave Received

Employees are entitled to up to twelve weeks of time off under E-FMLA. The first two weeks are unpaid, but may be paid if the employee elects to use COVID-PSL or other applicable TEACH Public Schools paid benefits during this time. The remaining ten weeks are paid at two-thirds of the employee's regular rate of pay, up to a daily maximum of $200 and an aggregate total of $10,000. The amount paid is also based on the number of hours the employee would otherwise normally be scheduled to work.

Part-time employees are entitled to the number of hours they work on average over a two-week period. For those with varying schedules, the TEACH Public Schools will determine the number of hours, which generally includes a backward looking calculation of hours worked in the previous six months.

Limits on Use

E-FMLA is only available for use while qualifying reasons exist or through December 31, 2020, whichever is earlier. Please also note that any time off for FMLA reasons during the relevant period will count against remaining availability of E-FMLA. For instance, if an employee took three weeks of FMLA during the relevant time period, the employee will have nine weeks available under E-FMLA for use. In this example, the first two weeks of the available nine weeks would be unpaid and the remaining seven weeks would be paid in accordance with the above calculations.

Intermittent Leave

If the TEACH Public Schools and the Employee agree, an employee who needs time off for E-FMLA, may take time off intermittently.

Use Of Paid Benefits

After the first two workweeks (10 work days), employees may elect to use, or the TEACH Public Schools may require the use of, other applicable accrued unused TEACH Public School's paid leave benefits concurrently with E-FMLA. If TEACH Public Schools and the employee agree, employee's accrued unused paid leave benefits through TEACH Public Schools may supplement the employee's two-thirds pay pursuant to E-FMLA up to the full amount of the employee's regular compensation for time taken off under this policy.

Maintenance of Health Benefits

The TEACH Public Schools will provide continued coverage under the TEACH Public School's group health plan if the employee participates in the group health plan at the time leave is taken. The employee is responsible for paying the same portion of the premium costs the employee paid prior E-FMLA. Unless otherwise noted, the employee's contribution portion will be deducted from the employee's pay. The TEACH Public Schools will provide instructions to employees as their payment for benefit contributions during any unpaid time off under E-FMLA.

Notification

The employee must completely fill out and submit a Emergency Paid Sick Leave and Emergency FMLA Request Form and provide reasonable advance notification of the need to use E-FMLA, if foreseeable. Documentation from the employee's school or child care provider regarding the closure or unavailability must be submitted with the Emergency Paid Sick Leave and Emergency FMLA Request Form.

If the need to use E-FMLA is not foreseeable, the employee must submit the Emergency Paid Sick Leave and Emergency FMLA Request Form as soon as practicable. However, paid leave may not be provided until the requested certification is submitted and approved. If you need assistance in completing or submitting your form, please contact Assistant Superintendent of Instruction and Human Resources.

Termination

Employees will not receive pay in lieu of unused E-FMLA. Unused E-FMLA will not be paid out upon termination.

Restoration to Position

Generally, an employee who takes E-FMLA leave shall be entitled, upon return from such leave, to be restored either (A) to the position of employment held by the employee when the leave commenced; or (B) to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. In accordance with applicable law, restoration to a position may not be possible if certain conditions exist which include, but are not limited to, economic conditions or other changes in operating conditions of the TEACH Public Schools that affect employment and are caused by a public health emergency.

No Discrimination or Retaliation

The TEACH Public Schools prohibits discrimination or retaliation against employees for requesting or using E-FMLA.

Other

Please note that under certain circumstances, the TEACH Public Schools may be exempt from the requirements of E-FMLA. In addition, employees may be eligible for time off under the TEACH Public School's FMLA policy if the employee has a serious health condition related to COVID-19, or to care for the employee's spouse, son, daughter or parent with a serious health condition related to COVID-19.

Other terms and conditions of FMLA may apply to this leave. Please see Assistant Superintendent of Instruction and Human Resources for additional information.

This E-FMLA policy may be modified, altered, or otherwise amended or deleted in the TEACH Public School's sole and absolute discretion.

TEMPORARY REMOTE WORK POLICY

Due to the nature of the School's operations, employees are typically expected to report to their assigned work site as scheduled during regular operations. In light of recent events surrounding the COVID-19 global pandemic, the School may have to modify its operations. In such instances, employees may be permitted or required to work from home on a temporary basis. Because the School provides an essential service, it may require an employee to work on site as necessary for School operations during any remote work period.

Eligibility

In order for employees to be eligible to work remotely and on a temporary basis, the employee must have advanced specific written authorization from their supervisor due to modifications to operations due to COVID-19.

Conditions of Remote Work

The conditions of remote work include, but are not limited to the following:

- Availability: As a condition to working on a remote basis, the employee must be available for contact via telephone and email and perform work during their normal scheduled hours. Unless expressly authorized by their supervisor, non-exempt employees do not have permission to work at any time outside of their scheduled hours. If an employee will not be available for work during their normal hours, the employee must notify and obtain advanced approval from their supervisor.

- Timekeeping Requirements: Non-exempt employees working remotely must comply with the School's timekeeping and meal and rest period policies while working remotely. Specifically, employees must accurately record all hours worked remotely in the School's timekeeping system. This means employees must record all times the employee begins, stops, or resumes working remotely. Non-exempt employees are also required to take a meal period while working remotely in accordance with school policies and must accurately record the start and stop times of each meal period. Employees are not required to record the times of any rest periods. If an employee forgets to record any hours worked or the start and stop times of meal periods or experiences any issues with taking required meal or rest periods, the employee must immediately report these issues to Assistant Superintendent of Instruction and Human Resources.

- Compliance With School Policies: Employees must comply with all School policies and procedures while working remotely, including, but not limited to, all policies and procedures governing Employee's use of the School's electronic communications and computer systems and Confidential Information, including but not limited to student information.

- Leave of Absence. Employees must request and obtain written approval for any leave taken in the same manner as though the employee were not working remotely.

- Security Measures. Employees must continue to follow approved safeguards in order to protect the data, property, records and assets of the School. All work product done at the home work area will be treated in the same manner as work product from the School's primary location and is the property of the School. All records, computer files, and correspondence must be safeguarded for return to the School's primary location. Computer files must be regularly backed up and saved. All School property, unless otherwise specifically authorized by a supervisor, must be returned to the School's primary location upon the employee's conclusion of the remote work period.

- Travel. Employees must remain available to be physically present at the work site as needed by School operations. Employees may not work remotely from other states or locations which prevent physical presence without written permission.

Expense Reimbursement

Any reasonable expenses necessarily incurred by employees as a result of being required to work from home (as opposed to being permitted to work from home) will be reimbursed by the School by payment of a stipend. Such expenses may include a reasonable percentage of internet and phone expenses. If an employee believes that the designated stipend is insufficient to reimburse the employee for all reasonable expenses necessarily incurred as a result of remote work, the employee must immediately report any expense issues to Principal. Employees will be required to submit documentation to support any request for reimbursement of expenses that exceeds the stipend amount.

An employee's ability to work remotely remain at the sole and absolute discretion of the School. As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion.

RETURN TO WORK POLICY

To ensure the health and safety of our employees and students, the School will issue return to work protocols as may be required in accordance with applicable local, state or federal regulations and guidance. Please contact Assistant Superintendent of Instruction and Human Resources for specific instructions and return to work protocols.

Generally, however, all employees will be required to adhere to all established health and safety protocols and to practice good hygiene in the workplace, which includes the following:

- Washing your hands often with soap and water for 20 seconds;
- Washing your hands after blowing one's nose, coughing, or sneezing;
- Washing your hands after using the restroom;
- Washing your hands before eating or preparing food;
- Washing your hands before and after providing routine care for another person who needs assistance (e.g., a child); and
- Washing your hands immediately after removing gloves.

The School will also take steps to ensure enhanced cleaning of classrooms, the main office and all other areas of the School premises. Common areas, for purposes of this policy, are defined as hallways, conference rooms, lunch areas, restrooms or anywhere else where you will be within six feet of another individual.

If an employee is sick, the School encourages the employee to remain at home until the employee is able to return to work. The employee should follow the School's sick leave policies for time off of work.

Required Use of Masks

Protective masks must be worn to enter the School's premises. All employees walking around the campus or in the presence of any other employee or visitor, or who work in open spaces, will be required to wear a face mask. Masks are to be worn in the classroom while students and others are present and in all common areas at all times.

EMERGENCY PAID SICK LEAVE AND EMERGENCY FMLA REQUEST FORM

Employee Name	Employee ID Number	Date
Title	Supervisor	Department
Leave Start Date	Leave End Date	Total Hours Requested

I CERTIFY THAT AM UNABLE TO WORK (OR TELEWORK) FOR THE FOLLOWING REASON:

☐ I am subject to a **federal, state, or local quarantine or isolation** order related to COVID-19 that specifically prevents me from working.
Name of the government entity issuing the order:

☐ I have been **advised by a health care provider to self-quarantine** because of concerns related to COVID-19.
Name of the advising healthcare provider:

☐ I have **symptoms of COVID-19** and I am seeking (or have sought) a diagnosis.

☐ I am **caring for another individual** who is subject to quarantine or has been advised by a health care provider to self-quarantine related to COVID-19.
Name of person I am caring for and our relationship:

Name of the government entity issuing the order:

OR

Name of the advising healthcare provider:

☐ I **need to care for my child(ren)** because their school or childcare provider is closed or unavailable because of COVID-19. **I certify that no other suitable person is available to care for the child(ren) during the period of requested leave.** If listed child is over 14, I further certify that there are special circumstances that require me to provide care for them.

Name(s) and age(s) of child(ren):

Name of closed school(s) or place(s) of care:

☐ I am experiencing **other conditions substantially similar** to COVID-19 as specified by the Department of Health and Human Services.

I certify that the above information is truthful and understand that misrepresenting my need for leave is grounds for discipline, up to and including termination.

Employee Signature:

If signing electronically, please type your full name, followed by “e-signed.”

Coversheet

Teleworking Agreement

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: G. Teleworking Agreement
Purpose: Vote
Submitted by:
Related Material: Teleworking_Agreement_2020-2021_Final.pdf

TELEWORKING AGREEMENT

Due to the nature of TEACH Public School's operations, employees are typically expected to report to their assigned work site as scheduled during regular operations. In light of recent events surrounding the COVID-19 global pandemic, TEACH Public Schools ("School") may have to modify its operations. In such instances, employees may be permitted or required to work from home on a temporary basis. Because the School provides an essential service, it may require an employee to work on site as necessary for School operations during any remote work period.

This Teleworking Agreement ("Agreement") is hereby entered into between School and **[Employee Name]** ("Employee"). This Agreement is effective immediately and will be terminated upon the reopening of the School, or upon five days' notice from the School to the Employee, at the School's sole discretion.

1. Employee Expectations:

   A. Employee will telecommute from home [insert address].
   B. Employee's hours of work will be from **_7:00 a.m._ to _5:00 p.m._.** Employee shall be available during the hours of work for communication through dedicated phone, voice mail, cellular phone, email, video conference, or other reliable means of communication, and agrees to respond to the Employee's supervisor promptly**, within 15 minutes/hours.** Any changes to the Employee's hours of work shall be agreed upon in advance by the Employee's supervisor (Administrator).
   C. Employees must remain available to be physically present at the work site as needed by School operations. Employees may not work remotely from other states or locations which prevent physical presence without written permission.
   D. The duties, obligations, responsibilities and conditions of Employee's employment remain the same and the Employee remains bound by the terms and conditions outlined in the School's Employee Handbook, including, but not limited to, all standards of conduct, confidentiality and privacy obligations.
   E. Work hours, overtime compensation, use of sick leave, use of vacation leave, and the requirements, if applicable, that the Employee take meal and rest breaks, remain the same.
   F. Employee is required to keep a time record of all hours worked, meal periods taken and an acknowledgement of breaks taken. The time record shall be submitted to the Employee's supervisor at the end of each week, or as was otherwise submitted prior to this Agreement.
   G. Telework is not a substitute for dependent care. Employees shall remain available during agreed upon work hours to work for the School.

H. Any time Employee is expected to interface with a constituent of the School [*e.g.*, parent, student, staff], Employee is expected to follow the School's dress code.
I. No third parties may assist Employee in performing Employee's job while teleworking.

2. Work Space Safety:

A. While working from home, Employee shall maintain a clearly defined teleworking workspace that is kept clean, orderly and free from hazardous conditions ("workspace").
B. The workspace shall have adequate light so the Employee may successfully perform the requirements of the Employee's job.
C. All exits from the workspace shall be free from obstructions.
D. All equipment used by Employee (both School provided and Employee owned) shall be in good working condition.
E. Employee's desk, chair and other equipment are appropriately designed and arranged to eliminate strain on all parts of the body.
F. Employee shall indemnify Employer for any injury to third parties at Employee's workspace.
G. If the Employee is injured while performing work in the course of scope of Employee's employment with the School while working at the workspace, Employee shall notify the Employee's supervisor immediately. During work hours and while performing work functions in the designated workspace, Employee is covered by worker's compensation, only during agreed upon work hours.

3. Equipment, Tools and Materials:

A. Employee acknowledges that all School provided equipment and tools required for Employee to perform Employee's job remain the property of the School. The School will provide for repairs to School equipment and tools only. The Employee is responsible for repairs to any Employee owned equipment or tools used by Employee. The Employee is financially responsible for School owned equipment and tools if any are lost, stolen or damaged because of Employee's negligence, misuse or abuse.
B. No one other than Employee shall use any School provided equipment or tools for any purpose and Employee shall only use School provided equipment and tools for business purposes.
C. If the Employee's employment is terminated, Employee agrees to return all School owned equipment, tools and materials to School within five (5) business days.

4. Expenses:

A. Employees working from home shall be entitled to a flat fee reimbursement of $ 20 per month for the reasonable expense of the mandatory use of your personal phone (both cellular and dedicated land line), personal internet service, and electrical

service. If an employee believes that the designated stipend is insufficient to reimburse the employee for all reasonable expenses necessarily incurred as a result of remote work, the employee must immediately report any expense issues to Human Resources. Employees will be required to submit documentation to support any request for reimbursement of expenses that exceeds the stipend amount.

B. Employees are required to follow the School's regular reimbursement policy for any other School related expenses for which the Employee seeks reimbursement

C. The School's vehicle expense reimbursement rules remain the same. If the School did not reimburse Employee for vehicle expense reimbursement before the Employee began teleworking, the School will not reimburse the Employee for any vehicle expense reimbursements.

D. School will supply Employee with necessary office supplies to perform the Employee's job. School will not reimburse Employee for any additionally purchased supplies without the prior written consent of the Employee's supervisor.

5. Confidentiality: Employee is expected to ensure the protection of School, student and personnel confidential information, including, but not limited to ensuring that no private student information requiring protection by FERPA is disclosed to third parties without the parent's/guardian's consent, protecting the School computers and its networks from access by any third party, the introduction of viruses or harmful code, and any other security breaches. Employee shall keep all non-public information of and related to the School, including, without limitation, its students, parents, faculty, staff, business operations, employment issues, Covid-19 issues, intellectual property, and all related information that should be kept confidential in the view of a reasonable person (collectively, "Confidential Information") in strict confidence and shall take all available measures to protect the confidentiality of such Confidential Information from disclosure.

6. You may be eligible for paid sick leave under the Families First Coronavirus Response Act ("Act") if you are unable to work or telework for one of the following reasons: (i) you are subject to a government-ordered quarantine or isolation order related to COVID-19; (ii) you have been advised by a health care provider to self-quarantine due to concerns related to COVID-19; (iii) you are experiencing COVID-19 symptoms and seeking a medical diagnosis; (iv) you are caring for an individual who is subject to a government-ordered quarantine or a health care provider's recommendation to self-quarantine; (v) you are caring for a child whose school or place of care has been closed due to COVID-19; or (vi) you are experiencing a substantially similar condition specified by the Secretary of Health and Human Services. The Act's effective date is April 2, 2020. If you have a question regarding sick leave, please promptly contact the School's human resources department.

7. Miscellaneous:

   A. This Agreement may be terminated in the sole discretion of the School upon the School providing Employee with five days.

   B. Unless otherwise required by law, teleworking is voluntary.

   C. Employee agrees to return School owned equipment, records and materials within 5 days of termination of this Agreement or promptly upon request of the School. Within 3 days of written notice by School, Employee must return School owned equipment for inspection, repair, replacement or repossession. School's notice by email is sufficient.

   D. Employee understands that Employee is responsible for tax consequences, if any, of this arrangement.

I hereby affirm by my signature that I have read this Teleworking Agreement and understand and agree to all of its provisions.

[Employee Name], Employee	Date
[Supervisor Name], Supervisor	Date
[Superintendent Name], Superintendent	Date

Coversheet

Public Charter School Grant Program - External Review

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: H. Public Charter School Grant Program - External Review
Purpose: Discuss
Submitted by:
Related Material: CA PCSGP Rubric.pdf
PCSGP External Review Overview - Remote.pdf
TLC Teach PS External Review.pdf

The Learning Collective

California Public Charter School Grant Program External Review Benchmarks

Note: The 7 benchmarks correlate with the required elements in the Public Charter Schools Grant Program request for applications.

BENCHMARK 1 – EDUCATIONAL PROGRAM: **Is the school an academic success?**	
Evidence Sub-Category	Benchmark
STUDENT ACHIEVEMENT & LEARNING	The extent to which: • Students are making the progress that is expected at their grade level; • Students are enthusiastic about their learning and engage in lessons as active learners; • Students work together and relate well in pairs, or groups, to collaboratively solve problems; and • Students are challenged and sufficiently develop higher-order thinking and problem-solving skills.
USE OF ASSESSMENT DATA	The extent to which: • Teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention; • Teachers actively examine assessment results and data from online learning programs and use that data to inform their instructional practices (if applicable); • Students are involved in the practice of reflection and in the assessment and analysis of their own work; and • School leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies.
CURRICULUM	The extent to which: • School leaders ensure that all learning environments have a

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	coherent, comprehensive, and aligned curriculum; and • Teachers know what to teach and when to teach it based on these documents.
PEDAGOGY	The extent to which: • Teachers establish, share and revisit standards-based learning objectives so that all students understand what they are learning and why it is important; • Teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students) and have effective classroom management techniques; • Teachers regularly and effectively use techniques to check for student understanding; • Teachers use questioning and discussion techniques to increase conceptual understanding and extend higher order thinking; and • Teachers design and deliver complex instructional tasks to prepare students for future levels of learning by providing opportunities for them to become independent learners, critical thinkers, and thoughtful problem solvers.
AT-RISK STUDENTS	The extent to which: • The school identifies at-risk students; • The school's intervention programs meet the needs of at-risk students; • The school monitors the progress and success of at-risk students; and • The school provides opportunities for coordination between classroom teachers and at-risk program staff.
INSTRUCTIONAL LEADERSHIP	The extent to which: • The school's leadership establishes an environment of high expectations; • Instructional leaders establish a culture of respect and rapport to support the emotional safety of students; • The instructional leadership supports the development of the teaching staff; • Instructional leaders measure the effectiveness of learning and teaching through observations of lessons and analysis of student work; • Instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers' instructional effectiveness; and

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	• Instructional leaders regularly conduct teacher evaluations with clear criteria.
BENCHMARK 2 – CHARTER MANAGEMENT: **Does the board of directors effectively govern the school?**	
	The extent to which: • Members of the board of directors possess appropriate skills; • The board systematically selects, and evaluates, the chief executive; • The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances; • The board establishes clear priorities, objectives and long-range goals and has in place benchmarks for tracking progress as well as a process for their regular review and revision; • The board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies – or where the management or partner organization fails to meet expectations; • The board regularly evaluates its own performance and that of the school leaders and the management company (if applicable); and • The board effectively communicates with the school community including school leadership, staff, parents/guardians and students.
BENCHMARK 3 – COMMUNITY AND PARENT INVOLVEMENT: **Are parents engaged in, and satisfied with, the school?**	
	The extent to which: • School leaders and teachers engage families and community members as partners in raising student learning; • The school regularly communicates each child's academic performance results to families; • Families are satisfied with the school;

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	• Parents keep their children enrolled year-to-year; and • School leaders and teachers celebrate student achievements and school successes with families and the community.
BENCHMARK 4 – SUSTAINABILITY AND ALIGNMENT OF RESOURCES: **Is the school fiscally sound?**	
	The extent to which: • The board reviews and approves the annual budget and monitors actual performance against budget; • Board members, school management and staff contribute to the budget process, as appropriate; • The board ensures there is an annual independent audit/review; • The school frequently compares its long-range fiscal plan to actual progress and adjusts the plan to meet changing conditions; • Actual expenses are equal to, or less than, actual revenue; • The school maintains sufficient cash on hand to pay current bills and those that are due shortly; and • The school maintains adequate liquid reserves to fund expenses in the event of income loss (approximately three months).
BENCHMARK 5 – TARGETED CAPACITY BUILDING: **Is the school an effective, viable organization?**	
CURRICULUM EVALUATION SYSTEM	The extent to which: • The school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum; and • School leaders facilitate, and provide opportunities for, the discussion and coordination of curriculum planning between educators within and across grade-levels, including English learner and diverse learner resource teachers, to ensure alignment and consistency.

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PROFESSIONAL DEVELOPMENT	The extent to which: • Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers; • Professional development activities are interrelated with classroom practice; • School staff members received governance and fiscal management training in the first year of the school's operation; • Beginning teachers receive sufficient support; and • Professional development is evaluated.
OPERATIONS & HUMAN RESOURCES	The extent to which: • The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities; • The school's data systems measure student success and inform teachers and principals on how they can improve their practices; • The school utilizes technology systems to support the school's operations; • The school recruits and retains quality staff; and • The school maintains adequate student enrollment.
BENCHMARK 6 – AUTONOMY: Is the school sufficiently autonomous from the district?	
	The extent to which: • The school has a high degree of autonomy over its budget, expenditures, personnel, and daily operations; and • Representatives of the authorizer do not constitute the majority of the board of directors.
BENCHMARK 7 – NOTIFICATION AND ADMISSIONS: Does the school attempt to have a student population representative of the community?	
	The extent to which: • The school makes adequate attempts to inform all members of the community about the school; and • All children have an equal opportunity to attend the school, including a lottery if the school is at capacity.

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Public Charter Schools Grant Program External Review

The Learning Collective

External Review

A review of the quality of your educational program, governance and operations, and fiscal condition

Who?

Adam Aberman is the CEO and Founder of The Learning Collective. Adam has profound content expertise in technology-based innovation and a 20-year track record educating young people in numerous venues from traditional public schools to school district administration trainings. Over the past 15 years, Adam has assessed over 200 current, and 100 proposed, charter schools nationally (in California, Indiana, Louisiana, Michigan, Minnesota, Nevada, New Jersey, New York, Washington), including lead on charter renewal inspection visits, charged with evaluating the school and writing the report that is ultimately submitted to authorizers. Adam has also evaluated authorizers in Minnesota and Ohio. Adam has evaluated the effectiveness of schools on issues including schools' use of assessment data, curricular development and alignment, instructional leadership, classroom instruction, professional development, governance, parental involvement and school finances. Adam is a former LAUSD teacher. Adam received a B.A. from Vassar College and a Master in Public Policy, with an emphasis on Education, from Harvard University's Kennedy School of Government.

Dr. Hillary Johnson or Amber Leage may conduct the review pending review dates.

How long?

- The review will be completed by one reviewer over approximately 2.5 days
- 2 days of information gathering through interviews (board, school leader/s, teachers, parents, students [when possible]) and document reviews (school self-assessment, student work, parent surveys, financials)
- 1/2 day Prioritization Session, in which reviewer presents the findings from the previous two days and a team from the school prioritizes next steps stemming from the findings

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What will the reviewer do (before) the visit?

- Send the self-assessment form
- Send the rubric
- Send a signed template of the no-conflict-of-interest letter
- Conduct pre-visit call with the principal
- Develop a review schedule with the principal
- Examine the documents you send him
- Analyze the self-assessment form you send

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What will you do (before)?

- Keep yourself and your staff calm
- Develop a review schedule with the reviewer
- Several days before visit: Fill out and return the self assessment form. Also send the reviewer: Cross-section of student work (grade levels, proficiencies), recent parent satisfaction surveys, organizational chart, staff roster, school charter, financial documents (current year budget, budget projections, and current year actuals), the 15-page narrative grant response (Form 2 of PCSGP), a draft schedule for the 2.5 days of the visit (you and the reviewer will discuss on a phone call)
- Clear your calendar for parts of the first two days and day 3 in the morning
- For the day 3 Prioritization Session, clear the calendars of school leaders (and other key teachers and staff).

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Completing the Self-Assessment

- Keep it short and to the point using single words, bullet points and notes to self
- Involve other school leaders in answering the questions
- It is an important document and is the focus for the first meeting on day 1 of the review

What will the reviewer do (during)?

- Examine student work
- Conduct student learning observations w/a school staff member – Google classroom, Zoom, recorded online lessons, etc.
- Interview school leaders, board members, teachers, students and parents
- Ask you a lot of questions

Speak with focus group – Board

- Organize a convenient time (about 1 hour) when the reviewer can speak by phone with two board members (no staff members)
- Ideally the end of day 1 (late afternoon or early evening) or early morning of day 2

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Speak with focus group – Parents

- Organize a convenient time (about 1 hour) when the reviewer can speak by phone with two parents
- Invite parents who will talk confidently, are a cross section and who have experience of other schools. Don't just pick the fan club

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Speak with (2) focus groups – Teachers

- Organize convenient times when the reviewer can speak by Zoom videoconference (about 1 hour) with two different teacher focus groups – on day 1 and day 2 – of two or more teachers in each focus group
- Invite a cross section of teachers, including some new to the school

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Speak individually – Teachers (2)

Organize convenient times when the reviewer can speak by Zoom videoconference (about 1 hour) with two teachers individually

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Speak with focus group – Students

- Organize a convenient time when the reviewer can speak by phone with 2 students (about 1 hour)
- Select the good and the not-so-good, including your stars and those that will know, first hand, how you organize and implement your academic and behavioral intervention systems

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Speak with Administrators

- The reviewer will speak via Zoom videoconference with you and your leadership team at the beginning and end of the first two days so that he can update you on the progress of the review and ask questions
- The first meeting on day 1 will discuss the self assessment form that you will complete with your school community

What will you do (during)?

- Answer questions and provide information
- Conduct learning observations with the reviewer
- Keep the school community calm and well informed about how things are going

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What will the reviewer do (after)?

- Write a report about your school that details what is working really well and what needs to be improved
- Send a draft copy of the report to make sure there are no factual inaccuracies
- Send the final version of the report to you

What will you do (after)?

- Review the draft copy of the report to make sure there are no factual inaccuracies
- Keep the final version of the report on file for five years
- Email a copy of the report to your PCSGP representative consultant at CDE and confirm receipt of that email
- Implement the next steps determined during the Prioritization Session

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Review Aspects

- Educational Program – Learning, Pedagogy, Curriculum, Student Achievement
- Management/Governance – Board
- Parent Involvement
- Sustainability – Post-Grant Fiscal Health
- Capacity Building – Curriculum Eval System, PD, Operations & HR
- Admissions – Recruitment, Lottery
- Autonomy – From Authorizer

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What does a schedule look like?

	Day 1		Day 2
Times	*Activity*	*Times*	*Activity*
8:00 – 9:00	Principal Meeting (Zoom)	8:00 – 9:00	Meeting with principal (Zoom)
9:00 – 11:30	Learning Observations (w/School Staff Member) Document Review (Student Work, Parent Surveys, Financials)	9:00 – 10:00	Parent Focus Group (Phone; Two parents)
11:30 – 12:00	Student Focus Group (Phone; Two students)	10:00 – 11:00	Teacher Focus Group 2 (Zoom; Two or more teachers)
12:00– 1:00	Teacher Focus Group 1 (Zoom; Two or more teachers)	11:00 – 12:30	Learning Observations (w/School Staff Member) Document Review (Student Work, Parent Surveys)
1:00 – 2:00	Individual Teacher Interview 1	12:30 – 3:30	Reviewer completes writing draft report
2:00 – 3:00	Meeting with Principal (Zoom)		
3:00– 4:00	Individual Teacher Interview 2 (Zoom; Two or more teachers)		
4:00 – 5:00	Board Focus Group (Phone; two board members)	3:30 – 4:00	Summative verbal feedback – Preliminary Conclusions
	9:00-12:00 - Day 3 – Prioritization (Zoom; Minimum 3 School Staff Members)		

The Learning Collective

Thank you for the opportunity to work together!

Adam Aberman

adam@thelearningcollective.net

323.806.9378

TEACH PREPARATORY SCHOOL
PCSGP External Review
7.8.20



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Specifications, ideas, and other intellectual property presented in this document outside of those ideas presented by the client are solely the property of The Learning Collective. By accepting this document client agrees not to share these ideas with any other party.

OVERVIEW

The Learning Collective (TLC) proposes to conduct a review of TEACH Preparatory Elementary Mildred S. Cunningham & Edith H. Morris Elementary School (Teach PS) as required by the Public Charter Schools Grant Program.

WHY THE LEARNING COLLECTIVE

TLC is the right organization to lead the external review. TLC has conducted over 60 PCSGP external reviews. Adam Aberman would likely conduct the review though Dr. Hillary Johnson may conduct the review based on the scheduled dates. Adam Aberman and Dr. Hillary Johnson have led many PCSGP external reviews.

Adam is the CEO and Founder of The Learning Collective. Adam has profound content expertise in technology-based innovation and a 20-year track record educating young people in numerous venues from traditional public schools to school district administration trainings. Over the past 15 years, Adam has assessed over 200 current, and 50 proposed, charter schools nationally (California, Colorado, Illinois, Indiana, Michigan, Minnesota, Nevada, New Jersey, New York and Washington), including lead writer for charter renewal inspection visits, charged with evaluating the school and writing the report that is submitted to authorizers. Many of the charter schools with which Adam works are new schools. During every school visit, Adam evaluates the effectiveness of charter schools on a wide range of issues. The range of issues includes schools' use of assessment data, curricular development and alignment with the Common Core, instructional leadership and staff evaluations, classroom instruction, professional development, board governance, parental involvement and school finances. Other TLC clients have included Alliance College-Ready Public Schools, Chicago Public Schools, Citizen of the World Charter Schools, College Board, Inglewood Unified School District, KIPP, Tiger Woods Foundation and UCLA.



Previously, Adam was the Director of Global Digital Strategy for Ashoka's Youth Venture, which helps teams of youth and their mentors in 20 countries launch socially responsible businesses and organizations. Prior to Ashoka, Adam was the Executive Director and Founder of www.icouldbe.org, the non-profit Internet-based career mentoring program that has served over 20,000 students and volunteers nationwide AND partnered with approximately 200 schools and classroom teachers. Prior to icouldbe.org and beginning in 1999, Adam was Regional Coordinator at the New York City Board of Education, where he designed and implemented over thirty workshops, trainings and school reviews for teachers, principals and superintendents while playing an integral role in developing the citywide school self-assessment guide and five-day internal school review process. Adam began his career in education as a public school teacher in Los Angeles. Adam received a B.A. from

Vassar College and Master in Public Policy, with an emphasis on Education, from Harvard University's Kennedy School of Government.

DR. HILLARY JOHNSON

Dr. Johnson is a committed educator who began her career in education over 20 years ago via Teach For America as a Spanish-bilingual and Reading Recovery teacher. Most recently, Dr. Johnson served as the Chief Academic Officer/Chief Learning Officer for Citizens of the World Charter Schools, a national network of intentionally diverse charter schools. As the founding CAO, she crafted a compelling and inspiring academic vision while strengthening the network's capacity for organizational learning. Following the start-up phase, she founded the Chief Learning Officer role, with a focus on teaching for understanding, social emotional learning and cultivation of a learning organization. Dr. Johnson has assessed over 40 current and proposed schools nationally (in California, Louisiana, New York, Ohio and Pennsylvania), including participating on many SUNY school visit renewal teams. She has evaluated the effectiveness of schools on issues including schools' use of assessment data, curricular development and alignment, instructional leadership, classroom instruction, professional development, governance and parental involvement. Dr. Johnson earned her doctorate at the Harvard Graduate School of Education as a member of its Urban Superintendents Program.



EXTERNAL REVIEW

In order to meet the external requirement for California Department of Education's Public Charter Schools Grant Program, TLC will:

1. Conduct a 2.5-day review of the school. The first two days include classroom observations conducted with the school's instructional leader, school stakeholder interviews and document reviews. On the third morning, TLC facilitates a prioritization session in which key school staff members, based on the findings of the visit, identify priority areas and action steps. (See Appendix II for examples of two prioritization sessions)
2. Within one week after the end of the review, TLC sends a brief report on the visit findings, prioritization session and other important considerations to Teach PS.

PRICE: $4,675

TESTIMONIALS & REFERENCES

From 2015-2020, TLC conducted PCSGP external reviews of the following schools:

- Allegiance STEAM (Chino)
- Arts in Action (L.A.)
- Aspen (Fresno)
- Beacon (National City)
- Bright Star (L.A. – 4 schools)
- California Collegiate (L.A.)
- Castlemont (Oakland)
- CCCS (Homeschool – 5 schools)
- City Language Immersion (L.A.)
- Clarion (L.A.)
- Community Montessori (Escondido)
- CPMX-LMSV (La Mesa)
- Crete Academy (L.A.)
- Elevate (San Diego)
- Empowering Possibilities International (Sacramento)
- Excelencia (L.A.)
- Francophone (San Francisco)
- Gabriella 2 (L.A.)
- Gateway International (Sacramento)
- GOALS (Anaheim)
- Golden Valley (Folsom)
- Growth Public Schools (Sacramento)
- Hayward Collegiate (Hayward)
- Highland Academy (Beaumont)
- JLPAA (Lake Elsinore)
- John Adams (Lincoln)
- John Adams (El Dorado Hills)
- Kairos (Vacaville)
- Kepler Neighborhood (Fresno)
- L.A. Promise (L.A. – 2 schools)
- LBDS (L.A.)
- Libertas College Prep (L.A.)
- Los Feliz Middle Arts (L.A.)
- Metro Charter (L.A.)
- New School (San Francisco)
- One Purpose (San Francisco)
- Palm Lane (Anaheim)
- PCA (Redding)
- Perseverance Prep (San Jose)
- Prepa Tec (L.A.)
- PUC (L.A. – 2 schools)
- Rising Sun (El Dorado Hills)
- Roses in Concrete (Oakland)
- Scholarship Prep (Oceanside)
- Scholarship Prep (Santa Ana)
- Sherman Thomas (Madera)
- Soleil (Lynwood)
- Summit Prep (L.A.)
- Sycamore (Chino Hills)
- Temecula International (Temecula)
- U Prep (L.A.)
- Vista Condor (Santa Ana)
- Vista Horizon (L.A.)
- Voices (San Jose – 2 schools)
- WISH (L.A. – 2 schools)
- Wonderful (Delano)

Here is a link to video testimonials from principals at those schools: http://bit.ly/1LGvkwy

Also, please feel free to contact these references regarding Adam's national work with charter schools:

Jeff Wasbes
Executive Deputy Director for Accountability
Charter Schools Institute, State University of New York
518-445-4250
Jeffrey.Wasbes@SUNY.edu

Note: Jeff, as a statewide authorizer of charter schools, oversees the evaluations of charter schools across the state of New York. Over the past sixteen years, Adam has conducted dozens of charter school reviews with Jeff and his colleagues.

Heather Wendling
Director of Learning & Knowledge Management
National Association of Charter School Authorizers
518.598.5043
HeatherW@QualityCharters.org
Note: Heather works with charter school authorizers across the country to improve their practices. Adam has collaborated with Heather on several authorizer and external review improvement projects.

CONTACT

Adam Aberman
CEO
The Learning Collective
323.806.9378
adam@thelearningcollective.net

Thank you for considering partnering with The Learning Collective!

Adam Aberman
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qualifications

Entrepreneur in civic and for-profit sectors. Deep content expertise in charter schools and technology-based innovation. Twenty-year track record educating young people in numerous venues from after-school programs to school district administrations. Extensive experience managing staff, volunteers and board members in dispersed physical locations nationally and globally.

experience

The Learning Collective Inc.
CEO & Founder, 2003-present
Education consulting company focused on strategic planning and evaluation solutions. Visit www.thelearningcollective.net

- Charter School Evaluation – Over the past fifteen years, evaluated over two hundred current, and one hundred proposed, brick-and-mortar and blended charter schools for Chicago Public Schools' Office of New Schools, Denver Public Schools, Education Achievement Authority – State of Michigan, Indiana Charter School Board, Nevada Public Charter School Authority, New Jersey Department of Education Charter School Office, State University of New York's Charter School Institute, Washington State Commission on Charter Schools and local authorizers in California, Louisiana and Minnesota. Includes team lead for: charter renewal inspection visits, charged with evaluating the school and writing the report that is ultimately submitted to authorizers' trustees; evaluating new school applications and running capacity interviews; and evaluating charter school authorizers in Minnesota and Ohio. Assess the effectiveness of charter schools on issues including schools' use of assessment data, curricular development and alignment, instructional leadership, classroom instruction, professional development, board governance, financial health and parent & community involvement.
- Parent Trigger Consulting – Served as primary education expert for Parent Revolution, the organization behind the groundbreaking parent trigger work. Advised the first two groups of parents in the country to enact trigger school reform in which the majority of parents at a failing school sign a petition to demand significant change at their school.
- Blended Learning Planning – Developed new school models to meet the needs of the most at-risk students citywide through the auspices of Chicago Public Schools' Office of Innovation and Incubation. Created and implemented first of its kind tool, funded by Carnegie Corporation of New York, for E.L. Haynes Charter School and other leading charter schools, to evaluate eight blended learning programs. Also funded by Carnegie Corporation, designed process for schools to decide when and how to implement blended learning as well as a rubric for vetting commercial online learning products. Determined whether blended learning is an instructional direction independent school Berkeley Hall should pursue.
- Non-Profit E-Learning Strategy – Conceived online game for Girl Scouts of the USA. Developed online national PD model for College Board. Consulted Ketchum on online education trends. Oversaw digital strategies at Break the Cycle, teen domestic violence prevention organization. Designed e-learning system for CNYD, a youth intermediary organization.
- Fundraising & Marketing – Developed and presented professional development workshops to charter school leaders thru New Leaders for New Schools Bay Area.
- Educational Program Design – Developed an educational framework and evaluated educational vendors for the Tiger Woods Learning Center.
- Global Leadership – Manage a team of consultants in four cities and two continents.
- Results – Deliver value added digital and analogue learning direction to local, national and international efforts.

El Segundo Education Foundation
Executive Director, 2010-2011
Organization focused on providing financial support, drawing from large corporate base, to El Segundo public schools.

- Change Driver – Hired as foundation's first chief executive officer to lead the organization's strategy and growth.
- Community Building – Significantly improved relations with local residents and corporate partners. Ultimately recruited to be Chamber of Commerce Board Member in city with second highest concentration of Fortune 500 Companies in California.
- Rebranding – Developed and implemented new and increased branding campaign including new logo, digital efforts and physical presence.
- Board Development – Leading restructuring and streamlining of inherited Board of Directors of 30 Members.
- Results – In first ten months increased gross income by 20%. When left, was on track in second year to increase gross income another 75% to $1.5MM, including unprecedented $250K corporate grant, enabling $750K grant support to reach all students in school district.

Ashoka's Youth Venture
Director of Global Digital Strategy, 2006-2009
NGO grantmaker building a global movement of young social entrepreneurs by inspiring and investing in teams of young people to design and launch their own sustainable community-minded ventures in Africa, Asia, Europe, North America and South America.

- Change Driver – Expanded organization's digital footprint from simple, single country website to include a multi-lingual online community, international texting campaign, virtual world project, online game and e-learning experience. In the process doubled the budget for digital initiatives and raised $750K in 2008.
- Global Leadership – Managed staff in three cities. Spearheaded effort among colleagues in twelve countries to coalesce offline and online programs.
- Niche Social Networking – Created and directed multi-lingual site that empowers youth to launch socially responsible organizations and businesses. Recruited over 8,000 members from 100 countries.
- Marketing – Developed and oversaw text messaging campaigns in five countries. Generated 150,000 online and text votes for Best Buy funded campaign.
- Virtual World Expertise – Led experimental projects in virtual worlds Teen Second Life and Whyville. Objective was to examine whether youth-led social change can be effected thru avatar-based virtual environments. Raised over $400K for 18-month endeavor.
- Digital Game & E-Learning Development – Designed Facebook game and robust e-learning experience to engage large numbers of youth and university students globally in social entrepreneurship themes. Secured $500K federal e-learning grant.
- Results – Championed Youth Venture's and Ashoka's embrace of digital efforts.

icouldbe.org inc.
Board Member Emeritus; Executive Director & Founder, 2000-2006
Mentors the next generation through the Internet. Award-winning 501(c)3 blended learning non-profit that steers underserved teens toward careers they never imagined and toward their futures by linking teens electronically to mentors in a range of careers.

- Change Driver – With no external support or seed funding, created the dot-org e-mentoring community and blended learning platform at a time when commercial and mission-based online communities and nonprofits were rare. Trail blazed low-cost e-volunteer programs at multinational corporations.
- National Reach – Organization has served over 25,000 youths and e-volunteers in fifty states and two countries. See www.icouldbe.org
- Partnership Experience – Led and executed large-scale partnerships with E*Trade Bank, Goldman Sachs, Office Depot, Tiger Woods Learning Center, MTV and 100 schools. E*Trade Bank alone has sponsored hundreds of students in over a dozen cities and renewed its annual partnership with icouldbe.org since 2004.
- Earned Income – Since organization's inception schools and after-school programs pay per student fee to access the program.
- E-Learning – Developed unique online learning platform including training & curriculum. Youth and e-mentors engage in asynchronous project-based learning with multiple participants.
- Board Development – Recruited and managed twelve top corporate, academic and non-profit professionals from Accenture, CBS News, JPMorgan Chase, Harvard and others.
- Leadership – Managed six staff and oversaw management of thousands of volunteers.
- Fundraising – Raised over $1.25M and left chosen successor with $500K annual budget.
- Results – Despite substantial resistance from mentoring and educational communities played a key role in gaining acceptance for the field of e-mentoring and blended learning.

New York City Board of Education
Regional Coordinator, Office of School Planning & Accountability (OSPA), 1999-2000
Country's largest school district serving over 1.1 million students.

- Professional Development – Designed and implemented over thirty workshops, trainings and school reviews for teachers, principals and superintendents.
- Assessment – Played integral role in developing citywide school self-assessment guide and five-day internal school review process.
- Results – Helped school and district leaders throughout Brooklyn, serving thousands of students, use quantitative and qualitative methods to better inform instruction.

Los Angeles Unified School District
Bilingual Spanish Teacher, Cahuenga Elementary, 1995-1997
School district's largest primary school in the country's second largest school district.

- Teaching – Instructed sixty inner-city children in a fully Spanish-immersed classroom; taught all core academic subjects in Spanish.
- Leadership – Appointed to school leadership team.
- Results – Directly impacted the lives of students and their families.

education

Harvard University, John F. Kennedy School of Government
Master of Public Policy with a focus on Education, Graduated 1999
Included coursework at Harvard's Schools of Business, Education and Law, 1997-1999

Vassar College
Bachelor of Arts in Anthropology, Minor in International Economics, Graduated 1994

selected non-profit and government consulting

- **Massachusetts House of Representatives, Committee on Education**, 1998-1999. Helped research & draft bills.
- **Roxbury Preparatory Charter School** (Boston), 1998-1999. Co-created long-term strategic plan and helped Director navigate the planning year prior to school opening.
- **Harvard Business School**, 1998. Through Volunteer Management Consulting program, created marketing plan for a women's center.
- **Los Angeles Educational Partnership**, 1998. Supported community relations, marketing and development of five-year business plan.
- **College Kids, Inc.** (San Francisco), 1994-1995. Helped develop curriculum, family resource guide and fundraising events.
- **Smithsonian Tropical Research Institute** (Visiting Researcher, Panamá), 1993. Created economic feasibility model to sell medicinal plants to sustain Native American forests and populations. Apprenticed medicine men and resided in forest villages.

partnership and deal experience

- Parsons New School provided one dozen consultants to develop digital game
- Selected above 92% of university applicants for multi-year federal social media funding
- Persuaded Robert Wood Johnson Foundation to fund Teen Second Life initiative
- E*trade employees (300) e-mentor E*Trade-sponsored teens in 15 U.S. cities; 10% of E*Trade workforce volunteers through icouldbe.org (double industry standard)
- Partnered with Goldman Sachs and Office Depot to e-mentor teens
- Tiger Woods Learning Center relied on icouldbe.org for career education
- thinkMTV.com featured e-mentoring opportunities through icouldbe.org
- Support of one of East Coast's most prominent philanthropists
- Canadian company donated $10,000's of technology services to launch icouldbe.org

conferences and presentations

- Panel Moderator, Independent Charter School Symposium, 2017
- Invitational Speaker, California Charter School Conference, 2013, 2014 & 2016
- Invitational Speaker, Online Ed Symposium of Independent Schools, 2013 & 2014
- Invitational Speaker, TechEd Conference, 2010
- Panelist, Volunteer Manager Conference, 2009
- Invitational Speaker, YPulse Youth Marketing Mashup, 2009
- Keynote Speaker, Volunteer Manager Conference, 2008
- Invitational Speaker, Virtual Worlds and Health Conference, 2008
- Invitational Speaker, Pepperdine Social Entrepreneurism Conference, 2007
- Panelist, Second Life Convention, 2007
- Featured Speaker, Vassar College Convocation, 2005
- Panelist, Tiger Woods Learning Center Educational Symposium, 2005
- Invitational Speaker, California Partnership Academy Conferences, 2004 & 2005
- Participated in National Mentoring Partnership invitational committees: Public Policy Council, Training Advisory Council & E-Mentoring Steering Committee, 2001-2006
- Invitational Speaker, National Academy Foundation Conference, 2002
- Invitational Speaker, National Mentor Summit, 2001
- Invitational Speaker, 4th World Academic Conference on Human Ecology, 1993

awards, honors and publications

- Cause Marketing Silver Halo Award for Best Use of Social Media, 2009
- International Computerworld Magazine Honors Finalist Award, 2002
- National media attention including articles in Reader's Digest, Business Week, etc.
- Vassar Honors in Anthropology ('94) and Graduate Study Fellowship ('97-'98)

hobbies

Travel throughout Africa, Europe, Latin America and Asia, including six-week solo mountain-biking trek across Thailand and an around-the-world crossing
Completed 1996 and 1997 City of Los Angeles Marathons
Speaking Spanish (highly proficient), basketball and quality time with wife and two kids

APPENDIX II: SAMPLE TLC REPORT

The following is an example of a school report, written by Adam Aberman of The Learning Collective, in which there was an end-of-visit prioritization session. The school's name and other identifying information have been stricken from the report. Also included is an additional example of a prioritization session with another school. The PCSGP report will differ somewhat from this sample.

Teaching and Learning

Strengths

The school's curricula are aligned to state standards and across grade levels.

- The school's curricula are aligned to state standards. Teachers reported that SCHOOL Y examines all of the performance indicators of all state standards, and the frequency with which those performance indicators are included in state standardized assessments. Teachers stated the school develops the scope and sequence to address standards and skills based on that frequency analysis. Through document review the site visit team noted that the school's scope and sequence documents reference state standards and when the various performance indicators are to be taught. The academic dean reported that she collaborates with teachers to ensure the curricula are tied to state standards.

- Curricula are aligned across grade levels. The academic dean reported that she examines teachers' scope and sequence to, in part, ensure alignment across grades. Relatedly, ELA and math teachers reported feeling sufficiently supported by the academic dean, as well as by the math and ELA specialists, in their curricular development. Teachers stated that expectations for writing are scaffolded across grade levels to ensure increasingly higher levels of student independence with writing. In fact, teachers reported, and school documents indicated, that all teachers at all grade levels are collaborating this year to enhance students' vocabulary. However, teachers asserted there is no formal vehicle to holistically review and evaluate the curricula.

The school's staff demonstrates high levels of alignment around planning, lesson materials and lesson structure.

- Instructional planning and lesson materials are consistent across classrooms. Document review demonstrated use of a common scope and sequence format including daily objectives connected to state standards. A common instructional planning format is also reflected in the uniform structure in which all teachers formulate classroom packets. The structure for each daily packet, as detailed in documentation provided to teachers, follows this order: an introductory "Do Now" activity to ensure students are working upon entering the classroom; a "Mini Lesson" with guided practice from the teacher; student independent practice; an "Objective Based Activity" designed to be rooted in and supportive of the lesson's objective; and a culminating "Exit Ticket," which teachers collect to determine the level of students' mastery of the lesson's objective. Notably, in focus groups students were able to articulate all elements of a classroom packet. Classroom

packets are in lieu of lesson plans; the school has made a decision not to utilize traditional lesson or unit plans to guide instruction

- The implemented lesson structure is consistent across classrooms. The site visit team observed that teachers, when conducting a lesson, faithfully followed the structure, and relied on the materials, detailed in the classroom packet. For example, observed lessons consistently began with Do Now activities and ended with an Exit Ticket. Also, teachers clearly posted the lesson's objective in 78% of the observed classrooms (n=23). Additionally, teachers posted an agenda in 74% of observed lessons. Additionally, the site visit team observed a consistent approach to transitions across classrooms; namely, teachers in multiple classrooms utilized timers and countdowns to inform students of the time-bound nature of activities. In fact, in 78% of observed classrooms, teachers spent 10% or less of their instructional time on transitions.

The school has a clear plan, consistently implemented in classrooms, to manage and promote positive student behavior.

- The school's behavioral expectations are clearly communicated and the discipline policy is understood by staff and students. The site visit team observed that student rules, expectations, hand signals, and explanations of SLANT (sit up straight, listen, ask and answer questions, nod if you understand, and track the teacher) were all prominently posted in classrooms. School documents indicated a clear and thorough student code of conduct. Teachers and school leaders reported that the school's Paycheck system is clearly understood by students.

- There is a positive and effective incentive program in place. As aforementioned, SCHOOL Y is marked by a culture of earning in which students understand and know that their positive actions and good choices will be rewarded with opportunities to acquire "Ganas" dollars and participate in some of the activities on the "fun calendar." Ganas dollars refer to the award of additional Paycheck "dollars" (which function like points) resulting from positive behaviors such as "going above and beyond" and performing weekly jobs at the school. Additionally, students reported feeling overwhelmingly safe at SCHOOL Y.

Areas for Growth	Recommendations
Instruction is not consistently rigorous, engaging, or responsive to student needs. • Instruction is not consistently rigorous. Reflecting the school leaders' assertion that few teachers are providing outstanding instruction to their students, teachers' questioning and activities generally did not promote development of students' higher-order thinking skills. In observed lessons where questions were posed to students, the majority involved recall and comprehension of factual material, such as "What [events] caused the war?" and "Is the character [of a	**Provide more opportunities for teachers to deliver rigorous, engaging and differentiated instruction.** • Consider developing higher-order thinking skills as a professional development focus for an entire year, with monthly themes focused on sub-themes such as teacher questioning techniques, expository writing, collaborative grouping, etc.

story] up to something bad?" Higher-order questions could lead to dialogue between students and the teacher regarding deeper meaning of the material. However, in practice, such rich dialogue or critical thinking was present in few observed classrooms. In just 30% of observed classrooms teachers' questions or activities required students to apply their learning to new situations. Solid evidence of students' being asked to compare, contrast or deconstruct was present in just 17% of observed classrooms., and teachers in just 17% of observed classrooms required students to synthesize, defend or critique the material Students were not observed conducting extended writing assignments; even eighth graders were observed primarily involved in worksheet-based activities. Notably, teachers reported essay-writing is an area in which the school could improve its practices. The lack of rigor is reflected in the low percentage of students achieving at the highest level (4) on state assessments. Specifically, on the 2010-11 state assessments, no grade level had greater than 2.1% of its students score Level 4 on the ELA test (5th grade = 1.6%; 6th = 2.1%; 7th = 0%; 8th = 0%) and only one grade level had significantly more than 10% of its students score Level 4 or higher in math (5th grade = 3.1%; 6th = 7.4%; 7th = 27.9%; 8th = 7.7%). On the 2009-2010 state assessments, the percentage of 5th through 8th graders that scored a Level 4 on ELA was 3.6% and on math 15.7%. • Instruction is not consistently engaging. Despite school documents indicating that the professional development focus in March was to increase student dialogue in the classroom, in only 26% of observed classrooms students engaged in providing feedback that was academically focused to their peers while student small group or paired learning was observed in just 17% of classrooms. Classrooms were generally characterized by one-way, teacher-dominated dialogue, led from the front of the classroom. Additionally, when teachers circulated throughout the classroom during independent student work, the majority of the interactions were of a brief nature and directed from the teacher to the student. Finally, in 48% of observed classrooms, 20% or more of students were not complying with the lesson's directions	Examine Jon Saphier's *Skillful Teacher* for pedagogical training ideas. • Develop school-wide criteria for rigor, with clear targets thereof, and tie student, teacher and school evaluations to those measurable targets. • Encourage teachers to reduce their reliance on worksheet materials for class work. • Establish peer-to-peer classroom observation protocols to focus exclusively on rigor and promotion of higher order thinking. • Consider supplementing current planning practices with a document, perhaps based on Achievement First's teacher rubric norming sessions, that intentionally structures teacher actions in addition to student actions. This could include asking teachers to plan out higher order thinking questions or other checks for understanding. • Utilize Network resources. Specifically, attend a Caleb Dolan session regarding questioning. Also, consider Jason Singer, from King Collegiate, conducting some professional development regarding critical thinking.

or working on intended activities; instead, those non-compliant students were observed conducting non-academic activities such as reading a comic book, sleeping or socializing. • Instruction is not consistently responsive to student needs. There was little to no evidence that classroom packets were differentiated or modified to meet specific and varied student needs. In fact, when teachers were asked in focus groups how they and the school meet the needs of high achieving students, teachers reported that those students were expected to glean greater learning from the same material that was presented to all students. Teachers acknowledged that there are few ways to support enrichment activities for advanced students at SCHOOL Y. Further, in none of the observed classrooms was the learning objective differentiated for all student groups. In just 17% of the observed classrooms did teachers differentiate instructional strategies such as students in a math class engaged in kinesthetic learning through physically modeling angles. In just one classroom, of the twenty-three observed classrooms (just 4% of observed classrooms), were students observed participating in tiered activities based on their academic needs or expected to produce differentiated classroom products (as was observed in a science class in which students were asked to conduct a combination of writing, labeling and illustrating to demonstrate their understanding of cell organelles). In the majority of classes, all students conducted the same learning processes, activities and assessments.	

Leadership

Strengths
Stakeholders share an understanding of, and commitment to, the mission, vision and values of the school. • Stakeholders can articulate the mission, vision and core values. As described in school documents, School Y's (SCHOOL Y) mission statement is: "Every SCHOOL Y student will acquire and apply the knowledge, skills and character habits necessary to succeed in high school, college and beyond." Across teacher, parent and student interviews, stakeholders referenced the school's mission and its focus on students' acceptance to, and success in and through, college.

In interviews teachers also accurately enumerated the school's "Cornerstone Values" of "Choose" (make good choices), "Improve" (improve academically and personally), "Respect" (speak and act respectfully) and "Support" (students support each other) and the focus on a particular value at a specific grade level. In focus groups, students highlighted that SCHOOL Y is a college preparatory school.

- Stakeholders believe in the mission, vision and values. Teachers reported that one of the school's greatest strengths is its alignment with, and commitment to, the mission. The school leader demonstrates a passion for the school's mission and values through his consistent reference to "everything being about the kids" and his significant efforts and long work hours (which at times includes sleeping at the office due to long work days) to provide a high quality education. Notably, teachers and board members believe in the school's mission, and execution thereof, to such a great degree that some have opted to send their own children to SCHOOL Y.

School leadership sets clear expectations for all stakeholders and mobilizes staff to work toward school success.

- School leadership has established clear expectations for the school and its stakeholders. Teachers reported that all stakeholders are clearly aware of the school's academic standards , as described in the school's academic handbooks. Namely, students must score 70% or higher in core subjects (ELA, math, social studies and science) to pass each of the five Intervals (marking periods). According to school leaders and review of school documents, the school steadfastly incorporates a "logic model" for performance management, which provides stakeholders with a clearly delineated path to student success. This path to success is represented by a sequence of events that includes resources and inputs (both academic and cultural) that, when combined with clearly articulated and specified activities, will result in intended outputs and outcomes (i.e. high student achievement). The school's consistent practice of utilizing objective outputs and outcomes to measure success is reflected throughout the school, including teacher evaluations. Teachers and school leaders reported , and school documents confirmed, that teachers are evaluated exclusively on their students' performance on three types of assessments: interim assessments, NYS standardized tests and Terra Nova exams. These same outcomes are also used to determine student readiness for promotion, and school leaders and teachers confirmed the school's stated policy of using internal assessment scores, New York State (NYS) standardized assessment results, and Terra Noval exams to determine whether a student is ready to advance to the next grade level. Families are kept informed of student performance in these and other areas, and school leaders reported that the school's focus on collecting and disseminating data, including numbers of days missed by students and number of incomplete homework assignments, clearly and objectively informs conversations with parents around student expectations. Finally, every Friday the school publishes a "Dashboard" with academic performance, Paycheck averages (Paychecks represent the school's system to track the accumulation of individual students' behavioral infractions and positive actions), attendance rates and other data for each homeroom.

- School leadership has established a culture of trust and openness at the school. Teachers reported their greatest assets are their colleagues and that they can, and often do, depend on their colleagues for support. Additionally, teachers in focus groups reported that the school

leader provides transparent, direct feedback to teachers. Teachers stated that the school leader's feedback is professional and that they appreciate his directness.

The school leader prioritizes teaching, learning and student success.

- School leadership shifts resources to center on teaching and learning. Teachers reported that leadership is effective at minimizing teachers' non-instructional responsibilities. For example, in an effort to reduce teachers' data entry responsibilities, the school leader created a new staff position responsible for most of the school's data entry, including the task of entering students' grades into gradebooks. In fact, the school leader reported one of his primary responsibilities is to "keep external things out of the way of teachers so they can focus on teaching." Additionally, the school leader supports academic needs identified by teachers, such as purchasing eInstruction Mobi™ mobile interactive whiteboards.

- At SCHOOL Y, there is shared language regarding the importance of student success. In several conversations with the site visit team, the school leader reiterated that his decisions and actions are consistently based on students' needs. In teacher focus groups, a common refrain was that it is a teacher's responsibility to "do whatever it takes" to help ensure student success. As noted above, teachers and school leaders consistently articulated a philosophy of everything being about the students and what was best for them, with this as the primary focus of all school initiatives and decisions.

Data informs instructional decision-making and directs staff evaluation.

- School staff use student achievement data to inform student academic interventions. In focus groups, teachers reported that analysis of student achievement data, including exit tickets and internal assessments, inform a wide array of instructional remediations such as tutoring and lesson re-teaching. A review of student work packets collected as samples during site visit team observations indicated the presence of such exit tickets. School leaders reported the school's data analyst disaggregates data for teachers so that teachers can focus their efforts on analysis, rather than generation, of data.

- School staff use data to set goals and evaluate progress towards goals. Counselors reported that an analysis of students' Paycheck performance is used to determine which twenty students will meet intensively with the counselor. In turn, the counselor's performance is evaluated based on the Paycheck average of those twenty students and on whether the number of students in the "homework club" has declined. The parent & community liaison reported her evaluation is based on enrollment and attendance data. The Through College (KTC Coordinator) reported that she is evaluated, in part, based on the number of high school acceptances and on the amount of total scholarship funds received by outgoing SCHOOL Y students (as compared with previous years). As described above, classroom teachers' evaluations, as reported by teachers and confirmed in the documents, are entirely data-driven, resting solely on student performance as measured by internal assessments, NYS tests, and Terra Nova exam results. Additionally, the school leader reported the board of directors evaluates him based on student achievement, including performance on interim assessments.

School leadership and staff maintain clear, effective communications with stakeholders.

- The school regularly and clearly shares information about school goals and performance with stakeholders. As reported by school leaders and as evidenced in board meeting agendas, the school leader provides the board of directors with monthly, detailed reports on progress toward goals. School leaders also reported that parents regularly receive data on student performance, particularly attendance, completed homework, and assessments scores. Notably, teachers reported knowing which school leader to approach for which matter. Specifically, teachers stated approaching: the academic dean for academic matters; the principal primarily regarding Paychecks; and the school director for all other matters such as compensation, technology needs and disciplinary issues (especially for seventh and eighth graders).

- Communications with families are frequent and relevant. Parents reported that staff are accessible and responsive. Parents reported receiving Paycheck reports every Friday. Staff also reported that, in addition to frequently disseminating Paychecks and progress reports, staff regularly call parents and that on Wednesdays staff allocate time to make calls of a positive nature to parents. Relatedly, teachers reported that they share their cellular phone numbers with students and that students call teachers often and for appropriate academic and behavioral matters.

Areas for Growth	Recommendations
Though the school is effective at executing against its current plan for teaching and learning, SCHOOL Y does not have goals or criteria defining success beyond achievement on the state assessment program. • The school's current student objectives do not ensure that all elements of the mission, namely success in and beyond high school, are met. Though SCHOOL Y collects and analyzes assessment data regarding student achievement, SCHOOL Y has not established metrics for school-wide academic goals to backwards-plan from a vision of college readiness. School leaders and teachers acknowledged that, though NYS standardized test results do not sufficiently indicate whether students are prepared for success in college, high state test scores remain a primary objective of the school. Specifically, school staff acknowledged that state tests do not sufficiently assess rigor and other college ready skills. However, the school has not supplemented state and other assessment results with additional external metrics (such as high school grade point averages, SAT	**Develop a living, long-term plan for the school focused on successful college graduation.** • Plan backwards, from the goal of college graduation, for all alumni. Create clear targets and supports necessary for success in each of the following stages: college graduation, college matriculation, high school tenure, high school transition and admission. Visualize all traits of a successful student at each stage. • Conduct frequent (e.g. quarterly or bi-annual) surveys of alumni, especially recent graduates of the school, that focus on high school readiness and progress. From those results, the school could develop performance goals that would inform the SCHOOL Y curriculum. Incentivize alumni participation in surveys. The survey could include questions on the following: high school GPA;

scores, ACT scores, etc.) by which to gauge student performance or readiness for college. Further, staff reported that information about alumni high school progress is not used to inform the school's curriculum or structure of instructional delivery. Even on state assessments, the school has not set goals around the number of students reaching advanced proficiency (level 4).

- SCHOOL Y does not systematically collect data regarding high school success and college readiness. As aforementioned, SCHOOL Y does not collect or report data on alumni HS outcomes (grade point averages, persistent attendance and enrollment at high schools, etc.). Teachers and staff used anecdotal evidence (alumni take Algebra Regents exam, high schools welcome admission applications from KTCVS students, students are "bored" during some high school courses because those courses are not as challenging as those at SCHOOL Y, etc.) to claim that SCHOOL Y alumni are achieving at a high level. But stakeholders were unable to cite clear and compelling data to support the claim of high achieving SCHOOL Y alumni. Importantly, the school acknowledged the need to improve its alumni program and has hired a staff member, scheduled to begin in April 2012, to focus on communications with, and the needs of, SCHOOL Y alumni.

While the school leader has begun to identify areas in which to create greater school sustainability, the current plans are insufficient given the context of the school's planned expansion.

- The school leader has taken steps to distribute leadership at SCHOOL Y. The school leader reported that he has cultivated the principal and academic dean to assume greater roles at the school and, along with the school leader, comprise what is now considered the school's senior leadership team. Rather than relying primarily on the school leader to administer the school's finances, the school leader reported that he has established a new staff position focused on the school's finances. This increased emphasis on distributed leadership was precipitated, in part, by a

percentage of alumni agreeing that SCHOOL Y prepared them for 9th grade ELA; percentage of alumni agreeing that they have effective high school study habits; percentage of alumni reporting that they know how to ask for help when struggling with high school class work; etc.

- Connect with instructional leaders at local high schools to ensure SCHOOL Y alumni are properly prepared now, and in the future, for high school.

- Set goals around student performance on the EXPLORE assessment that are tied to high school readiness indicators.

personal injury that kept the school leader off site for an extended period, during which, according to the school leader, the school's cash reserves decreased by $300,000. • However, despite the steps described above, the schoo leader maintains significant control over many of the school's decision-making and operations. Teachers and school leaders reported that there are no formalized shared decision-making processes, structures, or systems by which teacher teams are empowered. In addition to administering many of the finances, the school leader reported that he personally interviews every staff candidate, fixes every computer and prints all report cards. Given the school leader's central and far-reaching role at the school, the school' board of directors expressed concern about the sustainability of the current school leader's role, especially because SCHOOL Y is considering expanding to include an elementary school. This has been cited a a concern by numerous school reviews and external visitors, as documented in authorizer reports and described by the school leader.	**Leverage the strengths of current school staff.** • Identify all staff positions necessary, to ensure a high quality education, as SCHOOL Y plans its expansion to additional schools and grades. • Develop detailed job descriptions for each position. • To the extent possible, match current staff members with those positions. Yet also be, and remain, amenable to recruit staff from outside of the school that best fit the position's criteria (in particular for leadership positions). • Develop expanded leadership teams, cultivating veteran teachers with particular strengths to lead their grade levels and make meaningful decisions alongside the senior leadership team.

Human Capital

Strengths

Staff professional development provides opportunities for growth and learning.

- Feedback is provided through systematic processes (both formal and informal) to ensure oversight of instruction and classroom practices. Teachers and school leaders reported that teachers submit classroom packets, which are detailed materials for students to complete in each class, to the academic dean for review on a weekly basis. Teachers and the academic dean reported that the academic dean utilizes a rubric to analyze and that the rubric includes analysis of the alignment of objectives and activities, the academic rigor and the "J-Factor" (joy factor). Teachers reported they receive frequent feedback on their classroom packets, and that this feedback was helpful to them in developing higher-quality materials and lessons,. Additionally, the academic dean reported that teachers submit to her their scope and sequences for review at the start of each school year. Teachers and school leaders also reported that the academic dean meets with grade level teams every three weeks. In addition to a minimum of two formal observations by school leaders, teachers reported school leaders frequently observe instruction in their classrooms. Further, videotaped lessons and instructional feedback plays a central role at SCHOOL Y; teachers are videotaped three to four times per year and meet individually with the academic dean to watch the video and discuss instructional techniques. Teachers stated they regularly conduct peer observations and report their observations to their peers.

- Professional development considers staff strengths as well as development needs. Before the beginning of the academic year, SCHOOL Y establishes a professional development calendar with monthly themes. A review of documents indicated that the 2011-12 professional development program began with a focus on instructional planning, including discussions on scope and sequence, packet design and spiraled content. As the academic year progressed, school documents demonstrated that professional development focused increasingly on: instructional delivery, including incorporating the "J-Factor" and higher order thinking skills into lessons; commanding participation of all students; and increasing the amount of "student talk" in the classroom. Moreover, differentiated professional development and teacher support is a hallmark of SCHOOL Y. School leaders reported some teachers new to the school are hired as interns, to spend several months at the school prior to their first year of teachers, to orient them to the school's academic and behavioral systems and expectations. Additionally, SCHOOL Y provides intensive summer training for teachers new to the school, and school leaders reported they plan to continue that practice in the upcoming summer while sending returning teachers to the Summer Institute. During the academic year, school leaders provide differentiated support to teachers; for example, school leaders reported that a particular teacher's students had a 12% passing rate on interim assessments thus school leaders visited the teacher's classroom daily and provided frequent feedback ultimately resulting in a 85%-90% passing rate. In focus groups, new and relatively veteran teachers also reported that teachers new to the school receive significant support and informal feedback. Staff reported that relatively veteran teachers are encouraged to seek out professional development they need and want, including Summits as well as local conferences and workshops. Importantly, in focus groups teachers reported they feel sufficiently supported at SCHOOL Y.

Areas for Growth	Recommendations
The site visit team did not find significant areas of growth related to Human Capital that rise to the level of a finding.	

Culture and Climate

Strengths

The school culture reflects many values, expectations and high standards.

- Stakeholders believe that with hard work, all SCHOOL Y students are capable of success. Teachers reported that SCHOOL Y is marked by a "culture of earning," in which students must put forth significant effort to merit high marks in their Paychecks. Additionally, in a focus group, parents reported that the school impels students to succeed and that the school teaches students, and families, that success is earned. Importantly, staff reported and school document review demonstrated that fifth graders, and sixth graders new to KTCVS, participate in a three-week summer program to acculturate students to SCHOOL Y' philosophy, culture, common language, standard operating procedures and emphasis on hard work. Additionally, a significant positive reinforcement mechanism of the Paychecks system is "Ganas Dollars." Ganas is a Spanish word that means "you earn."

- The school staff and leadership model and promote teamwork. Teachers reported that teamwork is one of SCHOOL Y' strengths. Teachers elaborated that examples of teachers effectively helping each other include assisting peers' transitions between classrooms and aiding in the development of peers' classroom packets. Also, the site visit team observed teachers and school leaders using language such as "team and family" and "one band, one sound" when referring to members of the school community.

The school celebrates student accomplishments and achievements.

- Students are provided informal and formal recognition for accomplishments. The site visit team observed that the recognition of formal accomplishments, such as lists of honor roll students, high-scoring tests and high school acceptance letters, are posted throughout the school. The site visit team also observed other accomplishments, such as exemplary student classroom work products, posted in most classrooms.

- Student celebrations are linked to the mission, vision and values. In focus groups, staff asserted that the "fun calendar," and participation in the forty-two events listed therein, are important factors in reinforcing the school's culture of earning. Further, document review demonstrated that the fun calendar clearly states the criteria for participation in each fun event. For example, students who earned an 80% or higher on all tests in a particular week were eligible to participate in an "I Love the 80's party" and students who had a $35 or higher Paycheck earned a ticket to participate in a movie night. As a student in a focus group reported: "You get rewarded for what you do good … doing good will become part of you."

Staff, families, and current students are committed to and satisfied with the school.

- There is a united belief that the school is excellent. In focus groups, all stakeholders – students, parents, teachers, staff, school leaders and board members – conveyed their belief that SCHOOL Y provides an excellent education for its students. School leaders consistently referenced the superior education, especially in comparison with local schools, provided at SCHOOL Y. In fact, when asked to identify areas in need of growth at the school, stakeholders often struggled to identify any area of suggested growth.

- There is pride in the school and the education provided – even on the most difficult days. In focus groups, staff reported that SCHOOL Y students demonstrate pride in numerous ways, including through exemplary behavior on field trips and wearing SCHOOL Y-branded clothing with honor in city neighborhoods. Teachers stated that, even when a particular event or day is challenging, the school's commitment to the mission, and the passion staff share for the students, motivates teachers to persevere.

- The school engages families. SCHOOL Y has a parent & community liaison, a position focused exclusively on family and student relations. Staff reported that at a parent night prior to the beginning of the school year, and through other mediums, SCHOOL Y disseminates a calendar of school events (for the entire school year) to which parents are encouraged to participate. Also, staff reported that parents are encouraged to observe their children's classrooms and that many parents take advantage of that open door policy. In fact, staff stated that parents are impressed by the numerous and frequent modes of communications SCHOOL Y utilizes to communicate with parents including teachers' mobile phones, emails, parents volunteering to call other parents and administrators calling parents. Staff asserted that SCHOOL Y is a school in which students feel comfortable calling teachers to discuss the student's academics or classroom behavior. As a result of these multi-pronged efforts, parents reported they feel connected with, and part of, the school community.

The school is clean, safe, well-maintained and inviting.

- The school is clean and safe. The site visit team observed that hallways are clean and classrooms are well lit and bright. In focus groups, students reported that SCHOOL Y is a safe place in which bullying is not tolerated.

- The physical environment supports 's mission and values. College artifacts and collateral displayed school-wide reflect college aspirations and values. College banners and posters are present throughout the building. Student work is prominently displayed and celebrated in hallways. Also, the SCHOOL Y Commitments to Excellence is posted on walls in classrooms throughout the school.

Areas for Growth	Recommendations

The site visit team did not find significant areas of growth related to Culture and Climate that rise to the level of a finding.	

Prioritization School Y

SCHOOL Y school leaders (Chair of the Board of Directors, Executive Director, Principal and Academic Dean) and local educational leaders, together with representatives of the site visit team, conducted an analysis of the strengths and areas for growth identified during the site visit. While the school has numerous strengths to acknowledge and celebrate, the following specific areas of strength were highlighted by meeting participants: the clear expectations for all stakeholders, the systems in place that mobilize staff to work toward success and the school's data-driven decision making. The group characterized these strengths as emblematic of a highly successful "SCHOOL Y Version 1.0."

Challenges relating to student attrition, enrollment, measuring and ensuring high school and college success, and the small number of support staff were discussed as areas of growth. SCHOOL Y representatives requested that the group center its discussion on improving instruction. Of note, the group described the need to overcome all of these challenges as the required steps to attain "SCHOOL Y Version 2.0."

The participants then discussed methods to improve student engagement, instructional rigor and further differentiate instruction. The team then developed the following next steps for attempting to improve instruction:

Next Steps:

1. Student engagement:
    a. Visit other charter schools that engage their students well. Several charter schools were suggested.

2. Instructional rigor:
    a. Visit other charter schools that promote higher order thinking skills. Several charter schools were suggested, including King Collegiate High School.
    b. Visit, and further cultivate relationships with, local private schools.
    c. Strengthen ties with local ninth grade teachers to better understand the skills needed for success in ninth grade and throughout high school.
    d. Conduct a school wide effort in which teachers identify specific questions they plan to ask in the classroom to promote students' critical thinking, incorporate those questions in lessons, then discuss with the school leader and colleagues regarding the questions' effectiveness and strategies for further growth.

3. Differentiated Instruction:
    a. Visit other charter schools that concentrate resources on differentiated instruction. Several charter schools were suggested, including Comienza Community Prep and Empower Academy.

4. General:
    a. When planning and evaluating instruction, focus on whether it is fun and challenging.
    b. Leverage video to share teachers' best practices.
    c. Define SCHOOL Y instructional success to be more than success on state assessments.
    d. Have SCHOOL Y school leaders participate in a school quality review of another school.

Prioritization Process – School Z

The site visit team met with fourteen members of School Z's Instructional Leadership Team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team were in agreement that there are strengths present in the school. Areas of strength the team discussed included: the school regularly administers assessments to capture information on student learning and progress; the school relies upon commercial curricular resources, for ELA and math, that are aligned with the Common Core State Standards; and school leaders have the ability to provide further beneficial educational support. The site visit team also noted the following areas for growth: high quality instruction is not evident throughout the school; all students are not engaged in classroom activities; school leaders are not holding teachers accountable to a high standard of teaching and student learning; and the school is not fully meeting the needs of at-risk students.

The group identified high quality instruction is not evident throughout the school as the area for growth to prioritize. The group identified one priority within this as having the most potential impact on the success of the school as a whole:

1. **High quality instruction occurs throughout the school.**

The team then discussed assets relative to the goal and brainstormed next steps. Assets include: commercial curricula; learning specialists; student data; cooperating teachers; common planning time; thoughtful, non-threatening feedback to teachers from learning specialists; professional development; teacher leaders at various grade levels and subject areas; the teacher evaluation instrument; administrators; technology-based learning programs; instructional leadership team, constituted by all the participants in this prioritization process; materials and equipment, including computers and digital tablets; the School Quality Review report; and parent support.

The following goal and action steps were developed for instruction:

Goal	Action	Completion/ Target Dates	Champion/ Support	Resources Needed
By December 24th, 100% of teachers will demonstrate high quality instruction as measured by classroom observations using a common rubric or class observation tool.	**Identify specific teacher needs, provide targeted professional development (PD) for teachers, AND provide PD for the Instructional Leadership Team (ILT) on how to have effective conversations and establish trust with teachers.**	**July, 2020**	**Superintendent**	**Developer/s and facilitator/s of PD for ILT**
	Hold regular	**July, 2020**	**Superintendent**	**Calendar first**

	meetings of ILT			**meeting**
	Incorporate Cooperating Teachers (CTs) into planning process, including PD for CTs on instructional expectations for CTs in classroom	**August, 2020**	**Math Specialist**	**Subgroup of ILT to discuss further**
	Ensure what is learned in PD is indeed implemented in the classroom AND utilize communication tools to enable a cycle of instruction and related PD	**October, 2020 (follow up meeting)**	**Literacy Specialist**	**Subgroup of ILT to discuss further**

Coversheet

Learning Continuity and Attendance Plan Template (LCAP)

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: I. Learning Continuity and Attendance Plan Template (LCAP)
Purpose: FYI
Submitted by:
Related Material: lrngcntntyatndncpln-template.docx

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

[Respond here]

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

[Respond here]

[A description of the options provided for remote participation in public meetings and public hearings.]

[Respond here]

[A summary of the feedback provided by specific stakeholder groups.]

[Respond here]

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

[Respond here]

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

[Respond here]

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

[Respond here]

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

[Respond here]

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

[Respond here]

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

[Respond here]

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

[Respond here]

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

[Respond here]

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

[Respond here]

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

[Respond here]

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

[Respond here]

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

[Respond here]

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

[Respond here]

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

[Respond here]

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

[Provide description here]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

[Provide description here]

Coversheet

Facilities Update

Section: IV. Facilities Report
Item: A. Facilities Update
Purpose: FYI
Submitted by:
Related Material: Facilities Report 8-2-20.pdf

Facilities Report for the week of 8-2-20 / 8-9-20

****The company was installing the plexiglass has completed all sites.**

8505:

The company Vortex came out to repair all door ways. The front door is finally working correctly. Regular maintenance is being done. Plexiglass has been installed in the main office and the principal's office.

1750:

I have been in contact with DWP to move the tension cable from the pole blocking the parking. They came out and told us they can remove and relocate the cable for us. I also reached out to spectrum to move their cable and they will send someone out to access the cable. I also reached out to AT & T to move their part of the cable and waiting to hear back from them.

10000:

Ontario refrigeration came out to access the problem with HVAC units, they finally found a solution to the power outage problem by adjusting sensitivity to a sensor. Regular maintenance is being done. The floors are being waxed. Plexiglass was installed in the main offices.

10045:

Sent out all information needed from the break in to the insurance company. Locks were replaced. Regular

maintenance and cleaning is being done. Plexiglass was installed in the main offices.

10616:

Ontario refrigeration came out to fix the issue with the HVAC unit. Painting is ongoing and regular maintenance is being done. Plexiglass was installed in the main offices and principals office and AP's office and hallway. A counter top was created in the main office for the parents to have somewhere to write.

District Office:

The district office has been cleaned and cleared and has been turned in to the leasing company. The keys have been turned into Tod from the management company.

10600: We received word that we have 1 half weeks more before the county reviews our plans to issue our permit. There was 5 projects ahead of ours.

Coversheet

TEACH Academy of Technologies

Section: V. School Site Reports
Item: A. TEACH Academy of Technologies
Purpose: FYI
Submitted by:
Related Material: TEACH_Academy_MonthlyBoardReport August 2020-2.pdf

CONFIDENTIAL

TEACH Public Schools

TEACH Academy of Technologies

Monthly Board Report

For the Month of:

August 2020

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TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2020-2021

Enrollment and Turnover

Goal: **Maintain minimum enrollment level of 446 students and keep attrition below 3 students**

Summary Status: Currently increasing recruitment efforst to target 446 and maintain ADA

TEACH Academy: # Students Enrolled at Month End and # Students Left before Month End

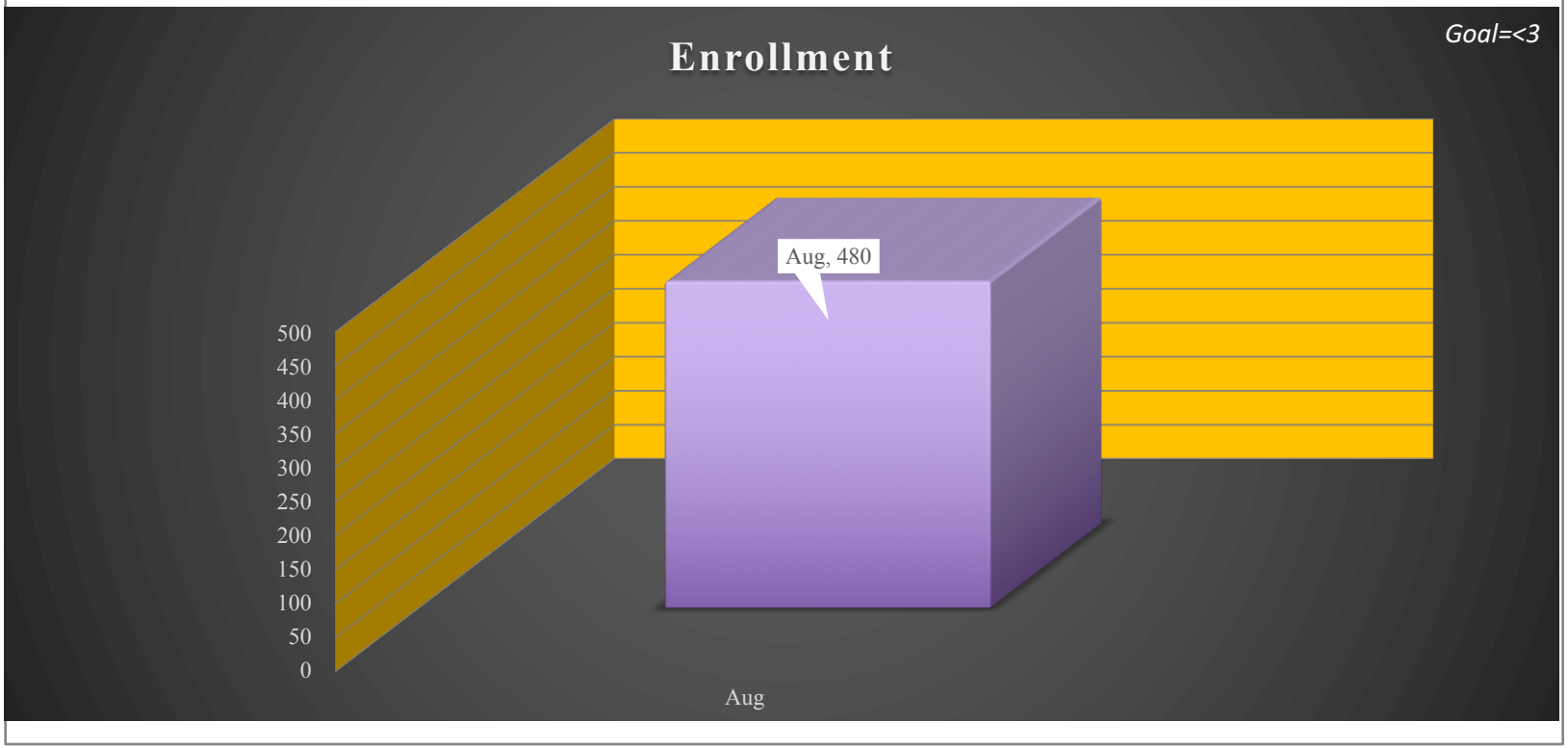


Chart Notes: 20-21 Annual is an average across months year to date.

Notes (Implemented Strategies &/or Challenges):

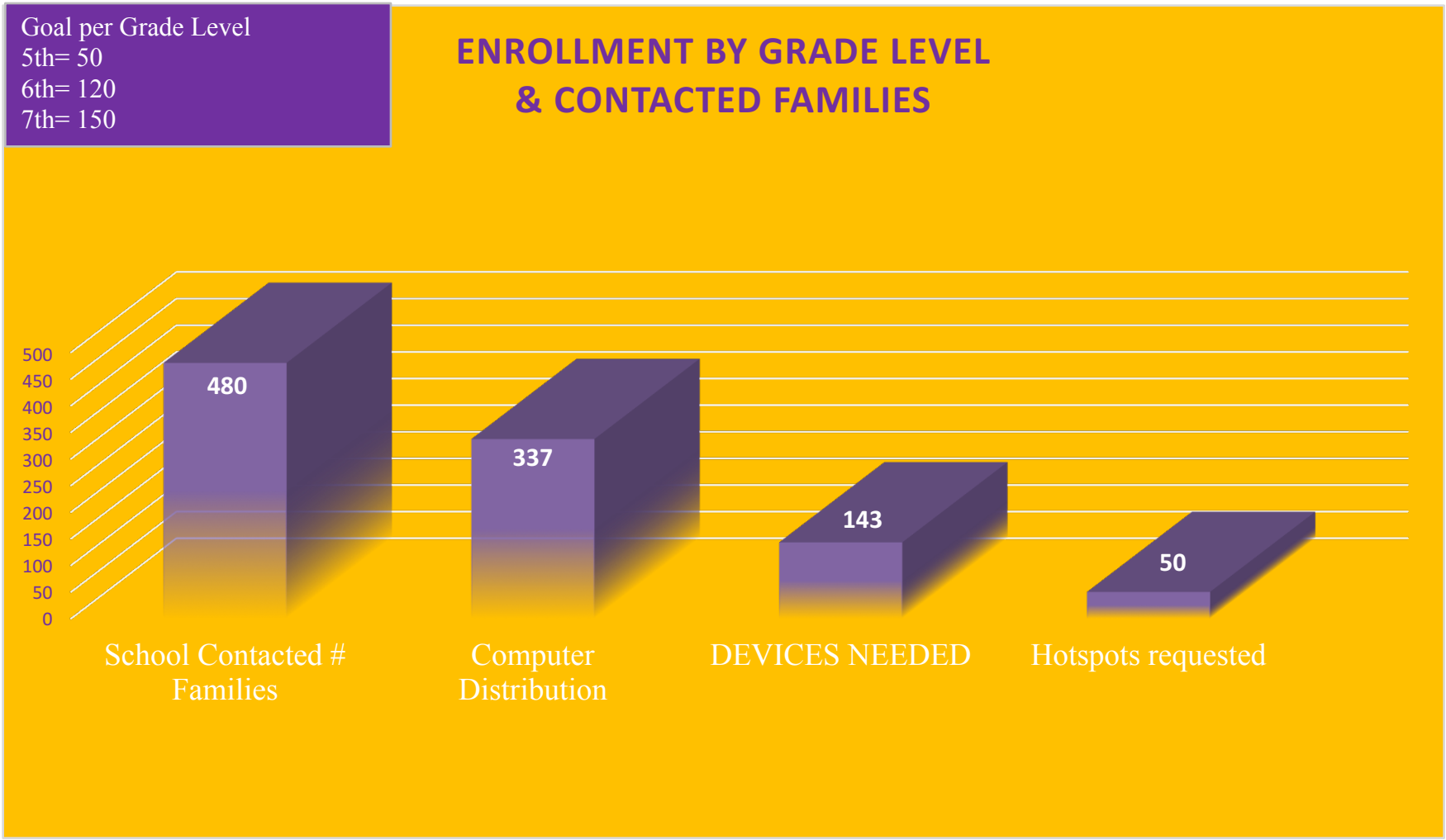
a) This school year may be online for at least 1st semester

b) The teachers will provide instruction via Zoom

c) Google Classroom &other plataforms will be utilized, ParentSquare will be a great resource to communicate with parents, & PowerSchool as the school system.

CHROMEBOOKS

School Contacted Families: 100%



Notes (Implemented Strategies &/or Challenges):

The student's participation changes from Zoom participation for completion of assignments

TAT STAFF MEMBERS

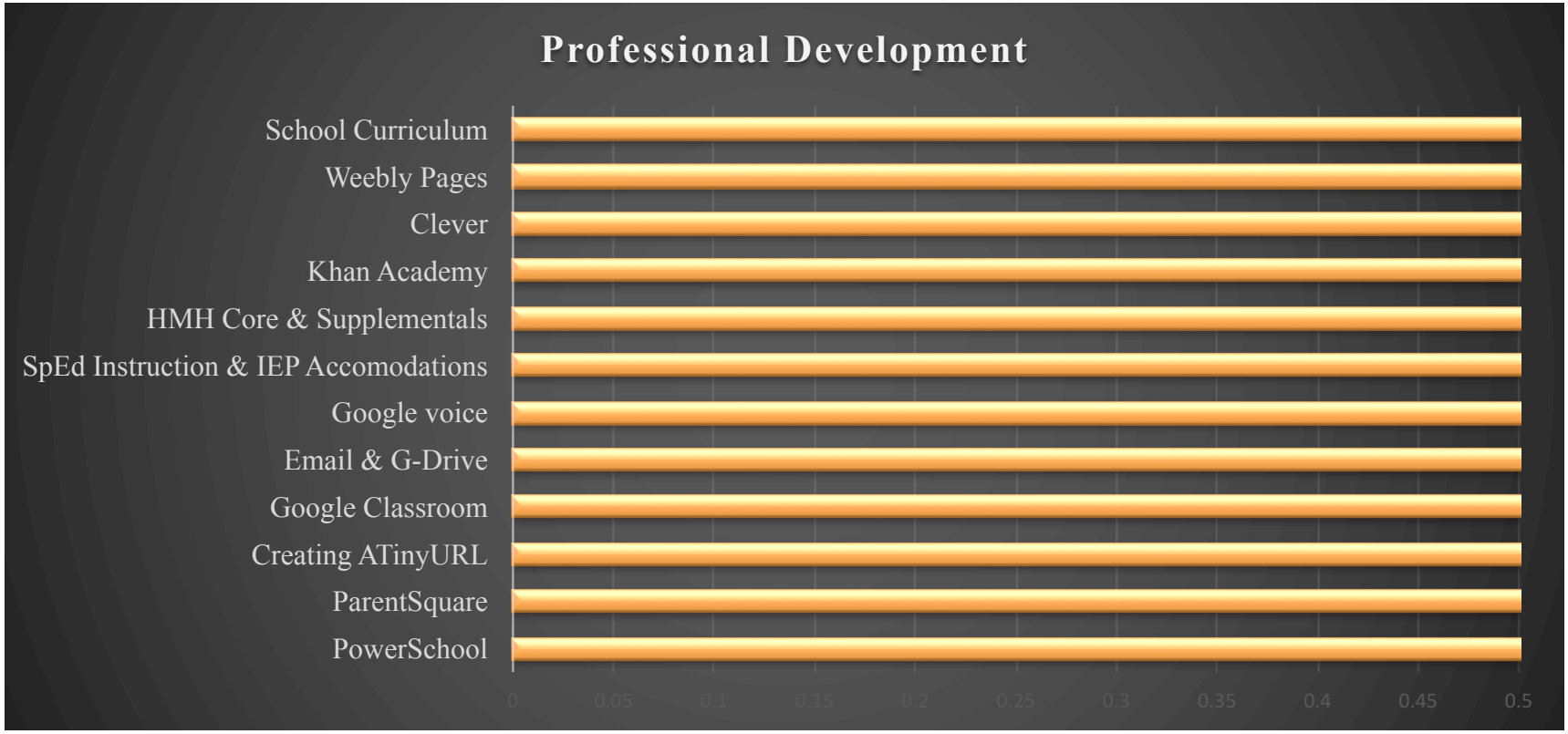
CERTIFIED & CLASSIFIED



Notes (Implemented Strategies &/or Challenges):

The student's participation changes from Zoom participation for completion of assignments

Summary Status: Professional Development VIA ZOOM



Coversheet

TEACH Tech Charter High School

Section: V. School Site Reports
Item: B. TEACH Tech Charter High School
Purpose: FYI
Submitted by:
Related Material: AugustTEACH_TechMonthlyBoardReport.xlsx.pdf

CONFIDENTIAL

TEACH Public Schools

TEACH Tech Charter High School

Monthly Board Report

For the Month of:

Aug-20

Enrollment

Goal: **Maintain 370 student enrollment.**

Summary Status: We conducted various enrollment efforts with our prent liason Mr. Ramirez.

Grade	Students	New
9	134	134
10	131	4
11	97	1
12	82	
Grand Total	**444**	139

Notes (Implemented Strategies &/or Challenges):

a) Enrollment Efforts: Open House, Mailers, Orientations, Canvasing, Welcome Packet

b) Socially distanced Orientations with detailed student information

c) I anticipate students will checkout to go to surrounding charters. I talk to all students that leave and let them know that we are offering AP classes, we are fully staffed and our teachers are excited to meet them so why leave?





Staffing

Goal: **Provide students with highly qualified teachers.**

Summary Status: We are fully staffed! We have 5 teachers new to TEACH Tech.



Tech Update

Goal: **We distributed laptops to families.**

Summary Status: We still need laptops to distribute but the shipping is delayed.

Laptops Distributed	214
Laptops Needed	50
Hotspots Needed	25

PD Updates

Goal: **We are had an engaging and productive 2 week PD.**

Summary Status: To provide teachers with resources, support and training to start the school year.

Agenda - Two Week PD

TEACH
TECH CHARTER HIGH SCHOOL

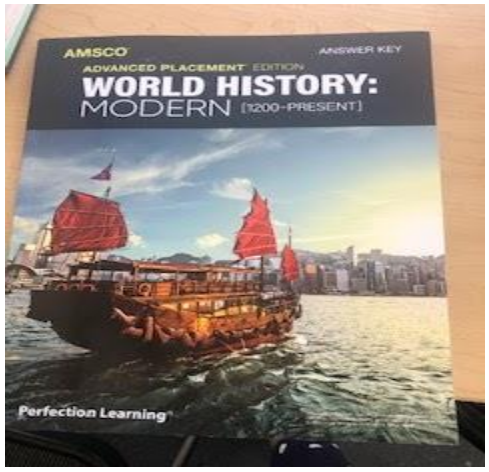
1. Welcome
2. Curriculum and Instruction
3. PBIS
4. Distance Learning Platforms and Tips
5. Project Based Learning
6. Student Populations
7. Socio Economic Learning/ Whole Child/ Mental Health
8. Advisory and Character Pillars
9. Opening Day Procedures

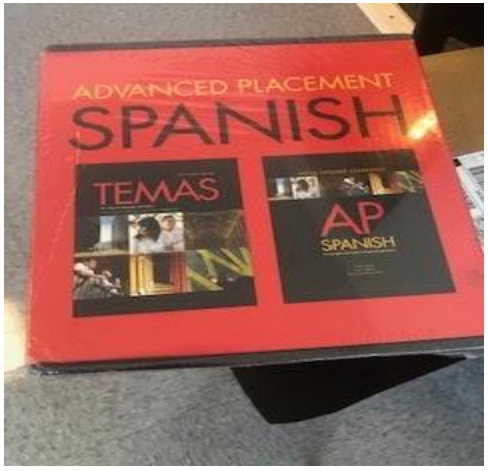



WELCOME
2020-2021






AMSCO
ANSWER KEY
ADVANCED PLACEMENT EDITION
WORLD HISTORY:
MODERN [1200-PRESENT]
Perfection Learning


ADVANCED PLACEMENT
SPANISH
TEMAS
AP
SPANISH


EXIT

Coversheet

TEACH Preparatory Elementary School

Section: V. School Site Reports
Item: C. TEACH Preparatory Elementary School
Purpose: FYI
Submitted by:
Related Material: TEACH Prep Elementary Principal August.docx

TEACH Prep Elementary Principal's Report

I. Enrollment Update:

- TK/Kindergarten:35
- 1st: 52
- 2nd:62
- 3rd: 41

Total: 190

II. Technology Updates

- Purchased 40 iPads and 80 Chromebooks.
- 80 Chromebooks still waiting to arrive
- Passed out 60 Chromebooks we had, along with the new 40 iPads and 59 mini iPads.
- Anticipating about 30 plus devices short.
- Handful of parents requested hotspots

III. Staffing Updates

- Hired 1 new teacher for 2nd grade
- No other new hires beyond the 2nd grade teacher I hired so far
- Moved on of my TA's into Special Ed TA this school year.
- New Resource teacher will be shared with HS- Ms. Garrett.