TEACH Public Schools

TEACH Public Schools Regular Board Meeting - June 23, 2021

Date and Time

Wednesday June 23, 2021 at 5:00 PM PDT

Location

TEACH Public Schools
1846 W. Imperial Hwy.
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 Public Schools Regular Board Meeting - May 19, 2021

Time: May 19, 2021 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/85106504952
Meeting ID: 851 0650 4952
One tap mobile
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Dial by your location
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+1 301 715 8592 US (Washington DC)
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Meeting ID: 851 0650 4952
Find your local number: https://teachpublicschools-org.zoom.us/u/kbyA5doF7g

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
A.	Call the Meeting to Order		Sonali Tucker	1 m
B.	Record Attendance and Guests		Beth Bulgeron	3 m
C.	Public Comment	Discuss	Sonali Tucker	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.

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

		Purpose	Presenter	Time

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	Sonali Tucker	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. June 26th, 2021 Board Agenda
2. May 19th, 2021 Board Meeting Minutes

B.	Approval of June 23, 2021 Regular Board Meeting Agenda	Vote	Sonali Tucker
C.	May 19th Board Meeting Minutes	Approve Minutes	Sonali Tucker

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION — 5:22 PM

A.	Fiscal Report	FYI	Theresa Thompson	5 m

May Fiscal Report

		Purpose	Presenter	Time
B.	TEACH Public Schools 2021-2022 Fiscal Year Budgets	Vote	Theresa Thompson	5 m

Annually, charter schools must prepare and submit the board-approved budget to the chartering authority.

C.	EPA Resolutions	Vote	Theresa Thompson	5 m
D.	TEACH Public Schools 2021 Local Control and Accountability Plan/LCP Annual Update & Budget Overview for Parents	Vote	Beth Bulgeron	10 m

Annually, charter schools must prepare and submit the board-approved LCAP to the chartering authority and the county superintendent of schools. **The governing board must hold a public hearing to adopt the LCAP.**

For 2021-22 LCAP includes:

- Annual Update to the 2019-20 LCAP
- Annual Update to the 2020-21 Learning Continuity Plan
- 2021-25 LCAP (start of a new, three-year planning cycle)
- Budget Overview for Parents
- Local Indicators

E.	TEACH Public Schools Updated Teachers Salary Schedule	Vote	Matthew Brown	5 m
F.	Executive Compensation 2021-2022	Vote	Matthew Brown	5 m
G.	ASES Agreements	Vote	Enrique Robles	5 m

Proposed MOU's for After School All-Stars Los Angeles be the After School Program provider for TEACH Prep ES and TEACH Academy of Technologies for 1 year. TEACH will do a competitive RFP for the 2022-23 school year with the option to explore the internal capacity of running our own internal program.

H.	Executive Director Evaluation	FYI	Matthew Brown	5 m
I.	Consolidated Application	Vote	Theresa Thompson	3 m

IV. School Site Reports — 6:10 PM

		Purpose	Presenter	Time
A.	TEACH Academy of Technologies Principals Report	FYI	Suzette Torres	5 m
B.	TEACH Tech Charter High School	FYI	Monique Woodley	5 m
C.	TEACH Preparatory Elementary School	FYI	Sharon Rhee	5 m

V. Closing Items — 6:25 PM

A.	Upcoming Meeting Date Regular Meeting Scheduled for July 21, 2021 at 5pm.	Vote	Shawnna Lawson	1 m
B.	BOARD MEMBER COMMENTS Time for board members to make any public comments.	Discuss	Sonali Tucker	5 m
C.	Adjourn Meeting	Vote	Sonali Tucker	

Coversheet

May 19th Board Meeting Minutes

Section: II. CONSENT ITEMS
Item: C. May 19th Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for TEACH Public Schools Regular Board Meeting May 19, 2021 on May 19, 2021

APPROVED

TEACH Public Schools

Minutes

TEACH Public Schools Regular Board Meeting May 19, 2021

Date and Time
Wednesday May 19, 2021 at 5:00 PM

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Directors Present
A. Dragon (remote), J. Lobdell (remote), K. McGregor (remote), K. Piazza (remote), S. Burrows (remote)

Directors Absent
S. Tucker

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

I. Opening Items

A. Call the Meeting to Order

S. Burrows called a meeting of the board of directors of TEACH Public Schools to order on Wednesday May 19, 2021 at 5:00 PM.

B. Record Attendance and Guests

C. Public Comment

II. CONSENT ITEMS

A. Consent Items

S. Burrows made a motion to Approve the following consent items: Approval of Board Agenda for May 19, 2021, Approval minutes from April 21, 2021 meeting, approve TEACH tax return.
K. McGregor seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of May 19, 2021 Regular Board Meeting Agenda

C. April 21, 2021 Board Meeting Minutes

S. Burrows made a motion to approve the minutes from April 21, 2021 TEACH Public Schools Regular Board Meeting on 04-21-21.
K. McGregor seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. TEACH 2019 Tax Returns 990

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION

A. Fiscal Report

Report delivered by Theresa Thompson. Theresa reviewed the fiscal report and covered the highlights. This week started an interim audit, projected positive cash flow and positive fund balance. All schools doing well financially. Questions were asked by Dr. Carranza nad andwered by Theresa who provided references within the report.

B. Draft 2021-2022 TEACH Budgets

Matt Brown presented on this topic, stating that budgets are not ready yet, but draft budgets will be sent to the board prior to the next board meeting where the budgets will be approved subsequent to public comment.

C. TEACH Public Schools In-Person School Reopening Update

Presentation made by Dr. Carranza and Frank Williams. Mr. Williams reviewed the yellow tier requirements. Campuses have been, and are being visited and given guidance by the LA county dept of health. Mr. Williams emphasized that decisions (such as graduation ceremonies) have been been made based on the best information available at the time. The board did not have any questions on this agenda item.

D. Expanded Learning Opportunity Grant Plans (TTCH, TAT & TPE)

Presentation on this topic made by Matt Brown. The Expanded Learning Opportunity Grant funds are used primarily to extend the school year or provide additional support to students. TEACH will use funds primarily for summer school and additional instructional support. Board members Kristin McGregor asked questions and was provided clarification.
A. Dragon made a motion to Approve the Expanded Learning Opportunity Grant.
K. McGregor seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. 2021-2022 Academic Calendar

Presentation of the school academic calendar was made by Dr. Carranza and Enrique Robles. Two calendars were proposed, one for the elementary and TEACH Tech. TEACH Academy proposed a trauma-informed calendar. Carrazas emphasized that the state requirements for instructional minutes is met in both calendars. Mr. Robles clarified for Kristin McGregor that during teacher non-student work days, students will be provided with enrichment opportunities through the 21st Century Learning Grant.
K. Piazza made a motion to Approve the Academic Calendars.
K. McGregor seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

F. 2021-2022 Board Meeting Calendar

K. Piazza made a motion to approve the board meeting calendar.
J. Lobdell seconded the motion.
Presentation and discussion led my Matt Brown, board discussed day and time to meet.
The board **VOTED** to approve the motion.

Roll Call

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

G. Charter Impact Agreement 2021-2022

K. McGregor made a motion to Approve the Charter Impact Agreement.
J. Lobdell seconded the motion.
Presentation on this agenda item was made by Matt Brown who recommended the contract for approval. Dr. Carranza shared that this is the schools' 12th year working with Charter Impact.
The board **VOTED** to approve the motion.

Roll Call

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

H. Board Member Applicant - JJ Lewis

J. Lobdell made a motion to Approve J.J. Lewis as a new member of the Board.
A. Dragon seconded the motion.
Matt Brown introduced the topic and recommended JJ Lewis as a new board member.
The board **VOTED** to approve the motion.

Roll Call

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

I. TEACH Las Vegas Update

Matt Brown gave a brief update on TEACH LV opening and the hiring of a new Executive Director for the school as well as the June 1st site visit. Board member McGregor asked about starting grade levels and Matt described current enrollment efforts and starting grade levels and anticipated student enrollment at each grade level.

IV. School Site Reports

A. TEACH Academy of Technologies

Suzette Torres gave middle school updates, described testing turn-out projected enrollment and general morale of students upon returning to school.

B. TEACH Tech Charter High School

Dr. Woodley provided updates for the high school that included enrollment, attendance, testing, grades, hiring, and teacher evaluations. She presented pictures of students back on campus.

C. TEACH Preparatory Elementary School

Matt Brown made the presentation for the elementary school on behalf of Sharon Rhee. The updates included enrollment, testing, and extended learning opportunities.

V. Closing Items

A. Upcoming Meeting Date

June 23 rd at 5 pm

B. BOARD MEMBER COMMENTS

No Board member comments

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,
K. Piazza

Coversheet

TEACH Public Schools 2021-2022 Fiscal Year Budgets

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: B. TEACH Public Schools 2021-2022 Fiscal Year Budgets
Purpose: Vote
Submitted by:
Related Material: FY21-TEACH- -FY21-22Board Summary- Final.pdf

CHARTER IMPACT

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

FY21-22 Budget Overview

FY22 Budget Highlights

- FY21/22 LCFF Funding Rates have been raised 5% compared to FY20/21. In FY20/21, there was not a Cost of Living (COLA) increase and thus rates were based on FY19/20.
- Held Harmless Enrollment and Average Daily Attendance (ADA) rates will expire for FY21/22-School will be able to receive funding for additional enrollment and ADA
- All schools are projecting surplus, positive fund balance and cash flow
- All schools are projected to exceed the bond requirements Debt Service Ratio of 1.20 and 45- Days Cash on Hand

FY22 Budget Assumptions

TEACH ACADEMY PLANNING FACTORS					
FACTORS	**FY20/21**	**FY21/22**	**FY22/23**	**FY23/24**	**FY24/25**
Enrollment:	468	445	500	500	500
ADA	434	423	475	475	475
	93%	95%	95%	95%	95%
COLA	0.00%	5.07%	2.48%	3.11%	0%
TK-3	$ 7,702.00	$ 8,092.00	$ 8,293.00	$ 8,551.0	$ 8,854.0
4-6	$ 7,818.00	$ 8,214.00	$ 8,418.00	$ 8,680.0	$ 8,957.0
7-8	$ 8,050.00	$ 8,458.00	$ 8,668.00	$ 8,938.0	$ 9,254.0
9-12	$ 9,329.00	$ 9,802.00	$10,045.00	$10,357.0	$ 10,727.0
ESSER II	629,122.00				
ESSER III	469,683.00	469,683.00	469,683.00		
ELO	322,458.00				
Federal Special Education IDEA rate per ADA	$ 195.00	$ 195.00	$ 195.00	$ 195.00	$ 195.00
State Special Education- AB602	$ 625.00	$ 625.00	$ 625.00	$ 625.00	$ 625.00
Mandate Cost per ADA K-8	$ 16.86	$ 16.86	$ 16.86	16.86	16.86
Mandate Cost per ADA 9-12	$ 46.87	$ 46.87	$ 46.87	46.87	46.87
State Lottery Per ADA	$ 207	$ 207	$ 207	$ 207	$ 207
CAL STRS	16.15%	16.02%	18.10%	18.10%	18.10%
CAL PERS	20.70%	23.01%	26.24%	27.14%	27.14%

FY22 Budget Assumptions

TEACH Tech Charter High PLANNING FACTORS					
FACTORS	**FY20/21**	**FY21/22**	**FY22/23**	**FY23/24**	**FY24/25**
Enrollment:	432	480	515	515	515
ADA	402	456	489	489	489
	93%	95%	95%	95%	95%
COLA	0.00%	5.07%	2.48%	3.11%	0%
TK-3	$ 7,702.00	$ 8,092.00	$ 8,293.00	$ 8,551.0	$ 8,854.0
4-6	$ 7,818.00	$ 8,214.00	$ 8,418.00	$ 8,680.0	$ 8,957.0
7-8	$ 8,050.00	$ 8,458.00	$ 8,668.00	$ 8,938.0	$ 9,254.0
9-12	$ 9,329.00	$ 9,802.00	$ 10,045.00	$ 10,357.0	$ 10,727.0
ESSER II	509,458.00				
ESSER III	380,346.00	380,346.00	380,346.00		
ELO	358,017.00				
Federal Special Education IDEA rate per ADA	$ 195.00	$ 195.00	$ 195.00	$ 195.00	$ 195.00
tate Special Education- AB60	$ 625.00	$ 625.00	$ 625.00	$ 625.00	$ 625.00
Mandate Cost per ADA K-8	$ 16.86	$ 16.86	$ 16.86	16.86	16.86
Mandate Cost per ADA 9-12	$ 46.87	$ 46.87	$ 46.87	46.87	46.87
State Lottery Per ADA	$ 207	$ 207	$ 207	$ 207	$ 207
CAL STRS	16.15%	16.02%	18.10%	18.10%	18.10%

FY22 Budget Assumptions

TEACH Prep PLANNING FACTORS

FACTORS	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25
Enrollment:	194	271	410	410	410
ADA	184	257	390	390	390
	95%	95%	95%	95%	95%
COLA	0.00%	5.07%	2.48%	3.11%	0%
TK-3	$ 7,702.00	$ 8,092.00	$ 8,293.00	$ 8,551.0	$ 8,854.0
4-6	$ 7,818.00	$ 8,214.00	$ 8,418.00	$ 8,680.0	$ 8,957.0
7-8	$ 8,050.00	$ 8,458.00	$ 8,668.00	$ 8,938.0	$ 9,254.0
9-12	$ 9,329.00	$ 9,802.00	$ 10,045.00	$ 10,357.0	$ 10,727.0
ESSER II	173,768.00				
ESSER III	194,595.00	194,595.00	-		
ELO	142,948.00				
Federal Special Education IDEA rate per ADA	$ 195.00	$ 195.00	$ 195.00	$ 195.00	$ 195.00
State Special Education- AB602	$ 625.00	$ 625.00	$ 625.00	$ 625.00	$ 625.00
Mandate Cost per ADA K-8	$ 16.86	$ 16.86	$ 16.86	16.86	16.86
Mandate Cost per ADA 9-12	$ 46.87	$ 46.87	$ 46.87	46.87	46.87
State Lottery Per ADA	$ 207	$ 207	$ 207	$ 207	$ 207
CAL STRS	16.15%	16.02%	18.10%	18.10%	18.10%

FY22 Budget Highlights

TEACH Academy of Technologies
Board Summary
FY20/21

	Annual/Full Year		
	Forecast @6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 4,641,647	$ 4,765,466	$ 123,818
Federal Revenue	1,862,652	1,751,199	(111,453)
Other State Revenue	1,223,993	1,318,564	94,571
Other Local Revenue	500	-	(500)
Total Revenue	**$ 7,728,793**	**$ 7,835,229**	**$ 106,436**

	Annual/Full Year		
	Forecast @6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 1,292,698	$ 1,668,437	$ (375,739)
Classified Salaries	295,976	770,794	(474,818)
Benefits	474,421	777,501	(303,080)
Books and Supplies	752,945	776,730	(23,785)
Subagreement Services	355,846	975,772	(619,926)
Operations	183,381	178,500	4,881
Facilities	931,619	929,728	1,891
Professional Services	1,140,196	1,330,940	(190,744)
Depreciation	118,718	115,500	3,218
Interest	15,400	-	15,400
Total Expenses	**$ 5,561,201**	**$ 7,523,902**	**$ (1,962,701)**

	Annual/Full Year		
	Forecast @6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 2,167,592**	**$ 311,327**	**$ (1,856,265)**
Beginning Fund Balance	2,739,770	4,907,362	
Ending Fund Balance	**$ 4,907,362**	**$ 5,218,688**	
As a % of Annual Expenses	*88.2%*	*69.4%*	

LCFF revenue- COLA rate increased by 5% as well as increase in enrollment by 48
Federal Revenue: increase mainly due to $362K for Child Nutrition not received in FY2021
Other State Revenue: All revenue streams increase due to increase in enrollment

Salaries increase due to projecting 7 new employees along with salary increase and bonus for staff. Benefits increase due to increase in salaries

Subagreement Services projected increase due to $625K in Other Educational Consultants as placeholder for ESSER II and ESSER III funds

Professional Services projected increase mainly due to $136K increase management fees as calculated as a percentage of revenue

FY22 Budget Highlights

TEACH Tech Charter High

FY21/22 Budget Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 5,203,704	$ 6,153,668	$ 949,963
Federal Revenue	1,269,913	1,522,276	252,364
Other State Revenue	808,210	1,287,555	479,345
Other Local Revenue	-	-	-
Total Revenue	**$ 7,281,827**	**$ 8,963,499**	**$ 1,681,672**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 1,611,928	$ 2,057,481	$ (445,554)
Classified Salaries	194,228	725,272	(531,044)
Benefits	516,482	729,834	(213,352)
Books and Supplies	474,693	1,260,800	(786,107)
Subagreement Services	111,875	578,517	(466,642)
Operations	196,365	277,400	(81,035)
Facilities	778,703	893,177	(114,474)
Professional Services	1,154,285	1,583,052	(428,768)
Depreciation	48,879	55,500	(6,621)
Interest	-	-	-
Total Expenses	**$ 5,087,437**	**$ 8,161,034**	**$ (3,073,597)**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 2,194,390**	**$ 802,465**	**$ (1,391,925)**
Beginning Fund Balance	1,712,999	3,907,389	
Ending Fund Balance	**$ 3,907,389**	**$ 4,709,854**	
As a % of Annual Expenses	*76.8%*	*57.7%*	

LCFF revenue- COLA rate increased by 5% as well as increase in enrollment by 48

Federal Revenue: increase mainly due to $362K for Child Nutrition not received in FY2021

Other State Revenue: All revenue streams increase due to increase in enrollment

Salaries increase due to projecting 6 new employees along with salary increase and bonus for staff. Benefits increase due to increase in salaries

Books and Supplies increase due to $381K Child Nutrition expense and allocations for restricted funds

Subagreement Services projected increase due to $167K increase for additional student for SPED services and Placeholder for Other Educational Consultants $250K anticipated for student return

Facilities increase due to increase in lease amount

Professional Services projected increase mainly due to $287K increase management fees as calculated as a percentage of revenue

FY22 Budget Highlights

TEACH Prep

FY21/22 Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 2,128,984	$ 3,050,851	$ 921,867
Federal Revenue	391,345	685,618	294,273
Other State Revenue	434,990	660,527	225,538
Other Local Revenue	-	-	-
Total Revenue	**$ 2,955,319**	**$ 4,396,996**	**$ 1,441,677**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 527,514	$ 938,252	$ (410,738)
Classified Salaries	213,546	415,511	(201,965)
Benefits	204,039	355,342	(151,303)
Books and Supplies	235,775	768,341	(532,565)
Subagreement Services	36,801	145,100	(108,299)
Operations	72,307	112,400	(40,093)
Facilities	506,465	612,872	(106,407)
Professional Services	473,465	821,200	(347,736)
Depreciation	27,451	38,300	(10,849)
Interest	1,550	-	1,550
Total Expenses	**$ 2,298,913**	**$ 4,207,318**	**$ (1,908,405)**

	Annual/Full Year		
	Forecast @ 6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 656,406**	**$ 189,678**	**$ (466,727)**
Beginning Fund Balance	568,491	1,224,897	
Ending Fund Balance	**$ 1,224,897**	**$ 1,414,575**	
As a % of Annual Expenses	*53.3%*	*33.6%*	

LCFF revenue- COLA rate increased by 5% as well as increase in enrollment by 77
Federal Revenue: increase mainly due to $207K for Child Nutrition not received in FY2021
Other State Revenue: All revenue streams increase due to increase in enrollment

Salaries increase due to projecting 7 new employees along with salary increase and bonus for staff. Benefits increase due to increase in salaries
Books and Supplies increase due to Child Nutrition expense and allocations for restricted funds
Subagreement Services projected increase due to $98K increase for additional student for SPED services

Facilities increase due to increase in lease amount

Professional Services projected increase mainly due to $217K increase management fees as calculated as a percentage of revenue

FY22 Budget Highlights

TEACH Public Schools

FY21-22 Board Summary

	Annual/Full Year		
	Forecast @6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Revenue			
Federal Revenue	73,096	-	(73,096)
Other Local Revenue	1,705,462	2,150,837	445,375
Total Revenue	**$ 1,778,558**	**$ 2,150,837**	**$ 372,279**

	Annual/Full Year		
	Forecast @6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 605,434	$ 637,879	$ (32,445)
Classified Salaries	226,556	476,950	(250,394)
Benefits	223,206	298,922	(75,716)
Books and Supplies	43,062	81,000	(37,938)
Subagreement Services	2,253	4,100	(1,847)
Operations	46,736	65,000	(18,264)
Facilities	75,374	84,872	(9,498)
Professional Services	28,120	93,940	(65,820)
Depreciation	13,300	13,000	300
Interest	-	-	-
Total Expenses	**$ 1,264,041**	**$ 1,755,663**	**$ (491,622)**

	Annual/Full Year		
	Forecast @6/30/2021	Budget @ 6/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ 514,517**	**$ 395,174**	**$ (119,344)**
Beginning Fund Balance	42,262	556,779	
Ending Fund Balance	**$ 556,779**	**$ 951,953**	
As a % of Annual Expenses	*44.0%*	*54.2%*	

Federal Revenue: FY20/21 consist of 1st PPP forgiveness of $73K

Other Local Revenue- Revenue increased due to overall increase in schools' revenue

Salaries increase due to projecting 2 new Director's Positions

Books and Supplies increase due to Child Nutrition expense and allocations for restricted funds

Professional Services projected increase mainly due to $48K increase management fees as calculated as a percentage of revenue

FY22 Multi-Year Projections

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/11/221

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.07%*	*2.48%*	*3.11%*	*3.54%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*445.00*	*500.00*	*500.00*	*500.00*	*500.00*
Average Daily Attendance	*434.48*	*422.75*	*475.00*	*475.00*	*475.00*	*475.00*
Revenues						
Total Revenue	**$ 7,728,793**	**$ 7,835,229**	**$ 7,786,042**	**$ 7,952,957**	**$ 7,683,023**	**$ 7,683,023**
Expenses						
Total Expenses	**$ 5,561,201**	**$ 7,523,902**	**$ 7,367,888**	**$ 7,434,810**	**$ 7,560,661**	**$ 7,551,651**
Surplus (Deficit)	**$ 2,167,592**	**$ 311,327**	**$ 418,154**	**$ 518,147**	**$ 122,362**	**$ 131,372**
Fund Balance, Beginning of Year	$ 2,739,770	$ 4,907,362	$ 5,218,689	$ 5,636,843	$ 6,154,990	$ 6,277,352
Fund Balance, End of Year	**$ 4,907,362**	**$ 5,218,689**	**$ 5,636,843**	**$ 6,154,990**	**$ 6,277,352**	**$ 6,408,724**
	88.2%	***69.4%***	***76.5%***	***82.8%***	***83.0%***	***84.9%***
Cash Flow Adjustments						
Total Change in Cash	668,810	1,167,847	353,985	659,185	227,179	271,099
Cash, Beginning of Year	1,937,161	2,605,971	3,773,818	4,127,803	4,786,988	5,014,168
Cash, End of Year	**$ 2,605,971**	**$ 3,773,818**	**$ 4,127,803**	**$ 4,786,988**	**$ 5,014,168**	**$ 5,285,266**

FY22 Multi-Year Projections

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.07%*	*2.48%*	*3.11%*	*3.54%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*480.00*	*515.00*	*515.00*	*515.00*	*515.00*
Average Daily Attendance	*401.76*	*456.00*	*489.25*	*489.25*	*489.25*	*489.25*
Revenues						
Total Revenue	**$ 7,281,827**	**$ 8,963,499**	**$ 8,790,848**	**$ 8,996,949**	**$ 8,866,030**	**$ 8,860,162**
Expenses						
Total Expenses	**$ 5,087,437**	**$ 8,161,034**	**$ 8,608,677**	**$ 8,690,082**	**$ 8,822,850**	**$ 8,840,846**
Surplus (Deficit)	**$ 2,194,390**	**$ 802,465**	**$ 182,171**	**$ 306,866**	**$ 43,180**	**$ 19,316**
Fund Balance, Beginning of Year	$ 1,712,999	$ 3,907,389	$ 4,709,854	$ 4,892,025	$ 5,198,892	$ 5,242,072
Fund Balance, End of Year	**$ 3,907,389**	**$ 4,709,854**	**$ 4,892,025**	**$ 5,198,892**	**$ 5,242,072**	**$ 5,261,387**
	76.8%	***57.7%***	***56.8%***	***59.8%***	***59.4%***	***59.5%***
Cash Flow Adjustments						
Surplus (Deficit)	2,194,390	802,465	182,171	306,866	43,180	19,316
Cash, Beginning of Year	1,063,645	1,526,297	3,346,958	3,397,523	3,780,503	4,022,645
Cash, End of Year	**$ 1,526,297**	**$ 3,346,958**	**$ 3,397,523**	**$ 3,780,503**	**$ 4,022,645**	**$ 4,118,642**

FY22 Multi-Year Projections

TEACH Prep

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.07%*	*2.48%*	*3.11%*	*3.54%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment	*194.00*	*271.00*	*410.00*	*410.00*	*410.00*	*410.00*
Average Daily Attendance	*184.30*	*257.45*	*389.50*	*389.50*	*389.50*	*389.50*
Revenues						
Total Revenue	**$ 2,955,319**	**$ 4,396,996**	**$ 6,098,923**	**$ 6,051,593**	**$ 6,224,576**	**$ 6,220,149**
Expenses						
Total Expenses	**$ 2,298,913**	**$ 4,207,318**	**$ 5,786,953**	**$ 5,866,673**	**$ 5,970,019**	**$ 6,076,808**
Surplus (Deficit)	**$ 656,406**	**$ 189,678**	**$ 311,970**	**$ 184,920**	**$ 254,557**	**$ 143,341**
Fund Balance, Beginning of Year	$ 568,491	$ 1,224,897	$ 1,414,575	$ 1,726,545	$ 1,911,465	$ 2,166,022
Fund Balance, End of Year	**$ 1,224,897**	**$ 1,414,575**	**$ 1,726,545**	**$ 1,911,465**	**$ 2,166,022**	**$ 2,309,363**
	53.3%	***33.6%***	***29.8%***	***32.6%***	***36.3%***	***38.0%***
Cash Flow Adjustments						
Surplus (Deficit)	656,406	189,678	311,970	184,920	254,557	143,341
Cash, Beginning of Year	82,441	109,972	756,102	834,943	1,169,658	1,449,261
Cash, End of Year	**$ 109,972**	**$ 756,102**	**$ 834,943**	**$ 1,169,658**	**$ 1,449,261**	**$ 1,647,252**

Use of Elementary and Secondary School Emergency Relief Fund

Use of Funds - ESSERF
An LEA may use ESSER funds for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19. Federal cash management rules will apply to this funding.
LEAs can use ESSER funds for any activities authorized by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2000 (ESSA), Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Perkins Career and Technical Education (CTE) Act, or the McKinney-Vento Homeless Assistance Act. Additional information about the allowable uses of funds can be found on the ESSER Fund Allowable Uses webpage.
In addition to these, LEAs can use funds for the following activities:
Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools
Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students)
Staff training and professional development on sanitation and minimizing the spread of infectious disease
Purchasing supplies to sanitize and clean the facilities of LEA, including buildings operated by the LEA
Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive or adaptive technology
Mental health services and supports
Summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
Discretionary funds for school principals to address the needs of their individual schools
Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff

FY22 In Person Instruction Grant and Expanded Learning Grant

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS[1] Code	Additional Considerations
In-Person Instruction Grant	State Proposition 98 funds	$2.0B	Proportion of 2020–21 LCFF entitlement SSC allocation estimates	Any purpose consistent with providing in-person instruction—such as COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation, and other school site upgrades necessary for health and safety, salaries for employees providing in-person instruction or services, and mental health support services provided in conjunction with in-person instruction	Available for expenditure through August 31, 2022	TBD	Must offer in-person instruction to required students by April 1, 2021 Grant reduced 1% each day until in-person instruction is offered to all required students Grant forfeited for failure to offer in-person instruction to required students by May 15, 2021, or for failure to provide continuous in-person instruction through the end of the school year Certification to the CDE by June 1, 2021, that the LEA has complied with grant requirements Report of final expenditure of funds due to the CDE by December 1, 2022

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS[1] Code	Additional Considerations
Expanded Learning Opportunity Grant	State Proposition 98 funds	$4.6B	Proportion of 2020–21 LCFF entitlement plus $1,000 for each enrolled homeless student SSC allocation estimates	1. Extended instructional learning time 2. Learning recovery 3. Integrated student supports to address other barriers to learning 4. Learning hubs 5. Supports for credit-deficient students 6. Additional academic services 7. Professional development	Available for expenditure through August 31, 2022	TBD	By June 1, 2021, local board adoption of a plan for use of grant funds At least 85% of funds must be used for in-person services At least 10% of funds must be used to hire paraprofessionals (can be used to meet 85% requirement for in-person services) Report of final expenditure of funds due to the CDE by December 1, 2022

Questions?

- Attachments:
  - Detailed FY21/22 Monthly Forecast
  - Detailed Multi-Year Projections

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY21-22

Revised 6/11/221

ADA = 422.75

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 422.75	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	139,895	139,895	251,810	251,810	251,810	251,810	251,810	236,703	236,703	236,703	236,703	236,703	**2,722,357**	2,722,357	-
8012 Education Protection Account	-	-	-	210,040	-	-	210,040	-	-	210,040	-	-	210,040	**840,161**	840,161	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	74,180	148,359	98,906	98,906	98,906	98,906	98,906	161,960	80,980	80,980	80,980	80,980	**1,202,948**	1,202,948	-
	-	214,074	288,254	560,757	350,717	350,717	560,757	350,717	398,663	527,723	317,683	317,683	527,723	**4,765,466**	**4,765,466**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	4,236	4,236	7,625	7,625	7,625	7,625	7,625	7,168	7,168	7,168	7,168	7,168	**82,436**	82,436	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	-	17,354	32,972	32,972	32,972	32,972	32,972	32,972	32,972	32,972	65,945	**347,078**	347,078	-
8290 Title I, Part A - Basic Low Income	-	-	49,701	-	-	149,102	-	-	-	-	-	-	-	**198,803**	198,803	-
8291 Title II, Part A - Teacher Quality	-	-	6,019	-	-	18,057	-	-	-	-	-	-	-	**24,076**	24,076	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	629,122	469,683	-	**1,098,805**	1,098,805	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	4,236	59,956	24,979	40,598	207,757	40,598	40,598	40,140	40,140	669,262	509,823	73,112	**1,751,199**	**1,751,199**	**-**
Other State Revenue																
8311 State Special Education	-	13,578	13,578	24,440	24,440	24,440	24,440	24,440	22,973	22,973	22,973	22,973	22,973	**264,219**	264,219	-
8520 Child Nutrition	-	-	-	1,643	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	6,242	**32,852**	32,852	-
8545 School Facilities (SB740)	-	-	-	-	-	-	230,378	-	-	-	115,189	-	115,189	**460,755**	460,755	-
8550 Mandated Cost	-	-	-	-	-	7,325	-	-	-	-	-	-	-	**7,325**	7,325	-
8560 State Lottery	-	-	-	-	-	-	22,484	-	-	22,484	-	-	42,541	**87,509**	87,509	-
8598 Prior Year Revenue	-		-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	322,458	-	-	-	93,240	-	-	-	-	35,862	-	-	14,345	**465,904**	465,904	-
	322,458	13,578	13,578	26,082	120,800	34,886	280,422	27,560	26,094	84,440	141,283	26,094	201,289	**1,318,564**	**1,318,564**	**-**
Other Local Revenue																
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue	**322,458**	**231,888**	**361,787**	**611,818**	**512,114**	**593,359**	**881,777**	**418,874**	**464,897**	**652,303**	**1,128,228**	**853,600**	**802,125**	**7,835,229**	**7,835,229**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	50,840	105,516	105,516	105,516	105,516	105,516	105,516	105,516	105,516	105,516	105,516	105,516	-	**1,211,511**	1,211,511	-
1170 Teachers' Substitute Hours	8,331	8,331	8,331	8,331	8,331	8,331	8,331	8,331	8,331	8,331	8,331	8,331	-	**99,971**	99,971	-
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200 Pupil Support Salaries	14,736	14,736	14,736	14,736	14,736	14,736	14,736	14,736	14,736	14,736	14,736	14,736	-	**176,828**	176,828	-
1300 Administrators' Salaries	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	-	**112,000**	112,000	-
1900 Other Certificated Salaries	5,677	5,677	5,677	5,677	5,677	5,677	5,677	5,677	5,677	5,677	5,677	5,677	-	**68,127**	68,127	-
	88,917	143,593	143,593	143,593	143,593	143,593	143,593	143,593	143,593	143,593	143,593	143,593	-	**1,668,437**	**1,668,437**	**-**
Classified Salaries																
2100 Instructional Salaries	21,111	37,163	37,163	37,163	37,163	37,163	37,163	37,163	37,163	37,163	37,163	37,163	-	**429,907**	429,907	-
2200 Support Salaries	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	-	**60,320**	60,320	-
2300 Classified Administrators' Salaries	3,481	3,481	3,481	3,481	3,481	3,481	3,481	3,481	3,481	3,481	3,481	3,481	-	**41,767**	41,767	-
2400 Clerical and Office Staff Salaries	10,193	10,193	10,193	10,193	10,193	10,193	10,193	10,193	10,193	10,193	10,193	10,193	-	**122,320**	122,320	-
2900 Other Classified Salaries	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	-	**116,480**	116,480	-
	49,519	65,570	65,570	65,570	65,570	65,570	65,570	65,570	65,570	65,570	65,570	65,570	-	**770,794**	**770,794**	**-**
Benefits																
3101 STRS	14,245	23,004	23,004	23,004	23,004	23,004	23,004	23,004	23,004	23,004	23,004	23,004	-	**267,284**	267,284	-
3202 PERS	11,394	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	-	**177,360**	177,360	-
3301 OASDI	3,070	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	4,065	-	**47,789**	47,789	-
3311 Medicare	2,007	3,033	3,033	3,033	3,033	3,033	3,033	3,033	3,033	3,033	3,033	3,033	-	**35,369**	35,369	-
3401 Health and Welfare	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	14,625	-	**175,500**	175,500	-
3501 State Unemployment	1,103	1,103	1,103	1,103	1,103	1,103	5,513	4,410	2,205	1,103	1,103	1,103	-	**22,050**	22,050	-
3601 Workers' Compensation	1,938	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	-	**34,149**	34,149	-
3901 Other Benefits	1,022	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	-	**18,000**	18,000	-
	49,403	65,389	65,389	65,389	65,389	65,389	69,799	68,696	66,491	65,389	65,389	65,389	-	**777,501**	**777,501**	**-**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY21-22

Revised 6/11/221

ADA = 422.75

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	17,350	17,350	17,350	17,350	-	-	-	-	-	-	-	-	**69,400**	69,400	-
4200 Books and Reference Materials	120	120	120	120	120	-	-	-	-	-	-	-	-	**600**	600	-
4302 School Supplies	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	-	**19,600**	19,600	-
4305 Software	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	**75,000**	75,000	-
4310 Office Expense	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	**18,000**	18,000	-
4311 Business Meals	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	100	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400 Noncapitalized Equipment	-	42,820	42,820	42,820	42,820	42,820	-	-	-	-	-	-	-	**214,100**	214,100	-
4700 Food Services	-	34,539	34,539	34,539	34,539	34,539	34,539	34,539	34,539	34,539	34,539	34,539	-	**379,930**	379,930	-
	9,512	104,221	104,221	104,221	104,221	86,751	43,931	43,931	43,931	43,931	43,931	43,931	-	**776,730**	**776,730**	**-**
Subagreement Services																
5101 Nursing	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	200	-
5102 Special Education	-	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	-	**178,700**	178,700	-
5103 Substitute Teacher	-	64	64	64	64	64	64	64	64	64	64	64	-	**700**	700	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105 Security	-	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	-	**29,600**	29,600	-
5106 Other Educational Consultants	-	-	76,657	76,657	76,657	76,657	76,657	76,657	76,657	76,657	76,657	76,657	-	**766,572**	766,572	-
	17	19,017	95,674	95,674	95,674	95,674	95,674	95,674	95,674	95,674	95,674	95,674	-	**975,772**	**975,772**	**-**
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5300 Dues & Memberships	83	83	83	83	83	83	83	83	83	83	83	83	-	**1,000**	1,000	-
5400 Insurance	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	-	**70,800**	70,800	-
5501 Utilities	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	-	**39,600**	39,600	-
5502 Janitorial Services	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	-	**17,400**	17,400	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900 Communications	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	-	**46,700**	46,700	-
5901 Postage and Shipping	-	-	300	300	300	300	300	300	300	300	300	300	-	**3,000**	3,000	-
	14,625	14,625	14,925	14,925	14,925	14,925	14,925	14,925	14,925	14,925	14,925	14,925	-	**178,500**	**178,500**	**-**
Facilities, Repairs and Other Leases																
5601 Rent	72,748	72,748	72,748	72,748	72,748	72,748	72,748	72,748	72,748	72,748	72,748	72,748	-	**872,972**	872,972	-
5602 Additional Rent	(962)	(962)	(962)	(962)	(962)	(962)	(962)	(962)	(962)	(962)	(962)	(962)	-	**(11,544)**	(11,544)	-
5603 Equipment Leases	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	-	**44,100**	44,100	-
5604 Other Leases	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	300	-
5605 Real/Personal Property Taxes	75	75	75	75	75	75	75	75	75	75	75	75	-	**900**	900	-
5610 Repairs and Maintenance	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	-	**23,000**	23,000	-
	77,477	77,477	77,477	77,477	77,477	77,477	77,477	77,477	77,477	77,477	77,477	77,477	-	**929,728**	**929,728**	**-**
Professional/Consulting Services																
5801 IT	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-
5802 Audit & Taxes	-	-	-	3,933	3,933	3,933	-	-	-	-	-	-	-	**11,800**	11,800	-
5803 Legal	433	433	433	433	433	433	433	433	433	433	433	433	-	**5,200**	5,200	-
5804 Professional Development	-	-	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	-	**44,076**	44,076	-
5805 General Consulting	-	-	630	630	630	630	630	630	630	630	630	630	-	**6,300**	6,300	-
5806 Special Activities/Field Trips	-	-	-	-	-	11,667	11,667	11,667	-	-	-	-	-	**35,000**	35,000	-
5807 Bank Charges	-	-	10	10	10	10	10	10	10	10	10	10	-	**100**	100	-
5808 Printing	-	-	460	460	460	460	460	460	460	460	460	460	-	**4,600**	4,600	-
5809 Other taxes and fees	-	-	500	500	500	500	500	500	500	500	500	500	-	**5,000**	5,000	-
5810 Payroll Service Fee	258	258	258	258	258	258	258	258	258	258	258	258	-	**3,100**	3,100	-
5811 Management Fee	73,455	73,455	73,455	73,455	73,455	73,455	73,455	73,455	73,455	73,455	73,455	73,455	-	**881,463**	881,463	-
5812 District Oversight Fee	-	2,141	2,883	5,608	3,507	3,507	5,608	3,507	3,987	5,277	3,177	3,177	5,277	**47,655**	47,655	-
5813 County Fees	-	-	-	1,950	-	-	1,950	-	-	1,950	-	-	1,950	**7,800**	7,800	-
5814 SPED Encroachment	-	13,422	13,422	24,160	24,160	24,160	24,160	13,046	28,992	28,992	28,992	28,992	15,946	**268,446**	268,446	-
5815 Public Relations/Recruitment	-	-	870	870	870	870	870	870	870	870	870	870	-	**8,700**	8,700	-
	74,289	89,852	97,471	116,817	112,767	124,434	124,551	109,387	114,145	117,386	113,335	113,335	23,173	**1,330,940**	**1,330,940**	**-**

TEACH Academy of Technologies

CHARTER IMPACT

Monthly Cash Flow/Budget FY21-22

Revised 6/11/221

ADA = 422.75

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Depreciation																
6900 Depreciation Expense	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	-	**115,500**	115,500	-
	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	-	**115,500**	**115,500**	**-**
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses	**373,383**	**589,368**	**673,945**	**693,291**	**689,241**	**683,438**	**645,145**	**628,878**	**631,432**	**633,570**	**629,519**	**629,519**	**23,173**	**7,523,902**	**7,523,902**	**-**
Monthly Surplus (Deficit)	**(50,925)**	**(357,481)**	**(312,158)**	**(81,473)**	**(177,126)**	**(90,078)**	**236,632**	**(210,004)**	**(166,535)**	**18,734**	**498,709**	**224,081**	**778,952**	**311,327**	**311,327**	**-**
Cash Flow Adjustments															**2.328**	
Monthly Surplus (Deficit)	(50,925)	(357,481)	(312,158)	(81,473)	(177,126)	(90,078)	236,632	(210,004)	(166,535)	18,734	498,709	224,081	778,952	**311,327**	***Coverage 1.20***	
Cash flows from operating activities																
Depreciation/Amortization	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	9,625	-	**115,500**		
Public Funding Receivables	473,385	183,192	263,993	180,159	234,848	38,388	148,069	-	-	-	-	-	(802,125)	**719,910**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(2,063)	-	-	-	-	-	-	-	-	-	-	-	23,173	**21,110**		
Total Change in Cash	430,022	(164,664)	(38,540)	108,311	67,346	(42,066)	394,326	(200,379)	(156,910)	28,359	508,334	233,706				
Cash, Beginning of Month	2,605,971	3,035,993	2,871,330	2,832,790	2,941,101	3,008,447	2,966,382	3,360,708	3,160,329	3,003,420	3,031,778	3,540,112				
Cash, End of Month	**3,035,993**	**2,871,330**	**2,832,790**	**2,941,101**	**3,008,447**	**2,966,382**	**3,360,708**	**3,160,329**	**3,003,420**	**3,031,778**	**3,540,112**	**3,773,818**	**183**			

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/11/221

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.07%*	*2.48%*	*3.11%*	*3.54%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*445.00*	*500.00*	*500.00*	*500.00*	*500.00*
Average Daily Attendance	*434.48*	*422.75*	*475.00*	*475.00*	*475.00*	*475.00*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 2,546,707	$ 2,722,357	$ 3,187,316	$ 3,353,350	$ 3,553,099	$ 3,553,099
8012 Education Protection Account	835,587	840,161	944,001	944,001	944,001	944,001
8019 State Aid - Prior Year	(10,562)	-	-	-	-	-
8096 In Lieu of Property Taxes	1,269,916	1,202,948	1,351,627	1,351,627	1,351,627	1,351,627
	4,641,647	4,765,466	5,482,944	5,648,978	5,848,727	5,848,727
Federal Revenue						
8181 Special Education - Entitlement	84,724	82,436	92,625	92,625	92,625	92,625
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	441,228	347,078	389,975	389,975	389,975	389,975
8290 Title I, Part A - Basic Low Income	183,876	198,803	223,374	223,374	223,374	223,374
8291 Title II, Part A - Teacher Quality	24,076	24,076	27,052	27,052	27,052	27,052
8296 Other Federal Revenue	1,104,954	1,098,805	469,683	469,683	-	-
8299 Prior Year Federal Revenue	23,794	-	-	-	-	-
	1,862,652	1,751,199	1,202,709	1,202,709	733,026	733,026
Other State Revenue						
8311 State Special Education	271,550	264,219	296,875	296,875	296,875	296,875
8520 Child Nutrition	53,767	32,852	36,912	36,912	36,912	36,912
8545 School Facilities (SB740)	474,968	460,755	517,703	517,703	517,703	517,703
8550 Mandated Cost	7,325	7,325	7,128	8,009	8,009	8,009
8560 State Lottery	86,462	87,509	98,325	98,325	98,325	98,325
8598 Prior Year Revenue	62,103	-	-	-	-	-
8599 Other State Revenue	267,819	465,904	143,447	143,447	143,447	143,447
	1,223,993	1,318,564	1,100,389	1,101,270	1,101,270	1,101,270
Other Local Revenue						
8980 Contributions, Unrestricted	500	-	-	-	-	-
	500	-	-	-	-	-
Total Revenue	**$ 7,728,793**	**$ 7,835,229**	**$ 7,786,042**	**$ 7,952,957**	**$ 7,683,023**	**$ 7,683,023**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	1,049,700	1,211,511	1,344,649	1,318,648	1,345,021	1,371,922
1170 Teachers' Substitute Hours	-	99,971	101,970	104,010	106,090	108,212
1175 Teachers' Extra Duty/Stipends	30,385	-	-	-	-	-
1200 Pupil Support Salaries	80,852	176,828	180,364	183,972	187,651	191,404
1300 Administrators' Salaries	110,157	112,000	114,240	116,525	118,855	121,232
1900 Other Certificated Salaries	21,604	68,127	69,490	70,879	72,297	73,743
	1,292,698	1,668,437	1,810,714	1,794,034	1,829,915	1,866,513

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/11/221

		2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Classified Salaries							
2100	Instructional Salaries	133,172	429,907	438,505	447,275	456,221	465,345
2200	Support Salaries	-	60,320	61,526	62,757	64,012	65,292
2300	Classified Administrators' Salaries	-	41,767	42,602	43,454	44,323	45,210
2400	Clerical and Office Staff Salaries	70,777	122,320	124,766	127,262	129,807	132,403
2900	Other Classified Salaries	92,027	116,480	118,810	121,186	123,610	126,082
		295,976	770,794	786,210	801,934	817,973	834,332
Benefits							
3101	STRS	197,320	267,284	327,739	324,720	331,215	337,839
3202	PERS	64,285	177,360	206,301	217,645	221,998	226,438
3301	OASDI	18,710	47,789	48,745	49,720	50,714	51,729
3311	Medicare	23,171	35,369	37,655	37,642	38,394	39,162
3401	Health and Welfare	126,059	175,500	179,010	182,590	186,242	189,967
3501	State Unemployment	16,285	22,050	23,030	22,540	22,540	22,540
3601	Workers' Compensation	17,954	34,149	36,357	36,344	37,070	37,812
3901	Other Benefits	10,637	18,000	-	-	-	-
		474,421	777,501	858,838	871,200	888,173	905,486
Books and Supplies							
4100	Textbooks and Core Curricula	71,368	69,400	79,537	81,128	82,750	74,405
4200	Books and Other Materials	622	600	688	701	715	730
4302	School Supplies	20,144	19,600	22,463	22,912	23,370	13,838
4305	Software	77,034	75,000	85,955	87,674	89,428	91,216
4310	Office Expense	18,448	18,000	20,629	21,042	21,463	21,892
4311	Business Meals	95	100	115	117	119	122
4400	Noncapitalized Equipment	220,014	214,100	150,373	153,380	156,448	159,577
4700	Food Services	345,220	379,930	435,425	444,134	453,016	462,077
		752,945	776,730	795,185	811,088	827,310	823,856
Subagreement Services							
5101	Nursing	222	200	229	234	238	243
5102	Special Education	183,678	178,700	204,802	208,898	213,076	207,338
5103	Substitute Teacher	703	700	(19,198)	(19,582)	(19,973)	(45,373)
5105	Security	30,423	29,600	33,924	34,602	35,294	36,000
5106	Other Educational Consultants	140,821	766,572	118,777	121,153	123,576	76,048
		355,846	975,772	338,535	345,305	352,212	274,256

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/11/221

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Operations and Housekeeping						
5201 Auto and Travel	36	-	-	-	-	-
5300 Dues & Memberships	1,004	1,000	1,146	1,169	1,192	1,216
5400 Insurance	72,717	70,800	81,142	82,764	84,420	86,108
5501 Utilities	40,682	39,600	45,384	46,292	47,218	48,162
5502 Janitorial Services	17,841	17,400	19,942	20,340	20,747	21,162
5900 Communications	47,967	46,700	53,521	54,592	55,684	56,797
5901 Postage and Shipping	3,133	3,000	3,438	3,507	3,577	3,649
	183,381	178,500	204,573	208,664	212,838	217,095
Facilities, Repairs and Other Leases						
5601 Rent	863,161	872,972	870,973	871,254	867,261	871,682
5602 Additional Rent	(1,732)	(11,544)	(9,514)	(9,824)	(5,833)	(10,254)
5603 Equipment Leases	45,347	44,100	50,542	51,552	52,583	53,635
5604 Other Leases	258	300	344	351	358	365
5605 Real/Personal Property Taxes	917	900	1,031	1,052	1,073	1,095
5610 Repairs and Maintenance	23,669	23,000	26,360	26,887	27,424	(2,027)
	931,619	929,728	939,735	941,272	942,868	914,496
Professional/Consulting Services						
5801 IT	1,760	1,700	1,948	1,987	2,027	2,068
5802 Audit & Taxes	12,105	11,800	12,036	12,277	12,522	12,773
5803 Legal	5,396	5,200	5,304	5,410	5,518	5,629
5804 Professional Development	15,439	44,076	50,514	51,524	52,555	53,606
5805 General Consulting	6,517	6,300	7,220	7,365	7,512	7,662
5806 Special Activities/Field Trips	-	35,000	40,112	40,915	41,733	27,568
5807 Bank Charges	55	100	115	117	119	122
5808 Printing	4,750	4,600	5,272	5,377	5,485	5,595
5809 Other taxes and fees	5,162	5,000	5,730	5,845	5,962	6,081
5810 Payroll Service Fee	3,163	3,100	3,553	3,624	3,696	3,770
5811 Management Fee	744,978	881,463	1,010,216	1,030,421	1,051,029	1,072,050
5812 District Oversight Fee	46,416	47,655	54,829	56,490	58,487	58,487
5813 County Fees	7,975	7,800	8,939	9,118	9,300	9,486
5814 SPED Encroachment	277,539	268,446	301,625	301,625	301,625	316,284
5815 Public Relations/Recruitment	8,941	8,700	8,874	9,051	9,233	9,417
	1,140,196	1,330,940	1,516,289	1,541,146	1,566,804	1,590,597
Depreciation						
6900 Depreciation Expense	118,718	115,500	117,810	120,166	122,570	125,021
	118,718	115,500	117,810	120,166	122,570	125,021
Interest						
7438 Interest Expense	15,400	-	-	-	-	-
	15,400	-	-	-	-	-
Total Expenses	**$ 5,561,201**	**$ 7,523,902**	**$ 7,367,888**	**$ 7,434,810**	**$ 7,560,661**	**$ 7,551,651**
Surplus (Deficit)	**$ 2,167,592**	**$ 311,327**	**$ 418,154**	**$ 518,147**	**$ 122,362**	**$ 131,372**
Fund Balance, Beginning of Year	$ 2,739,770	$ 4,907,362	$ 5,218,689	$ 5,636,843	$ 6,154,990	$ 6,277,352
Fund Balance, End of Year	**$ 4,907,362**	**$ 5,218,689**	**$ 5,636,843**	**$ 6,154,990**	**$ 6,277,352**	**$ 6,408,724**
	88.2%	***69.4%***	***76.5%***	***82.8%***	***83.0%***	***84.9%***

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/11/221

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments						
Surplus (Deficit)	2,167,592	311,327	418,154	518,147	122,362	131,372
Cash Flows From Operating Activities						
Depreciation/Amortization	118,718	115,500	117,810	120,166	122,570	125,021
Public Funding Receivables	(282,977)	719,910	(187,197)	22,743	(17,977)	-
Grants and Contributions Rec.	(304,478)	-	-	-	-	-
Due To/From Related Parties	50,987	-	-	-	-	-
Prepaid Expenses	(28,623)	-	-	-	-	-
Other Assets	(3,050)	-	-	-	-	-
Accounts Payable	(20,399)	21,110	5,218	(1,870)	225	14,705
Accrued Expenses	(155,615)	-	-	-	-	-
Other Liabilities	323,267	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(113,416)	-	-	-	-	-
Cash Flows From Financing Activities					-	-
Proceeds(Payments) on Debt	(1,083,195)	-	-	-	-	-
Total Change in Cash	668,810	1,167,847	353,985	659,185	227,179	271,099
Cash, Beginning of Year	1,937,161	2,605,971	3,773,818	4,127,803	4,786,988	5,014,168
Cash, End of Year	**$ 2,605,971**	**$ 3,773,818**	**$ 4,127,803**	**$ 4,786,988**	**$ 5,014,168**	**$ 5,285,266**

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 456.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 456.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	209,907	209,907	377,832	377,832	377,832	377,832	377,832	491,187	491,187	491,187	491,187	491,187	**4,764,906**	4,764,906	-
8012 Education Protection Account	-	-	-	22,800	-	-	22,800	-	-	22,800	-	-	22,800	**91,200**	91,200	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	68,593	137,186	91,458	91,458	91,458	91,458	91,458	211,498	105,749	105,749	105,749	105,749	**1,297,562**	1,297,562	-
	-	278,500	347,093	492,090	469,290	469,290	492,090	469,290	702,685	619,736	596,936	596,936	619,736	**6,153,668**	**6,153,668**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	3,917	3,917	7,051	7,051	7,051	7,051	7,051	9,166	9,166	9,166	9,166	9,166	**88,920**	88,920	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	-	18,130	34,447	34,447	34,447	34,447	34,447	34,447	34,447	34,447	68,894	**362,601**	362,601	-
8290 Title I, Part A - Basic Low Income	-	-	40,247	-	-	120,742	-	-	-	-	-	-	-	**160,989**	160,989	-
8291 Title II, Part A - Teacher Quality	-	-	4,991	-	-	14,972	-	-	-	-	-	-	-	**19,962**	19,962	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	509,458	380,346	-	**889,804**	889,804	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	3,917	49,155	25,181	41,498	177,211	41,498	41,498	43,613	43,613	553,071	423,959	78,060	**1,522,276**	**1,522,276**	**-**
Other State Revenue																
8311 State Special Education	-	12,555	12,555	22,599	22,599	22,599	22,599	22,599	29,379	29,379	29,379	29,379	29,379	**285,000**	285,000	-
8520 Child Nutrition	-	-	-	1,716	3,261	3,261	3,261	3,261	3,261	3,261	3,261	3,261	6,521	**34,321**	34,321	-
8545 School Facilities (SB740)	-	-	-	-	-	-	248,497	-	-	-	124,249	-	124,249	**496,994**	496,994	-
8550 Mandated Cost	-	-	-	-	-	18,830	-	-	-	-	-	-	-	**18,830**	18,830	-
8560 State Lottery	-	-	-	-	-	-	20,791	-	-	20,791	-	-	52,810	**94,392**	94,392	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	358,017	-	-	-	-	-	-	-	-	-	-	-	-	**358,017**	358,017	-
	358,017	12,555	12,555	24,315	25,860	44,690	295,148	25,860	32,640	53,431	156,888	32,640	212,958	**1,287,555**	**1,287,555**	**-**
Total Revenue	**358,017**	**294,972**	**408,803**	**541,586**	**536,647**	**691,191**	**828,735**	**536,647**	**778,937**	**716,780**	**1,306,895**	**1,053,534**	**910,755**	**8,963,499**	**8,963,499**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	30,620	116,296	116,296	116,296	116,296	116,296	116,296	116,296	116,296	116,296	116,296	116,296	-	**1,309,873**	1,309,873	-
1170 Teachers' Substitute Hours	9,635	9,635	9,635	9,635	9,635	9,635	9,635	9,635	9,635	9,635	9,635	9,635	-	**115,621**	115,621	-
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200 Pupil Support Salaries	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	-	**109,334**	109,334	-
1300 Administrators' Salaries	26,740	26,740	26,740	26,740	26,740	26,740	26,740	26,740	26,740	26,740	26,740	26,740	-	**320,882**	320,882	-
1900 Other Certificated Salaries	16,814	16,814	16,814	16,814	16,814	16,814	16,814	16,814	16,814	16,814	16,814	16,814	-	**201,772**	201,772	-
	92,921	178,596	178,596	178,596	178,596	178,596	178,596	178,596	178,596	178,596	178,596	178,596	-	**2,057,481**	**2,057,481**	**-**
Classified Salaries																
2100 Instructional Salaries	26,286	28,675	28,675	28,675	28,675	28,675	28,675	28,675	28,675	28,675	28,675	28,675	-	**341,714**	341,714	-
2200 Support Salaries	3,623	3,623	7,970	7,970	7,970	7,970	7,970	7,970	7,970	7,970	7,970	7,970	-	**86,944**	86,944	-
2300 Classified Administrators' Salaries	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	-	**40,129**	40,129	-
2400 Clerical and Office Staff Salaries	14,310	14,310	14,310	14,310	14,310	14,310	14,310	14,310	14,310	14,310	14,310	14,310	-	**171,714**	171,714	-
2900 Other Classified Salaries	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	-	**84,770**	84,770	-
	54,626	57,016	61,363	61,363	61,363	61,363	61,363	61,363	61,363	61,363	61,363	61,363	-	**725,272**	**725,272**	**-**
Benefits																
3101 STRS	14,886	28,611	28,611	28,611	28,611	28,611	28,611	28,611	28,611	28,611	28,611	28,611	-	**329,609**	329,609	-
3301 OASDI	3,387	3,535	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	3,805	-	**44,967**	44,967	-
3311 Medicare	2,139	3,416	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479	-	**40,350**	40,350	-
3401 Health and Welfare	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	18,417	-	**221,000**	221,000	-
3501 State Unemployment	1,348	1,348	1,348	1,348	1,348	1,348	6,738	5,390	2,695	1,348	1,348	1,348	-	**26,950**	26,950	-
3601 Workers' Compensation	2,066	3,299	3,359	3,359	3,359	3,359	3,359	3,359	3,359	3,359	3,359	3,359	-	**38,959**	38,959	-
3901 Other Benefits	1,485	2,371	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	-	**28,000**	28,000	-
	43,727	60,996	61,433	61,433	61,433	61,433	66,823	65,476	62,781	61,433	61,433	61,433	-	**729,834**	**729,834**	**-**

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 456.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	37,500	37,500	37,500	37,500	-	-	-	-	-	-	-	-	**150,000**	150,000	-
4200 Books and Reference Materials	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	**75,000**	75,000	-
4302 School Supplies	7,823	7,823	7,823	7,823	7,823	7,823	7,823	7,823	7,823	7,823	7,823	7,823	-	**93,878**	93,878	-
4305 Software	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	200,000	-
4310 Office Expense	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	**45,000**	45,000	-
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400 Noncapitalized Equipment	-	60,000	60,000	60,000	60,000	60,000	-	-	-	-	-	-	-	**300,000**	300,000	-
4700 Food Services	-	36,084	36,084	36,084	36,084	36,084	36,084	36,084	36,084	36,084	36,084	36,084	-	**396,922**	396,922	-
	43,240	176,824	176,824	176,824	176,824	124,324	64,324	64,324	64,324	64,324	64,324	64,324	-	**1,260,800**	**1,260,800**	**-**
Subagreement Services																
5102 Special Education	-	22,727	22,727	22,727	22,727	22,727	22,727	22,727	22,727	22,727	22,727	22,727	-	**250,000**	250,000	-
5103 Substitute Teacher	-	673	673	673	673	673	673	673	673	673	673	673	-	**7,400**	7,400	-
5104 Transportation	-	9	9	9	9	9	9	9	9	9	9	9	-	**100**	100	-
5105 Security	-	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	-	**18,000**	18,000	-
5106 Other Educational Consultants	-	-	30,302	30,302	30,302	30,302	30,302	30,302	30,302	30,302	30,302	30,302	-	**303,017**	303,017	-
	-	25,045	55,347	55,347	55,347	55,347	55,347	55,347	55,347	55,347	55,347	55,347	-	**578,517**	**578,517**	**-**
Operations and Housekeeping																
5201 Auto and Travel	-	64	64	64	64	64	64	64	64	64	64	64	-	**700**	700	-
5300 Dues & Memberships	92	92	92	92	92	92	92	92	92	92	92	92	-	**1,100**	1,100	-
5400 Insurance	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	-	**72,300**	72,300	-
5501 Utilities	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	-	**74,300**	74,300	-
5502 Janitorial Services	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	-	**27,500**	27,500	-
5900 Communications	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**100,000**	100,000	-
5901 Postage and Shipping	-	-	150	150	150	150	150	150	150	150	150	150	-	**1,500**	1,500	-
	22,933	22,997	23,147	23,147	23,147	23,147	23,147	23,147	23,147	23,147	23,147	23,147	-	**277,400**	**277,400**	**-**
Facilities, Repairs and Other Leases																
5601 Rent	61,769	61,769	61,769	61,769	61,769	61,769	61,769	61,769	61,769	61,769	61,769	61,769	-	**741,228**	741,228	-
5602 Additional Rent	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	-	**(151)**	(151)	-
5603 Equipment Leases	50	50	50	50	50	50	50	50	50	50	50	50	-	**600**	600	-
5605 Real/Personal Property Taxes	125	125	125	125	125	125	125	125	125	125	125	125	-	**1,500**	1,500	-
5610 Repairs and Maintenance	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**150,000**	150,000	-
	74,431	74,431	74,431	74,431	74,431	74,431	74,431	74,431	74,431	74,431	74,431	74,431	-	**893,177**	**893,177**	**-**
Professional/Consulting Services																
5801 IT	75	75	75	75	75	75	75	75	75	75	75	75	-	**900**	900	-
5802 Audit & Taxes	-	-	-	3,900	3,900	3,900	-	-	-	-	-	-	-	**11,700**	11,700	-
5803 Legal	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	200	-
5804 Professional Development	-	-	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	-	**64,962**	64,962	-
5805 General Consulting	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	**25,000**	25,000	-
5806 Special Activities/Field Trips	-	-	-	-	-	25,000	25,000	25,000	-	-	-	-	-	**75,000**	75,000	-
5808 Printing	-	-	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	2,540	-	**25,400**	25,400	-
5809 Other taxes and fees	-	-	310	310	310	310	310	310	310	310	310	310	-	**3,100**	3,100	-
5810 Payroll Service Fee	300	300	300	300	300	300	300	300	300	300	300	300	-	**3,600**	3,600	-
5811 Management Fee	84,033	84,033	84,033	84,033	84,033	84,033	84,033	84,033	84,033	84,033	84,033	84,033	-	**1,008,394**	1,008,394	-
5812 District Oversight Fee	-	2,785	3,471	4,921	4,693	4,693	4,921	4,693	7,027	6,197	5,969	5,969	6,197	**61,537**	61,537	-
5813 County Fees	-	-	-	1,800	-	-	1,800	-	-	1,800	-	-	1,800	**7,200**	7,200	-
5814 SPED Encroachment	-	14,478	14,478	26,060	26,060	26,060	26,060	14,073	31,272	31,272	31,272	31,272	17,200	**289,560**	289,560	-
5815 Public Relations/Recruitment	-	-	650	650	650	650	650	650	650	650	650	650	-	**6,500**	6,500	-
	84,424	101,687	114,870	133,602	131,574	156,574	154,702	140,686	135,220	136,191	134,163	134,163	25,197	**1,583,052**	**1,583,052**	**-**
Depreciation																
6900 Depreciation Expense	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	-	**55,500**	55,500	-
	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	-	**55,500**	**55,500**	**-**
Total Expenses	**420,927**	**702,218**	**750,636**	**769,369**	**767,341**	**739,841**	**683,359**	**667,995**	**659,834**	**659,457**	**657,429**	**657,429**	**25,197**	**8,161,034**	**8,161,034**	**-**
Monthly Surplus (Deficit)	**(62,910)**	**(407,246)**	**(341,833)**	**(227,783)**	**(230,694)**	**(48,650)**	**145,377**	**(131,348)**	**119,103**	**57,322**	**649,466**	**396,105**	**885,557**	**802,465**	**802,465**	**-**

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 456.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															2.824	
Monthly Surplus (Deficit)	(62,910)	(407,246)	(341,833)	(227,783)	(230,694)	(48,650)	145,377	(131,348)	119,103	57,322	649,466	396,105	885,557	**802,465**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	4,625	-	**55,500**		
Public Funding Receivables	485,593	303,343	302,078	298,321	302,319	38,987	118,838	-	-	-	-	-	(910,755)	**938,723**		
Accounts Payable	(1,225)	-	-	-	-	-	-	-	-	-	-	-	25,197	**23,972**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	426,082	(99,278)	(35,130)	75,163	76,250	(5,038)	268,839	(126,723)	123,728	61,947	654,091	400,730				
Cash, Beginning of Month	1,526,297	1,952,379	1,853,101	1,817,971	1,893,134	1,969,384	1,964,346	2,233,185	2,106,462	2,230,190	2,292,137	2,946,228				
Cash, End of Month	**1,952,379**	**1,853,101**	**1,817,971**	**1,893,134**	**1,969,384**	**1,964,346**	**2,233,185**	**2,106,462**	**2,230,190**	**2,292,137**	**2,946,228**	**3,346,958**	**150**	**DCOH**		

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/11/2021

		2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Assumptions							
	LCFF COLA	*n/a*	*5.07%*	*2.48%*	*3.11%*	*3.54%*	*0.00%*
	Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
	Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
	Enrollment		*480.00*	*515.00*	*515.00*	*515.00*	*515.00*
	Average Daily Attendance	*401.76*	*456.00*	*489.25*	*489.25*	*489.25*	*489.25*
Revenues							
State Aid - Revenue Limit							
8011	LCFF State Aid	$ 3,903,072	$ 4,764,906	$ 5,277,125	$ 5,482,461	$ 5,729,838	$ 5,729,838
8012	Education Protection Account	80,352	91,200	97,850	97,850	97,850	97,850
8019	State Aid - Prior Year	46,000	-	-	-	-	-
8096	In Lieu of Property Taxes	1,174,280	1,297,562	1,392,176	1,392,176	1,392,176	1,392,176
		5,203,704	6,153,668	6,767,151	6,972,487	7,219,864	7,219,864
Federal Revenue							
8181	Special Education - Entitlement	78,343	88,920	95,404	95,404	95,404	95,404
8220	Federal Child Nutrition	-	362,601	389,041	389,041	389,041	389,041
8290	Title I, Part A - Basic Low Income	148,717	160,989	172,728	172,728	172,728	172,728
8291	Title II, Part A - Teacher Quality	19,962	19,962	21,418	21,418	21,418	21,418
8296	Other Federal Revenue	1,005,231	889,804	380,346	380,346	-	-
8299	Prior Year Federal Revenue	17,659	-	-	-	-	-
		1,269,913	1,522,276	1,058,936	1,058,936	678,590	678,590
Other State Revenue							
8311	State Special Education	251,100	285,000	305,781	305,781	305,781	305,781
8520	Child Nutrition	-	34,321	36,824	36,824	36,824	36,824
8545	School Facilities (SB740)	333,662	496,994	499,509	498,714	500,764	494,897
8550	Mandated Cost	17,354	18,830	21,373	22,931	22,931	22,931
8560	State Lottery	79,950	94,392	101,275	101,275	101,275	101,275
8598	Prior Year Revenue	892	-	-	-	-	-
8599	Other State Revenue	125,252	358,017	0	0	0	0
		808,210	1,287,555	964,762	965,526	967,576	961,708
Total Revenue		**$ 7,281,827**	**$ 8,963,499**	**$ 8,790,848**	**$ 8,996,949**	**$ 8,866,030**	**$ 8,860,162**
Expenses							
Certificated Salaries							
1100	Teachers' Salaries	1,090,781	1,309,873	1,336,071	1,330,935	1,357,554	1,384,705
1170	Teachers' Substitute Hours	-	115,621	117,933	120,292	122,698	125,152
1175	Teachers' Extra Duty/Stipends	117,337	-	-	-	-	-
1200	Pupil Support Salaries	143,679	109,334	111,520	113,751	116,026	118,346
1300	Administrators' Salaries	176,581	320,882	327,299	333,845	340,522	347,333
1900	Other Certificated Salaries	83,550	201,772	205,807	209,923	214,122	218,404
		1,611,928	2,057,481	2,098,631	2,108,747	2,150,921	2,193,940

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Classified Salaries						
2100 Instructional Salaries	57,729	341,714	348,548	328,171	334,735	341,430
2200 Support Salaries	8,448	86,944	88,683	90,457	92,266	94,111
2300 Classified Administrators' Salaries	-	40,129	40,932	41,750	42,585	43,437
2400 Clerical and Office Staff Salaries	37,450	171,714	175,149	178,652	182,225	185,869
2900 Other Classified Salaries	90,601	84,770	86,466	88,195	89,959	91,758
	194,228	725,272	739,777	727,225	741,769	756,605
Benefits						
3101 STRS	251,631	329,609	379,852	381,683	389,317	397,103
3301 OASDI	11,329	44,967	45,866	45,088	45,990	46,909
3311 Medicare	25,962	40,350	41,157	41,122	41,944	42,783
3401 Health and Welfare	165,285	221,000	225,420	229,928	234,527	239,218
3501 State Unemployment	13,432	26,950	26,950	25,970	25,970	25,970
3601 Workers' Compensation	21,656	38,959	39,738	39,704	40,498	41,308
3901 Other Benefits	27,186	28,000	28,000	28,000	28,000	28,000
	516,482	729,834	786,983	791,495	806,245	821,291
Books and Supplies						
4100 Textbooks and Core Curricula	73,188	150,000	164,156	167,439	170,788	174,204
4200 Books and Other Materials	17,749	75,000	82,078	83,720	85,394	87,102
4302 School Supplies	31,021	93,878	102,738	104,792	106,888	109,026
4305 Software	111,995	200,000	218,875	223,253	227,718	157,272
4310 Office Expense	27,959	45,000	49,247	50,232	51,236	52,261
4311 Business Meals	33	-	-	-	-	-
4400 Noncapitalized Equipment	197,282	300,000	328,313	334,879	341,576	273,408
4700 Food Services	15,465	396,922	434,382	443,070	451,931	460,970
	474,693	1,260,800	1,379,789	1,407,384	1,435,532	1,314,243
Subagreement Services						
5102 Special Education	82,366	250,000	273,594	279,066	284,647	290,340
5103 Substitute Teacher	6,502	7,400	8,098	8,260	8,426	8,594
5104 Transportation	91	100	109	112	114	116
5105 Security	15,883	18,000	19,699	20,093	20,495	20,904
5106 Other Educational Consultants	7,034	303,017	309,077	315,259	321,564	327,995
	111,875	578,517	610,578	622,789	635,245	647,950

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Operations and Housekeeping						
5201 Auto and Travel	656	700	766	781	797	813
5300 Dues & Memberships	937	1,100	1,204	1,228	1,252	1,277
5400 Insurance	63,688	72,300	79,123	80,706	82,320	83,966
5501 Utilities	65,440	74,300	81,312	82,938	84,597	86,289
5502 Janitorial Services	24,253	27,500	30,095	30,697	31,311	31,937
5900 Communications	40,093	100,000	109,438	111,626	113,859	116,136
5901 Postage and Shipping	1,297	1,500	1,642	1,674	1,708	1,742
	196,365	277,400	303,580	309,651	315,844	322,161
Facilities, Repairs and Other Leases						
5601 Rent	745,786	741,228	740,013	738,836	741,873	733,180
5602 Additional Rent	(4,709)	(151)	1,065	2,241	(795)	7,897
5603 Equipment Leases	517	600	657	670	683	697
5604 Other Leases	17	-	-	-	-	-
5605 Real/Personal Property Taxes	1,333	1,500	1,642	1,674	1,708	1,742
5610 Repairs and Maintenance	35,759	150,000	164,156	167,439	150,788	153,804
	778,703	893,177	907,532	910,861	894,257	897,320
Professional/Consulting Services						
5801 IT	750	900	985	1,005	1,025	1,045
5802 Audit & Taxes	10,310	11,700	11,934	12,173	12,416	12,664
5803 Legal	150	200	204	208	212	216
5804 Professional Development	8,650	64,962	71,093	72,515	73,965	75,444
5805 General Consulting	21,302	25,000	27,359	27,907	28,465	29,034
5806 Special Activities/Field Trips	6,475	75,000	82,078	83,720	85,394	87,102
5807 Bank Charges	30	-	-	-	-	-
5808 Printing	22,392	25,400	27,797	28,353	28,920	29,499
5809 Other taxes and fees	2,756	3,100	3,393	3,460	3,530	3,600
5810 Payroll Service Fee	3,201	3,600	3,940	4,019	4,099	4,181
5811 Management Fee	720,596	1,008,394	1,103,561	1,125,632	1,148,145	1,171,108
5812 District Oversight Fee	52,565	61,537	67,672	69,725	72,199	72,199
5813 County Fees	6,373	7,200	7,880	8,037	8,198	8,362
5814 SPED Encroachment	293,015	289,560	310,674	310,674	310,674	325,772
5815 Public Relations/Recruitment	5,721	6,500	6,630	6,763	6,898	7,036
	1,154,285	1,583,052	1,725,198	1,754,189	1,784,138	1,827,262
Depreciation						
6900 Depreciation Expense	48,879	55,500	56,610	57,742	58,897	60,075
	48,879	55,500	56,610	57,742	58,897	60,075
Total Expenses	**$ 5,087,437**	**$ 8,161,034**	**$ 8,608,677**	**$ 8,690,082**	**$ 8,822,850**	**$ 8,840,846**
Surplus (Deficit)	**$ 2,194,390**	**$ 802,465**	**$ 182,171**	**$ 306,866**	**$ 43,180**	**$ 19,316**
Fund Balance, Beginning of Year	$ 1,712,999	$ 3,907,389	$ 4,709,854	$ 4,892,025	$ 5,198,892	$ 5,242,072
Fund Balance, End of Year	**$ 3,907,389**	**$ 4,709,854**	**$ 4,892,025**	**$ 5,198,892**	**$ 5,242,072**	**$ 5,261,387**
	76.8%	***57.7%***	***56.8%***	***59.8%***	***59.4%***	***59.5%***

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments						
Surplus (Deficit)	2,194,390	802,465	182,171	306,866	43,180	19,316
Cash Flows From Operating Activities						
Depreciation/Amortization	48,879	55,500	56,610	57,742	58,897	60,075
Public Funding Receivables	(1,196,517)	938,723	(190,875)	19,610	139,802	1,467
Grants and Contributions Rec.	(503,149)	-	-	-	-	-
Due To/From Related Parties	(92,768)	-	-	-	-	-
Prepaid Expenses	(29,817)	-	-	-	-	-
Other Assets	(300)	-	-	-	-	-
Accounts Payable	(8,577)	23,972	2,658	(1,239)	263	15,140
Accrued Expenses	8,748	-	-	-	-	-
Other Liabilities	120,110	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(78,346)	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-
Total Change in Cash	462,652	1,820,661	50,565	382,980	242,142	95,997
Cash, Beginning of Year	1,063,645	1,526,297	3,346,958	3,397,523	3,780,503	4,022,645
Cash, End of Year	**$ 1,526,297**	**$ 3,346,958**	**$ 3,397,523**	**$ 3,780,503**	**$ 4,022,645**	**$ 4,118,642**

TEACH Prep

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 257.45

		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 257.45	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	81,136	81,136	288,408	146,044	146,044	215,302	146,044	232,533	232,533	232,533	232,533	232,533	**2,266,779**	2,266,779	-
8012	Education Protection Account	-	-	-	12,873	-	-	12,873	-	-	12,873	-	-	12,873	**51,490**	51,490	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	31,466	62,932	74,285	51,902	51,902	51,902	51,902	118,763	59,381	59,381	59,381	59,381	**732,582**	732,582	-
		-	112,602	144,067	375,566	197,947	197,947	280,077	197,947	351,296	304,787	291,915	291,915	304,787	**3,050,851**	**3,050,851**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	1,797	1,797	3,234	3,234	3,234	3,234	3,234	6,087	6,087	6,087	6,087	6,087	**50,203**	50,203	-
8220	Federal Child Nutrition	-	-	-	10,395	19,751	19,751	19,751	19,751	19,751	19,751	19,751	19,751	39,502	**207,904**	207,904	-
8290	Title I, Part A - Basic Low Income	-	-	13,100	-	-	39,300	-	-	-	-	-	-	-	**52,400**	52,400	-
8291	Title II, Part A - Teacher Quality	-	-	1,687	-	-	5,062	-	-	-	-	-	-	-	**6,749**	6,749	-
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	173,768	194,595	-	**368,363**	368,363	-
		-	1,797	16,584	13,630	22,985	67,347	22,985	22,985	25,838	25,838	199,606	220,433	45,589	**685,618**	**685,618**	**-**
Other State Revenue																	
8311	State Special Education	-	5,759	5,759	10,367	10,367	10,367	10,367	10,367	19,511	19,511	19,511	19,511	19,511	**160,906**	160,906	-
8520	Child Nutrition	-	-	-	984	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	3,739	**19,679**	19,679	-
8545	School Facilities (SB740)	-	-	-	-	-	-	140,297	-	-	-	70,149	-	70,149	**280,595**	280,595	-
8550	Mandated Cost	-	-	-	-	-	3,107	-	-	-	-	-	-	-	**3,107**	3,107	-
8560	State Lottery	-	-	-	-	-	-	9,538	-	-	9,538	-	-	34,217	**53,292**	53,292	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	142,948	-	-	-	-	-	-	-	-	-	-	-	-	**142,948**	142,948	-
		142,948	5,759	5,759	11,351	12,236	15,344	162,071	12,236	21,380	30,918	91,529	21,380	127,615	**660,527**	**660,527**	**-**
Total Revenue		**142,948**	**120,158**	**166,411**	**400,546**	**233,168**	**280,637**	**465,134**	**233,168**	**398,514**	**361,543**	**583,049**	**533,727**	**477,991**	**4,396,996**	**4,396,996**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	15,831	60,465	60,465	60,465	60,465	60,465	60,465	60,465	60,465	60,465	60,465	60,465	-	**680,951**	680,951	-
1170	Teachers' Substitute Hours	4,058	4,058	4,058	4,058	4,058	4,058	4,058	4,058	4,058	4,058	4,058	4,058	-	**48,695**	48,695	-
1175	Teachers' Extra Duty/Stipends	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	15,000	-
1200	Pupil Support Salaries	2,361	2,361	2,361	2,361	2,361	2,361	2,361	2,361	2,361	2,361	2,361	2,361	-	**28,333**	28,333	-
1300	Administrators' Salaries	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	8,773	-	**105,272**	105,272	-
1900	Other Certificated Salaries	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,000**	60,000	-
		37,272	81,907	81,907	81,907	81,907	81,907	81,907	81,907	81,907	81,907	81,907	81,907	-	**938,252**	**938,252**	**-**
Classified Salaries																	
2100	Instructional Salaries	16,572	18,078	18,078	18,078	18,078	18,078	18,078	18,078	18,078	18,078	18,078	18,078	-	**215,431**	215,431	-
2200	Support Salaries	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	-	**58,240**	58,240	-
2300	Classified Administrators' Salaries	-	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	-	**25,360**	25,360	-
2400	Clerical and Office Staff Salaries	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	-	**58,240**	58,240	-
2900	Other Classified Salaries	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	-	**58,240**	58,240	-
		31,132	34,944	34,944	34,944	34,944	34,944	34,944	34,944	34,944	34,944	34,944	34,944	-	**415,511**	**415,511**	**-**
Benefits																	
3101	STRS	5,971	13,122	13,122	13,122	13,122	13,122	13,122	13,122	13,122	13,122	13,122	13,122	-	**150,308**	150,308	-
3301	OASDI	1,930	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	-	**25,762**	25,762	-
3311	Medicare	992	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	-	**19,630**	19,630	-
3401	Health and Welfare	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	-	**110,500**	110,500	-
3501	State Unemployment	760	760	760	760	760	760	3,798	3,038	1,519	760	760	760	-	**15,190**	15,190	-
3601	Workers' Compensation	958	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	-	**18,953**	18,953	-
3901	Other Benefits	758	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	-	**15,000**	15,000	-
		20,576	29,881	29,881	29,881	29,881	29,881	32,919	32,159	30,640	29,881	29,881	29,881	-	**355,342**	**355,342**	**-**

TEACH Prep

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 257.45

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	25,000	25,000	25,000	25,000	-	-	-	-	-	-	-	-	100,000	100,000	-
4200 Books and Reference Materials	8,000	8,000	8,000	8,000	8,000	-	-	-	-	-	-	-	-	40,000	40,000	-
4302 School Supplies	7,138	7,138	7,138	7,138	7,138	7,138	7,138	7,138	7,138	7,138	7,138	7,138	-	85,658	85,658	-
4305 Software	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	125,000	125,000	-
4310 Office Expense	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000	40,000	-
4311 Business Meals	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
4400 Noncapitalized Equipment	-	30,000	30,000	30,000	30,000	30,000	-	-	-	-	-	-	-	150,000	150,000	-
4700 Food Services	-	20,689	20,689	20,689	20,689	20,689	20,689	20,689	20,689	20,689	20,689	20,689	-	227,582	227,582	-
	28,897	104,586	104,586	104,586	104,586	71,586	41,586	41,586	41,586	41,586	41,586	41,586	-	768,341	768,341	-
Subagreement Services																
5102 Special Education	-	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	-	125,000	125,000	-
5103 Substitute Teacher	-	209	209	209	209	209	209	209	209	209	209	209	-	2,300	2,300	-
5105 Security	-	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	-	12,400	12,400	-
5106 Other Educational Consultants	-	-	540	540	540	540	540	540	540	540	540	540	-	5,400	5,400	-
	-	12,700	13,240	13,240	13,240	13,240	13,240	13,240	13,240	13,240	13,240	13,240	-	145,100	145,100	-
Operations and Housekeeping																
5201 Auto and Travel	-	36	36	36	36	36	36	36	36	36	36	36	-	400	400	-
5300 Dues & Memberships	125	125	125	125	125	125	125	125	125	125	125	125	-	1,500	1,500	-
5400 Insurance	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-	32,000	32,000	-
5501 Utilities	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000	15,000	-
5502 Janitorial Services	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	13,100	13,100	-
5900 Communications	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000	50,000	-
5901 Postage and Shipping	-	-	40	40	40	40	40	40	40	40	40	40	-	400	400	-
	9,300	9,336	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	-	112,400	112,400	-
Facilities, Repairs and Other Leases																
5601 Rent	46,598	46,598	46,598	46,598	46,598	46,598	46,598	46,598	46,598	46,598	46,598	46,598	-	559,172	559,172	-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	492	492	492	492	492	492	492	492	492	492	492	492	-	5,900	5,900	-
5605 Real/Personal Property Taxes	67	67	67	67	67	67	67	67	67	67	67	67	-	800	800	-
5610 Repairs and Maintenance	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	-	47,000	47,000	-
	51,073	51,073	51,073	51,073	51,073	51,073	51,073	51,073	51,073	51,073	51,073	51,073	-	612,872	612,872	-
Professional/Consulting Services																
5801 IT	92	92	92	92	92	92	92	92	92	92	92	92	-	1,100	1,100	-
5802 Audit & Taxes	-	-	-	6,000	6,000	6,000	-	-	-	-	-	-	-	18,000	18,000	-
5803 Legal	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5804 Professional Development	-	-	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175	-	51,749	51,749	-
5805 General Consulting	-	-	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	-	11,800	11,800	-
5808 Printing	-	-	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	-	28,900	28,900	-
5809 Other taxes and fees	-	-	10	10	10	10	10	10	10	10	10	10	-	100	100	-
5810 Payroll Service Fee	375	375	375	375	375	375	375	375	375	375	375	375	-	4,500	4,500	-
5811 Management Fee	41,222	41,222	41,222	41,222	41,222	41,222	41,222	41,222	41,222	41,222	41,222	41,222	-	494,662	494,662	-
5812 District Oversight Fee	-	1,126	1,441	3,756	1,979	1,979	2,801	1,979	3,513	3,048	2,919	2,919	3,048	30,509	30,509	-
5813 County Fees	-	-	-	2,025	-	-	2,025	-	-	2,025	-	-	2,025	8,100	8,100	-
5814 SPED Encroachment	-	8,174	8,174	14,713	14,713	14,713	14,713	7,945	17,656	17,656	17,656	17,656	9,711	163,481	163,481	-
5815 Public Relations/Recruitment	-	-	820	820	820	820	820	820	820	820	820	820	-	8,200	8,200	-
	41,697	50,997	61,386	78,266	74,464	74,464	71,311	61,696	72,941	74,501	72,347	72,347	14,784	821,200	821,200	-
Depreciation																
6900 Depreciation Expense	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	-	38,300	38,300	-
	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	-	38,300	38,300	-
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**223,138**	**378,615**	**389,585**	**406,464**	**402,663**	**369,663**	**339,547**	**329,173**	**338,898**	**339,699**	**337,545**	**337,545**	**14,784**	**4,207,318**	**4,207,318**	**-**
Monthly Surplus (Deficit)	**(80,190)**	**(258,457)**	**(223,174)**	**(5,918)**	**(169,494)**	**(89,025)**	**125,587**	**(96,005)**	**59,616**	**21,844**	**245,504**	**196,182**	**463,208**	**189,678**	**189,678**	**-**

TEACH Prep

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 257.45

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															2.155	
Monthly Surplus (Deficit)	(80,190)	(258,457)	(223,174)	(5,918)	(169,494)	(89,025)	125,587	(96,005)	59,616	21,844	245,504	196,182	463,208	**189,678**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	-	**38,300**		
Public Funding Receivables	246,032	139,917	139,333	137,500	158,968	21,925	39,310	-	-	-	-	-	(477,991)	**404,993**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(1,625)	-	-	-	-	-	-	-	-	-	-	-	14,784	**13,159**		
Total Change in Cash	167,409	(115,349)	(80,649)	134,774	(7,335)	(63,909)	168,088	(92,813)	62,808	25,036	248,696	199,374				
Cash, Beginning of Month	109,972	277,381	162,032	81,383	216,157	208,823	144,914	313,002	220,189	282,996	308,032	556,728				
Cash, End of Month	**277,381**	**162,032**	**81,383**	**216,157**	**208,823**	**144,914**	**313,002**	**220,189**	**282,996**	**308,032**	**556,728**	**756,102**	**66**	**DCOH**		

TEACH Prep

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.07%*	*2.48%*	*3.11%*	*3.54%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment	*194.00*	*271.00*	*410.00*	*410.00*	*410.00*	*410.00*
Average Daily Attendance	*184.30*	*257.45*	*389.50*	*389.50*	*389.50*	*389.50*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 1,530,427	$ 2,266,779	$ 3,504,324	$ 3,648,752	$ 3,820,188	$ 3,820,188
8012 Education Protection Account	36,860	51,490	77,900	77,900	77,900	77,900
8019 State Aid - Prior Year	23,017	-	-	-	-	-
8096 In Lieu of Property Taxes	538,679	732,582	1,108,334	1,108,334	1,108,334	1,108,334
	2,128,984	3,050,851	4,690,558	4,834,986	5,006,422	5,006,422
Federal Revenue						
8181 Special Education - Entitlement	35,939	50,203	75,953	75,953	75,953	75,953
8220 Federal Child Nutrition	-	207,904	314,541	314,541	314,541	314,541
8290 Title I, Part A - Basic Low Income	36,912	52,400	79,277	79,277	79,277	79,277
8291 Title II, Part A - Teacher Quality	3,869	6,749	10,211	10,211	10,211	10,211
8296 Other Federal Revenue	314,626	368,363	194,595	-	-	-
	391,345	685,618	674,576	479,981	479,981	479,981
Other State Revenue						
8311 State Special Education	116,290	160,906	243,438	243,438	243,438	243,438
8520 Child Nutrition	-	19,679	29,772	29,772	29,772	29,772
8545 School Facilities (SB740)	243,484	280,595	375,613	376,223	377,770	373,343
8550 Mandated Cost	2,245	3,107	4,341	6,567	6,567	6,567
8560 State Lottery	36,676	53,292	80,627	80,627	80,627	80,627
8598 Prior Year Revenue	(10,607)	-	-	-	-	-
8599 Other State Revenue	46,902	142,948	-	-	-	-
	434,990	660,527	733,790	736,626	738,173	733,746
Total Revenue	**$ 2,955,319**	**$ 4,396,996**	**$ 6,098,923**	**$ 6,051,593**	**$ 6,224,576**	**$ 6,220,149**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	397,035	680,951	1,021,294	1,025,250	1,045,755	1,066,670
1170 Teachers' Substitute Hours	-	48,695	49,669	50,663	51,676	52,709
1175 Teachers' Extra Duty/Stipends	8,675	15,000	15,300	15,606	15,918	16,236
1200 Pupil Support Salaries	-	28,333	28,900	29,478	30,068	30,669
1300 Administrators' Salaries	100,206	105,272	107,378	109,525	111,716	113,950
1900 Other Certificated Salaries	21,598	60,000	61,200	62,424	63,672	64,946
	527,514	938,252	1,283,741	1,292,946	1,318,804	1,345,181

TEACH Prep

Multi-Year Forecast

Revised 6/11/2021

		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
		Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Classified Salaries							
2100	Instructional Salaries	105,883	215,431	279,798	285,394	291,102	296,924
2200	Support Salaries	-	58,240	59,405	60,593	61,805	63,041
2300	Classified Administrators' Salaries	-	25,360	25,867	26,384	26,912	27,450
2400	Clerical and Office Staff Salaries	52,527	58,240	59,405	60,593	61,805	63,041
2900	Other Classified Salaries	55,136	58,240	59,405	60,593	61,805	63,041
		213,546	415,511	483,880	493,557	503,428	513,497
Benefits							
3101	STRS	84,326	150,308	232,357	234,023	238,704	243,478
3301	OASDI	13,430	25,762	30,001	30,601	31,213	31,837
3311	Medicare	10,626	19,630	25,630	25,904	26,422	26,951
3401	Health and Welfare	66,767	110,500	152,490	155,540	158,651	161,824
3501	State Unemployment	6,876	15,190	19,110	18,620	18,620	18,620
3601	Workers' Compensation	8,884	18,953	24,747	25,011	25,511	26,021
3901	Other Benefits	13,130	15,000	28,000	28,000	28,000	28,000
		204,039	355,342	512,335	517,699	527,120	536,730
Books and Supplies							
4100	Textbooks and Core Curricula	37,212	100,000	154,317	157,404	160,552	163,763
4200	Books and Other Materials	2,775	40,000	61,727	62,961	64,221	65,505
4302	School Supplies	23,996	85,658	132,186	134,829	137,526	140,277
4305	Software	77,603	125,000	192,897	196,755	200,690	204,703
4310	Office Expense	31,309	40,000	61,727	62,961	64,221	65,505
4311	Business Meals	38	100	154	157	161	164
4400	Noncapitalized Equipment	43,398	150,000	231,476	236,106	240,828	245,644
4700	Food Services	19,446	227,582	351,199	358,223	365,387	372,695
		235,775	768,341	1,185,683	1,209,397	1,233,585	1,258,256
Subagreement Services							
5102	Special Education	26,024	125,000	192,897	196,755	200,690	204,703
5103	Substitute Teacher	1,636	2,300	3,549	3,620	3,693	3,767
5104	Transportation	9	-	-	-	-	-
5105	Security	8,852	12,400	19,135	19,518	19,908	20,307
5106	Other Educational Consultants	280	5,400	5,508	5,618	5,731	5,845
		36,801	145,100	221,089	225,511	230,021	234,622

TEACH Prep

Multi-Year Forecast

Revised 6/11/2021

		2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Operations and Housekeeping							
5201	Auto and Travel	318	400	617	630	642	655
5300	Dues & Memberships	1,082	1,500	2,315	2,361	2,408	2,456
5400	Insurance	22,907	32,000	49,382	50,369	51,377	52,404
5501	Utilities	10,725	15,000	23,148	23,611	24,083	24,564
5502	Janitorial Services	9,379	13,100	20,216	20,620	21,032	21,453
5900	Communications	27,599	50,000	77,159	78,702	80,276	81,881
5901	Postage and Shipping	298	400	617	630	642	655
		72,307	112,400	173,453	176,922	180,460	184,069
Facilities, Repairs and Other Leases							
5601	Rent	467,924	559,172	556,464	557,368	559,659	553,101
5603	Equipment Leases	4,247	5,900	9,105	9,287	9,473	9,662
5604	Other Leases	8	-	-	-	-	-
5605	Real/Personal Property Taxes	608	800	1,235	1,259	1,284	1,310
5610	Repairs and Maintenance	33,678	47,000	72,529	73,980	75,459	76,969
		506,465	612,872	639,332	641,893	645,875	641,042
Professional/Consulting Services							
5801	IT	800	1,100	1,697	1,731	1,766	1,801
5802	Audit & Taxes	12,905	18,000	18,360	18,727	19,102	19,484
5803	Legal	42	100	102	104	106	108
5804	Professional Development	6,175	51,749	79,858	81,455	83,084	84,746
5805	General Consulting	8,434	11,800	18,209	18,574	18,945	19,324
5807	Bank Charges	25	-	-	-	-	-
5808	Printing	20,683	28,900	44,598	45,490	46,399	47,327
5809	Other taxes and fees	50	100	154	157	161	164
5810	Payroll Service Fee	3,210	4,500	6,944	7,083	7,225	7,369
5811	Management Fee	282,612	494,662	763,349	778,616	794,189	810,072
5812	District Oversight Fee	21,458	30,509	46,906	48,350	50,064	50,064
5813	County Fees	5,791	8,100	12,500	12,750	13,005	13,265
5814	SPED Encroachment	105,434	163,481	247,333	247,333	247,333	259,353
5815	Public Relations/Recruitment	5,848	8,200	8,364	8,531	8,702	8,876
		473,465	821,200	1,248,374	1,268,901	1,290,080	1,321,954
Depreciation							
6900	Depreciation Expense	27,451	38,300	39,066	39,847	40,644	41,457
		27,451	38,300	39,066	39,847	40,644	41,457
Interest							
7438	Interest Expense	1,550	-	-	-	-	-
		1,550	-	-	-	-	-
Total Expenses		**$ 2,298,913**	**$ 4,207,318**	**$ 5,786,953**	**$ 5,866,673**	**$ 5,970,019**	**$ 6,076,808**
Surplus (Deficit)		**$ 656,406**	**$ 189,678**	**$ 311,970**	**$ 184,920**	**$ 254,557**	**$ 143,341**
	Fund Balance, Beginning of Year	$ 568,491	$ 1,224,897	$ 1,414,575	$ 1,726,545	$ 1,911,465	$ 2,166,022
	Fund Balance, End of Year	**$ 1,224,897**	**$ 1,414,575**	**$ 1,726,545**	**$ 1,911,465**	**$ 2,166,022**	**$ 2,309,363**
		53.3%	***33.6%***	***29.8%***	***32.6%***	***36.3%***	***38.0%***

TEACH Prep

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments						
Surplus (Deficit)	656,406	189,678	311,970	184,920	254,557	143,341
Cash Flows From Operating Activities						
Depreciation/Amortization	27,451	38,300	39,066	39,847	40,644	41,457
Public Funding Receivables	(344,103)	404,993	(284,903)	115,304	(15,816)	1,107
Grants and Contributions Rec.	(244,988)	-	-	-	-	-
Due To/From Related Parties	(57,304)	-	-	-	-	-
Prepaid Expenses	(11,241)	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Accounts Payable	(2,855)	13,159	12,707	(5,357)	218	12,085
Accrued Expenses	(36,832)	-	-	-	-	-
Other Liabilities	149,424	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(88,429)	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-
Cash Flows From Financing Activities					-	-
Proceeds from Factoring	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-
Proceeds(Payments) on Debt	(19,998)	-	-	-	-	-
Total Change in Cash	27,531	646,130	78,841	334,715	279,603	197,990
Cash, Beginning of Year	82,441	109,972	756,102	834,943	1,169,658	1,449,261
Cash, End of Year	**$ 109,972**	**$ 756,102**	**$ 834,943**	**$ 1,169,658**	**$ 1,449,261**	**$ 1,647,252**

TEACH Public Schools

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 0.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 0.00	
Other Local Revenue																
8689 Other Fees and Contracts	78,225	73,943	101,492	160,102	134,260	161,169	219,163	125,402	168,500	176,886	299,203	244,359	208,133	**2,150,837**	2,150,837	-
	78,225	73,943	101,492	160,102	134,260	161,169	219,163	125,402	168,500	176,886	299,203	244,359	208,133	**2,150,837**	**2,150,837**	**-**
Total Revenue	**78,225**	**73,943**	**101,492**	**160,102**	**134,260**	**161,169**	**219,163**	**125,402**	**168,500**	**176,886**	**299,203**	**244,359**	**208,133**	**2,150,837**	**2,150,837**	**-**
Expenses																
Certificated Salaries																
1170 Teachers' Substitute Hours	30,375	-	-	-	-	-	-	-	-	-	-	-	-	**30,375**	30,375	-
1300 Administrators' Salaries	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	-	**607,504**	607,504	-
	81,001	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	-	**637,879**	**637,879**	**-**
Classified Salaries																
2200 Support Salaries	12,950	-	-	-	-	-	-	-	-	-	-	-	-	**12,950**	12,950	-
2300 Classified Administrators' Salaries	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	-	**310,000**	310,000	-
2400 Clerical and Office Staff Salaries	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-	**70,000**	70,000	-
2900 Other Classified Salaries	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	**84,000**	84,000	-
	51,617	38,667	38,667	38,667	38,667	38,667	38,667	38,667	38,667	38,667	38,667	38,667	-	**476,950**	**476,950**	**-**
Benefits																
3101 STRS	12,976	8,110	8,110	8,110	8,110	8,110	8,110	8,110	8,110	8,110	8,110	8,110	-	**102,188**	102,188	-
3301 OASDI	3,200	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	-	**29,571**	29,571	-
3311 Medicare	1,923	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	-	**16,165**	16,165	-
3401 Health and Welfare	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	**90,000**	90,000	-
3501 State Unemployment	270	270	270	270	270	270	1,348	1,078	539	270	270	270	-	**5,390**	5,390	-
3601 Workers' Compensation	1,857	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,608**	15,608	-
3901 Other Benefits	4,758	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	3,204	-	**40,000**	40,000	-
	32,484	24,026	24,026	24,026	24,026	24,026	25,104	24,834	24,295	24,026	24,026	24,026	-	**298,922**	**298,922**	**-**
Books and Supplies																
4302 School Supplies	583	583	583	583	583	583	583	583	583	583	583	583	-	**7,000**	7,000	-
4305 Software	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**12,000**	12,000	-
4310 Office Expense	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**40,000**	40,000	-
4311 Business Meals	167	167	167	167	167	167	167	167	167	167	167	167	-	**2,000**	2,000	-
4400 Noncapitalized Equipment	-	4,000	4,000	4,000	4,000	4,000	-	-	-	-	-	-	-	**20,000**	20,000	-
	5,083	9,083	9,083	9,083	9,083	9,083	5,083	5,083	5,083	5,083	5,083	5,083	-	**81,000**	**81,000**	**-**

TEACH Public Schools

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 0.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	9	9	9	9	9	9	9	9	9	9	9	-	**100**	100	-
5105 Security	-	364	364	364	364	364	364	364	364	364	364	364	-	**4,000**	4,000	-
	-	373	373	373	373	373	373	373	373	373	373	373	-	**4,100**	**4,100**	**-**
Operations and Housekeeping																
5201 Auto and Travel	-	818	818	818	818	818	818	818	818	818	818	818	-	**9,000**	9,000	-
5300 Dues & Memberships	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
5400 Insurance	500	500	500	500	500	500	500	500	500	500	500	500	-	**6,000**	6,000	-
5501 Utilities	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	-	**16,000**	16,000	-
5502 Janitorial Services	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**12,000**	12,000	-
5900 Communications	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	-	**14,000**	14,000	-
5901 Postage and Shipping	-	-	500	500	500	500	500	500	500	500	500	500	-	**5,000**	5,000	-
	4,250	5,068	5,568	5,568	5,568	5,568	5,568	5,568	5,568	5,568	5,568	5,568	-	**65,000**	**65,000**	**-**
Facilities, Repairs and Other Leases																
5601 Rent	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,000**	60,000	-
5602 Additional Rent	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,205**	1,205	-
5603 Equipment Leases	292	292	292	292	292	292	292	292	292	292	292	292	-	**3,500**	3,500	-
5604 Other Leases	83	83	83	83	83	83	83	83	83	83	83	83	-	**1,000**	1,000	-
5605 Real/Personal Property Taxes	347	347	347	347	347	347	347	347	347	347	347	347	-	**4,167**	4,167	-
5610 Repairs and Maintenance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	15,000	-
	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	-	**84,872**	**84,872**	**-**
Professional/Consulting Services																
5801 IT	583	583	583	583	583	583	583	583	583	583	583	583	-	**7,000**	7,000	-
5802 Audit & Taxes	-	-	-	1,533	1,533	1,533	-	-	-	-	-	-	-	**4,600**	4,600	-
5803 Legal	167	167	167	167	167	167	167	167	167	167	167	167	-	**2,000**	2,000	-
5804 Professional Development	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**10,000**	10,000	-
5805 General Consulting	-	-	700	700	700	700	700	700	700	700	700	700	-	**7,000**	7,000	-
5806 Special Activities/Field Trips	-	-	-	-	-	733	733	733	-	-	-	-	-	**2,200**	2,200	-
5807 Bank Charges	-	-	150	150	150	150	150	150	150	150	150	150	-	**1,500**	1,500	-
5808 Printing	-	-	20	20	20	20	20	20	20	20	20	20	-	**200**	200	-
5809 Other taxes and fees	-	-	320	320	320	320	320	320	320	320	320	320	-	**3,200**	3,200	-
5810 Payroll Service Fee	687	687	687	687	687	687	687	687	687	687	687	687	-	**8,240**	8,240	-
5811 Management Fee	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	**48,000**	48,000	-
	5,437	5,437	7,627	9,160	9,160	9,893	8,360	8,360	7,627	7,627	7,627	7,627	-	**93,940**	**93,940**	**-**
Depreciation																
6900 Depreciation Expense	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,000**	13,000	-
	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,000**	**13,000**	**-**
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	**-**
Total Expenses	**188,027**	**141,435**	**144,125**	**145,658**	**145,658**	**146,391**	**141,936**	**141,666**	**140,394**	**140,125**	**140,125**	**140,125**	**-**	**1,755,663**	**1,755,663**	**-**
Monthly Surplus (Deficit)	**(109,802)**	**(67,491)**	**(42,633)**	**14,444**	**(11,398)**	**14,778**	**77,227**	**(16,264)**	**28,106**	**36,762**	**159,078**	**104,234**	**208,133**	**395,174**	**395,174**	**-**

TEACH Public Schools

Monthly Cash Flow/Budget FY21-22

Revised 6/11/2021

ADA = 0.00

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															7.823	
Monthly Surplus (Deficit)	(109,802)	(67,491)	(42,633)	14,444	(11,398)	14,778	77,227	(16,264)	28,106	36,762	159,078	104,234	208,133	**395,174**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,000**		
Public Funding Receivables	-	-	-	-	-	-	187,969	-	-	-	-	-	(208,133)	**(20,164)**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	(108,719)	(66,408)	(41,549)	15,527	(10,315)	15,862	266,279	(15,181)	29,189	37,845	160,162	105,317				
Cash, Beginning of Month	450,843	342,125	275,717	234,167	249,695	239,380	255,242	521,521	506,340	535,529	573,374	733,536				
Cash, End of Month	**342,125**	**275,717**	**234,167**	**249,695**	**239,380**	**255,242**	**521,521**	**506,340**	**535,529**	**573,374**	**733,536**	**838,853**	**174**	**DCOH**		

TEACH Public Schools

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Revenues						
Federal Revenue						
8296 Other Federal Revenue	73,096	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-
	73,096	-	-	-	-	-
Other Local Revenue						
8689 Other Fees and Contracts	1,705,457	2,150,837	2,193,853	2,237,731	2,282,485	2,328,135
	1,705,462	2,150,837	2,193,853	2,237,731	2,282,485	2,328,135
Total Revenue	**$ 1,778,558**	**$ 2,150,837**	**$ 2,193,853**	**$ 2,237,731**	**$ 2,282,485**	**$ 2,328,135**
Expenses						
Certificated Salaries						
1170 Teachers' Substitute Hours	-	30,375	30,983	31,602	32,234	32,879
1300 Administrators' Salaries	605,434	607,504	619,654	632,047	644,688	657,582
	605,434	637,879	650,637	663,650	676,923	690,461
Classified Salaries						
2200 Support Salaries	-	12,950	13,209	13,473	13,743	14,017
2300 Classified Administrators' Salaries	89,283	310,000	316,200	322,524	328,974	335,554
2400 Clerical and Office Staff Salaries	61,057	70,000	71,400	72,828	74,285	75,770
2900 Other Classified Salaries	76,217	84,000	85,680	87,394	89,141	90,924
	226,556	476,950	486,489	496,219	506,143	516,266
Benefits						
3101 STRS	94,245	102,188	117,765	120,121	122,523	124,973
3301 OASDI	13,372	29,571	30,162	30,766	31,381	32,008
3311 Medicare	11,878	16,165	16,488	16,818	17,154	17,498
3401 Health and Welfare	61,377	90,000	91,800	93,636	95,509	97,419
3501 State Unemployment	3,742	5,390	5,390	5,390	5,390	5,390
3601 Workers' Compensation	8,100	15,608	15,920	16,238	16,563	16,894
3901 Other Benefits	30,491	40,000	28,000	28,000	28,000	28,000
	223,206	298,922	305,526	310,968	316,520	322,183
Books and Supplies						
4302 School Supplies	907	7,000	7,140	7,283	7,428	7,577
4305 Software	7,073	12,000	12,240	12,485	12,734	12,989
4310 Office Expense	22,645	40,000	40,800	41,616	42,448	43,297
4311 Business Meals	122	2,000	2,040	2,081	2,122	2,165
4400 Noncapitalized Equipment	12,315	20,000	20,400	20,808	21,224	21,649
	43,062	81,000	82,620	84,272	85,958	87,677

TEACH Public Schools

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Subagreement Services						
5104 Transportation	9	100	102	104	106	108
5105 Security	2,244	4,000	4,080	4,162	4,245	4,330
	2,253	4,100	4,182	4,266	4,351	4,438
Operations and Housekeeping						
5201 Auto and Travel	1,910	9,000	9,180	9,364	9,551	9,742
5300 Dues & Memberships	1,017	3,000	3,060	3,121	3,184	3,247
5400 Insurance	500	6,000	6,120	6,242	6,367	6,495
5501 Utilities	12,441	16,000	16,320	16,646	16,979	17,319
5502 Janitorial Services	500	12,000	12,240	12,485	12,734	12,989
5900 Communications	23,285	14,000	14,280	14,566	14,857	15,154
5901 Postage and Shipping	7,083	5,000	5,100	5,202	5,306	5,412
	46,736	65,000	66,300	67,626	68,979	70,358
Facilities, Repairs and Other Leases						
5601 Rent	15,040	60,000	61,200	62,424	63,672	64,946
5602 Additional Rent	100	1,205	1,229	1,254	1,279	1,304
5603 Equipment Leases	1,571	3,500	3,570	3,641	3,714	3,789
5604 Other Leases	8	1,000	1,020	1,040	1,061	1,082
5605 Real/Personal Property Taxes	347	4,167	4,250	4,335	4,422	4,510
5610 Repairs and Maintenance	58,308	15,000	15,300	15,606	15,918	16,236
	75,374	84,872	86,569	88,301	90,067	91,868
Professional/Consulting Services						
5801 IT	583	7,000	7,140	7,283	7,428	7,577
5802 Audit & Taxes	8,426	4,600	4,692	4,786	4,882	4,979
5803 Legal	(1,740)	2,000	2,040	2,081	2,122	2,165
5804 Professional Development	8,870	10,000	10,200	10,404	10,612	10,824
5805 General Consulting	2,531	7,000	7,140	7,283	7,428	7,577
5806 Special Activities/Field Trips	-	2,200	2,244	2,289	2,335	2,381
5807 Bank Charges	1,505	1,500	1,530	1,561	1,592	1,624
5808 Printing	5,524	200	204	208	212	216
5809 Other taxes and fees	1,741	3,200	3,264	3,329	3,396	3,464
5810 Payroll Service Fee	20	8,240	8,405	8,573	8,744	8,919
5811 Management Fee	-	48,000	48,960	49,939	50,938	51,957
5815 Public Relations/Recruitment	660	-	-	-	-	-
	28,120	93,940	95,819	97,735	99,690	101,684
Depreciation						
6900 Depreciation Expense	13,300	13,000	13,260	13,525	13,796	14,072
	13,300	13,000	13,260	13,525	13,796	14,072
Total Expenses	**$ 1,264,041**	**$ 1,755,663**	**$ 1,791,402**	**$ 1,826,562**	**$ 1,862,425**	**$ 1,899,006**
Surplus (Deficit)	**$ 514,517**	**$ 395,174**	**$ 402,452**	**$ 411,169**	**$ 420,060**	**$ 429,129**
Fund Balance, Beginning of Year	$ 42,262	$ 556,779	$ 951,953	$ 1,354,405	$ 1,765,574	$ 2,185,633
Fund Balance, End of Year	**$ 556,779**	**$ 951,953**	**$ 1,354,405**	**$ 1,765,574**	**$ 2,185,633**	**$ 2,614,762**
	44.0%	***54.2%***	***75.6%***	***96.7%***	***117.4%***	***137.7%***

TEACH Public Schools

Multi-Year Forecast

Revised 6/11/2021

	2020-21 Prior Year	2021-22 Budget	2022-23 Forecast	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments						
Surplus (Deficit)	514,517	395,174	402,452	411,169	420,060	429,129
Cash Flows From Operating Activities						
Depreciation/Amortization	13,300	13,000	13,260	13,525	13,796	14,072
Public Funding Receivables	(187,969)	(20,164)	(4,163)	(4,246)	(4,331)	(4,417)
Grants and Contributions Rec.	24,000	-	-	-	-	-
Due To/From Related Parties	58,840	-	-	-	-	-
Prepaid Expenses	(10,015)	-	-	-	-	-
Other Assets	(4,740)	-	-	-	-	-
Accounts Payable	(2,573)	-	-	-	-	-
Accrued Expenses	33,876	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(3,156)	-	-	-	-	-
Total Change in Cash	436,081	388,010	411,549	420,448	429,525	438,783
Cash, Beginning of Year	14,762	450,843	838,853	1,250,402	1,670,850	2,100,375
Cash, End of Year	**$ 450,843**	**$ 838,853**	**$ 1,250,402**	**$ 1,670,850**	**$ 2,100,375**	**$ 2,539,158**

Coversheet

EPA Resolutions

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: C. EPA Resolutions
Purpose: Vote
Submitted by:
Related Material: FY2022-TTHS-EPA Spending Plan.pdf
FY2022-TES-EPA Spending Plan.pdf
FY2022-TAT-EPA Spending Plan.pdf

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 23, 2021.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

Powered by BoardOnTrack

TEACH TECH Charter High
Budgeted Expenditures through: June 30, 2022
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	91,200.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		91,200.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	66,693.65
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	24,506.35
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		91,200.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of ____TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary____;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the __ TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary_____ has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 23, 2021.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

Powered by BoardOnTrack

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary
Budgeted Expenditures through: June 30, 2022
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	51,490.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		51,490.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	37,654.12
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	13,835.88
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		51,490.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 23, 2021.

_____
Board Member

_____
Board Member

_____
Board Member

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Board Member

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Board Member

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TEACH Academy of Technologies
Budgeted Expenditures through: June 30, 2022
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	840,161.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		840,161.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	437,529.41
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	402,631.59
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		840,161.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

TEACH Public Schools 2021 Local Control and Accountability Plan/LCP Annual Update & Budget Overview for Parents

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: D. TEACH Public Schools 2021 Local Control and Accountability Plan/LCP Annual Update & Budget Overview for Parents
Purpose: Vote
Submitted by:
Related Material:
ES2021_LCFF_Budget_Overview_for_Parents_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_Elemen_20210622.pdf
ES2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_Elemen_20210622 (3).pdf
ES2021_Local_Control_and_Accountability_Plan_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_Elemen_20210622.pdf
MS2021_LCFF_Budget_Overview_for_Parents_TEACH_Academy_of_Technologies_20210622.pdf
MS2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_TEACH_Academy_of_Technologies_20210622 (3).pdf
MS2021_Local_Control_and_Accountability_Plan_TEACH_Academy_of_Technologies_20210622.pdf
HS2021_LCFF_Budget_Overview_for_Parents_TEACH_Tech_Charter_High_School_20210622 (1).pdf
HS2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_TEACH_Tech_Charter_High_School_20210622 (4).pdf
HS2021_Local_Control_and_Accountability_Plan_TEACH_Tech_Charter_High_School_20210622 (3).pdf
Local Indicators 2021.pdf
TEACH Local Indicators Overview - Board 06-22-21.pdf

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
CDS Code:	19647330138305
LEA Contact Information:	Name: Sharon Rhee Position: Principal Phone: 323-872-0708
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$3050851
LCFF Supplemental & Concentration Grants	$782257
All Other State Funds	$660527
All Local Funds	$0
All federal funds	$685618
Total Projected Revenue	$4,396,996

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$2863593
Total Budgeted Expenditures in the LCAP	$1915070
Total Budgeted Expenditures for High Needs Students in the LCAP	$782257
Expenditures not in the LCAP	$948,523

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1514000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1514000

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

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

CDS Code: 19647330138305

School Year: 2021-22

LEA contact information:

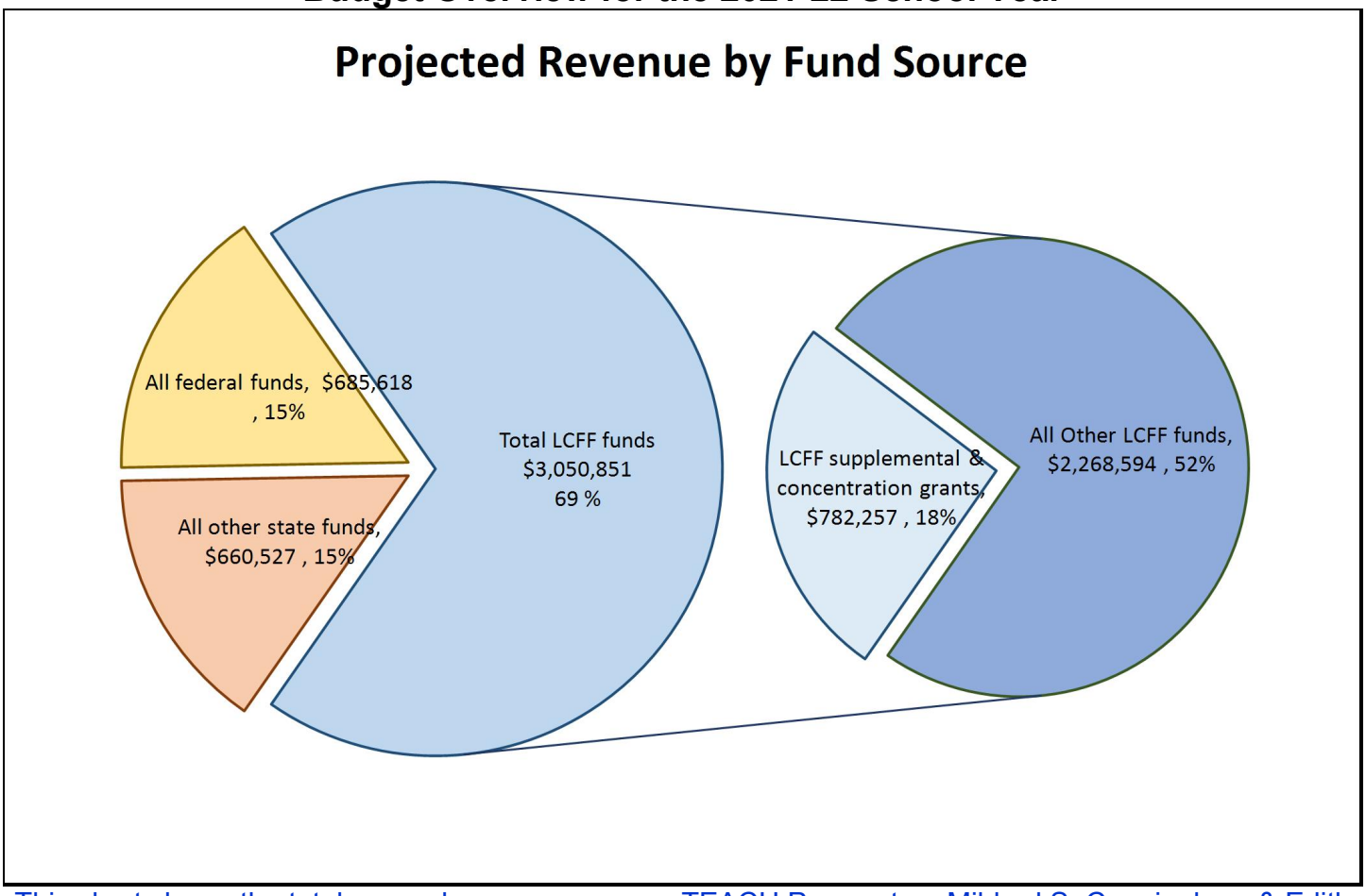
Sharon Rhee

Principal

323-872-0708

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

Budget Overview for the 2021-22 School Year



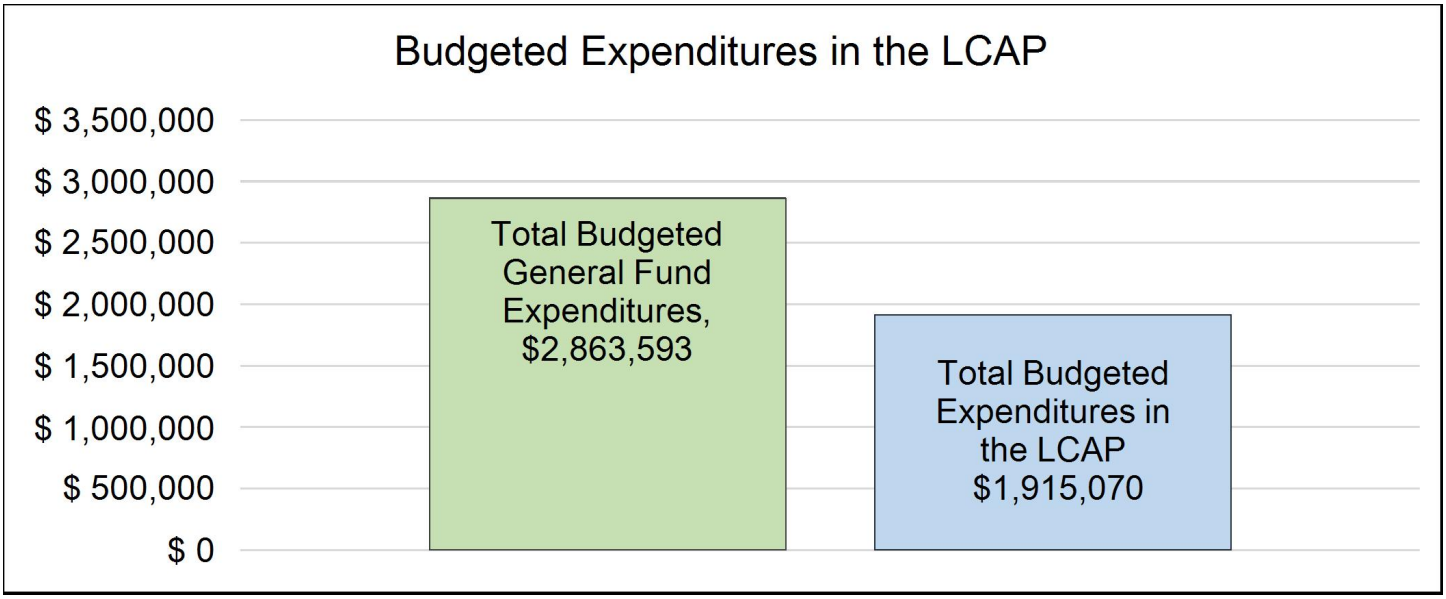
This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

The total revenue projected for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is $4,396,996, of which $3050851 is Local Control Funding Formula (LCFF), $660527 is other state funds, $0 is local funds, and $685618 is federal funds. Of the $3050851 in LCFF Funds, $782257 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

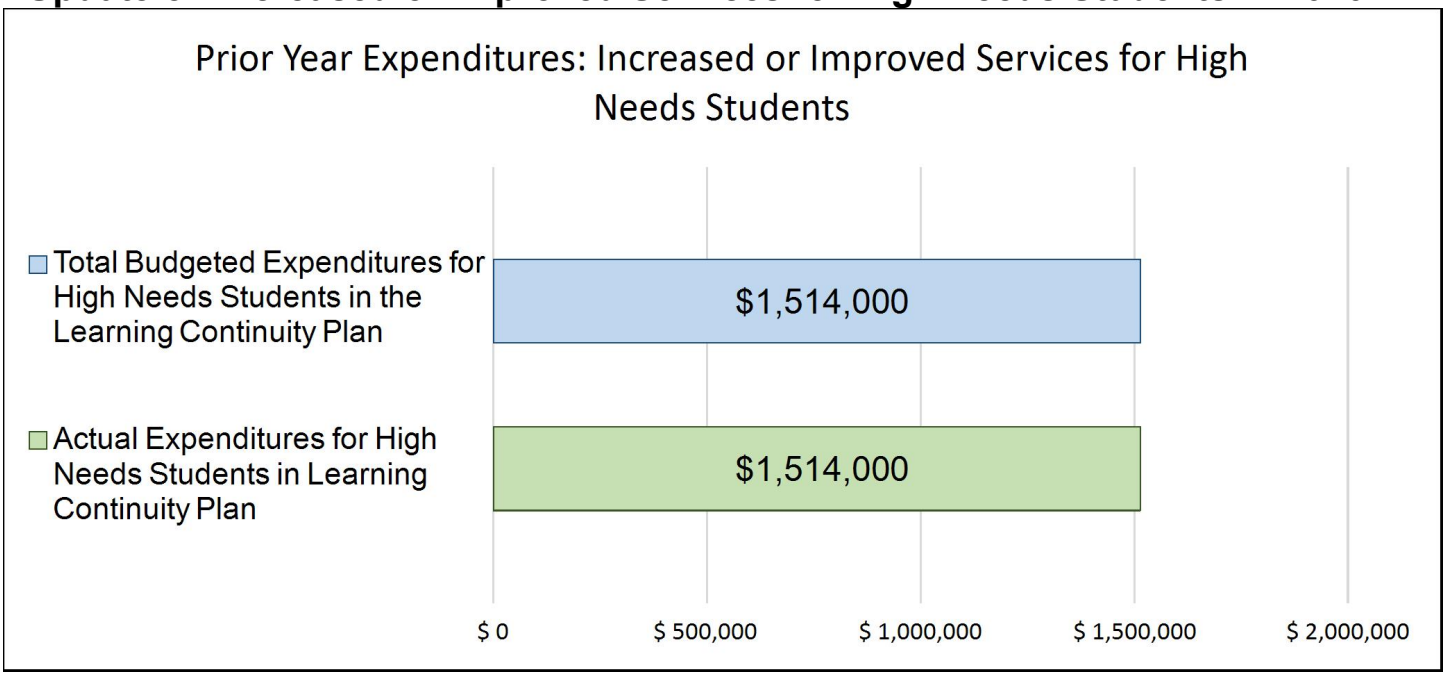
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $2863593 for the 2021-22 school year. Of that amount, $1915070 is tied to actions/services in the LCAP and $948,523 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive $782257 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $782257 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's Learning Continuity Plan budgeted $1514000 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent $1514000 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Outcome 1 — Basic (Conditions of Learning): All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers. **Baseline** 100% implementation of CCSS ELA and Math and NGSS implementation	
Metric/Indicator Priority 1 Outcome 2 — Basic (Conditions of Learning): % of TEACH ES students who will have sufficient access to standards-aligned instructional materials. **Baseline** 100% of students will have access to standards-aligned instructional materials	100%
Metric/Indicator	data not available

Expected	Actual
Priority 1 Outcome 3 — Basic (Conditions of Learning): % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing. **Baseline** Campus & Facilities Aide completes Daily Inspection Sheets twotimes a day two times a day with 90% compliance or good standing rating	
Metric/Indicator Priority 2 Outcome 1 — State Standards (Conditions of Learning): Purchased text and online curriculum; curriculum pacing and lesson plans; teacher observations. **Baseline** Site will purchase core curriculum materials in ELA, ELD, Math, and Science along with intervention programs that align to CCSS	
Metric/Indicator Priority 7 Outcome 1 — Course Access (Conditions of Learning): % of access to all available programs and services outlined in charter petition. **Baseline** 100% of students will have access to all available programs and services outlined in charter petition	

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5 **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

Goal 2

Every TEACH ES student will have the right to a rigorous, data-driven, college-preparatory instructional program with technology integration and project-based learning opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4 Outcome 1 — Pupil Achievement (Pupil Outcomes): Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data. Internal assessment data goals include Schoolwide and all significant subgroups will meet or exceed targets for growth in ELA and Math as evidenced by internal diagnostic assessments such as NWEA MAPs, DIBELs, ELPAC, and standards and curricular based internal assessments. **Baseline** Meet or exceed the rates of LAUSD averages	data not available
Metric/Indicator Priority 4 Outcome 2 — Pupil Achievement (Pupil Outcomes): EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments.	data not available

Expected	Actual
Baseline EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments	
Metric/Indicator Priority 4 Outcome 3 — Pupil Achievement (Pupil Outcomes): EL reclassification rates; EL student progress towards reclassification and academic progress include: ELPAC score of a “3” or “4”, report card grades of “3’s” or “4’s” in the English Language Arts and Mathematics, Teacher recommendation, review documentation of individual conferences and meetings. When an EL student reaches these goals, a recommendation for reclassification is made. Instructional staff and parent will meet for the reclassification process and make recommendations for reclassification. The child will be designated as Reclassified Fluent English Proficient (RFEP). **Baseline** EL reclassification rates will meet or exceed the rates of LAUSD averages	2.80%
Metric/Indicator Priority 8 Outcome 1 — Other Pupil Outcomes (Pupil Outcomes): % of students with access to hands-on/PBL and tech-based learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations. **Baseline** 100% of students with access to hands-on/PBL and tech-based learning	data not available

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, including teachers increased capacity to deliver effective standards-based online instruction.

Goal 3

TEACH ES will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3 Outcome 1 — Parental Involvement (Engagement): # of parents attending 2+ events annually **Baseline** Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	
Metric/Indicator Priority 3 Outcome 2 — Parental Involvement (Engagement): Analysis of attendance, Sign In sheets, consistent membership **Baseline** Increase rate of participation (overall and by	

Expected	Actual
stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	
Metric/Indicator Priority 5 Outcome 1 — Pupil Engagement (Engagement): Attendance and chronic absenteeism rates **Baseline** Maintain an ADA rate of > 95%	94.2%
Metric/Indicator Priority 6 Outcome 1 — School Climate (Engagement): % of student suspensions (suspension rate that is < 1%) **Baseline** Maintain a suspension rate that is < 5 %	0%
Metric/Indicator Priority 6 Outcome 2 — School Climate (Engagement): % of student expulsions (expulsion rate that is < 0.5%) **Baseline** Maintain an expulsion rate that is < 1%	
Metric/Indicator Priority 6 Outcome 3 — School Climate (Engagement): % of participation in school climate survey and survey results	

Expected	Actual
Baseline Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK_5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

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For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

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For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Family and parental engagement was extremely challenging this year. We implemented strategies to engage with families virtually and are poised to implement new technology platforms to increase parent participation in their child's education as well as strategies to bring parents together at the school site.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to enhance halts and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	$40,000		No
Janitorial and campus aide staff to provide a clean & safe school site & cleaning equipment and supplies (LLMF)	$100,000		No
Safe Passage (WACA) (LLMF)	$15,000		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

NA

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The pandemic created numerous challenges and the school remained flexible and implemented the state's tier-specific guidelines with student health and safety as our number one priority. With the PPP money we maximized our student support by making sure all staff (Classified and Certified Staff) stayed on board during COVID to support student learning- such as supporting teachers with small groups, assisting with assessments, providing individual attention all via DL.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional devices and technology (i.e., Chromebooks, iPads, and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. (LLMF)	$50,000		Yes
Two week professional development offered to all teachers to support the development of high quality lessons for distance learning. (repeat expense)	0		Yes
Purchase software to ensure management of deployed equipment for distance learning (LLMF)	$30,000		Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	$35,000		Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$15,000		Yes
Certificated teachers to provide engaging standards based online instruction (LLMF)	$525,000		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The school implemented numerous strategies to overcome the challenges presented by distance learning- those strategies included small groups using breakout rooms were created to support this student population. We also created schedules for or TA's to do push

in times to support the teachers working with our EL, foster youth, and low- socio-economic students during DL as well. Our parent coordinator and office manager made sure we kept in good communication with our parents/guardians via Parent Square as well as via phone. The school even made home visits to students who couldn't come over to get school materials and if attendance was low we would do a wellness check up by visiting the homes to see how we can assist them.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online assessments to measure pupil learning loss and progress (LLMF)	$12,000		Yes
Credentialed teachers to provide instruction, assessment, tutoring & intervention (LLMF)	$524,000		Yes
Instructional Aides providing intervention, tutoring and student support (LLMF)	$70,000		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

NA

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

One of the challenges this year was assessing the learning loss due to uneven participation in formative assessments and because the school is new, lack of baseline assessment data. We did reflect upon classroom assessment results and other available local data to drive the creation of the LCAP goals and actions.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Supporting vulnerable student groups such as foster youth, EL students, and low SES during distance learning was particularly challenging and our staff made forming connections with students and reaching out to families with resources to foster mental well-being during this time became a priority.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes included the use of ParentSquare, which was utilized to communicate with parents important information throughout DL. When we had difficulty with parents picking up homework and dropping off homework, we utilized the services of WACA (Western Avenue Community Action) to drop off and pick up assignments to students and return it back to school.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English.	$50,000		Yes
Mental Health and Social and Emotional Well-Being	School Therapist/Psychologist to provide mental health supports/services (LLMF)	$16,000		Yes
Stakeholder Engagement	Bilingual Parent Coordinator engaging parents, students and other stakeholders.	$16,000		Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	EL Coordinator to support English Learners	$16,000		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing in-person and distance learning served as a point of reflection and was a key driver in the development of goals for the LCAP, and are described within the LCAP in greater detail.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Addressing pupil learning loss is a key priority in the LCAP- this includes developing data literacy throughout the school, using standards based assessments as data points to drive instruction and hiring additional staff to support targeted interventions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

NA

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis of program implementation and available local student outcome data as well as the previous 19-20 student outcome data served as the primary driver for reflection and goal setting for the new LCAP, as well as the input from key stakeholders such as staff, faculty, parents, administrators and students. This input and these data points are provided in greater detail within the LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$155,000.00	
Distance Learning Program	$655,000.00	
Pupil Learning Loss	$606,000.00	
Additional Actions and Plan Requirements	$98,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$1,514,000.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$155,000.00	
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$155,000.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$655,000.00	
Pupil Learning Loss	$606,000.00	
Additional Actions and Plan Requirements	$98,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$1,359,000.00	

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary ("TEACH Prep ES") will serve approximately 400 students in grades TK-5 at capacity. We anticipate the student population will be similar to the demographics of the students enrolled our sister schools, TEACH Academy of Technologies (a Middle School) and TEACH Tech Charter High School (with a higher percentage of ELs due to the younger age of the students), and similar to the surrounding schools' demographics: roughly 93% FRPL, 37% ELs, 11% SpEd, 65% Hispanic/Latino and 33% African American. As evidenced by crime, income and other data from the surrounding community, we know our students face significant challenges outside of school: significant poverty, high crime rates, gang involvement/gang activity in their neighborhoods, drug and alcohol use, and more. The typical student attending TEACH Public Schools comes from a socioeconomically marginalized community where low student achievement and low expectations are entrenched. As evidenced above, they come from low income families where educational attainment is minimal, and most of our students need deep academic intervention. Our small school setting will be a welcome alternative for our families who seek a more personalized environment for their children.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

TEACH Preparatory Mildred S. Cunningham and Edith H. Morris Elementary School ("TEACH Prep ES") opened in the 2018-2019 School Year and was hit with the pandemic in its second year of operation. During this time, TEACH Prep ES, exhibited a high level of flexibility and response to changing circumstances with a focus on addressing the unique needs of students in the community. Staff participated in professional development program prior to the 20-21 school year. Teachers learned how key strategies for delivering instruction online and best practices for conducting class over zoom. Training included technology support and supplies for both teachers and students.

In the absence of state and local indicators on the California Dashboard, TEACH Prep ES has used available state and local data and stakeholder input to identify successes in addition to those described above. Successes at TEACH Prep ES
during the pandemic include maintaining student and family engagement, maintaining positive teacher- student relationships and keeping students actively engaged in rigorous online lessons. These successes are captured in parent and family feedback and participation levels and consistent student enrollment and virtual classroom engagement.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a new school that opened in SY 18-19, with no California Dashboard data for 19-20, (or colored performance indicators) TEACH Prep ES has relied on local school data and stakeholder input to inform the needs and goals reflected in this LCAP. The needs reflect those of a new and growing school and include a focus on building staff to provide instructional support to low-income, EL and SPED students, increasing the number of highly effective classroom teachers, focusing on implementing a rigorous standards-based curriculum and continuing to develop strong relationships with families and stakeholders.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of this year's LCAP include:

- All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers.
- Every TEACH ES student will have the right to a rigorous, data-driven, college-preparatory instructional program with technology integration and project-based learning opportunities.
- TEACH ES will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

Comprehensive Support and Improvement

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

Schools Identified

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

TEACH Prep ES has not been identified as a CSI school.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

TEACH Prep ES used a wide range of strategies to engage stakeholders in the development of the LCAP which included venues for Principals, teachers, administrators, other school personnel, students and parents. School staff was involved in providing feedback throughout the process during regular staff meetings and professional development. Principals worked with district personnel to refine the goals and provide input. Students and families provided input through surveys and informal interviews.

A summary of the feedback provided by specific stakeholder groups.

Teacher, Principal and staff feedback shaped the focus of the LCAP goals and included adding instructional support staff to focus on academic attainment of low socio-economic, EL and SPED students. Parent and student feedback is represented strongly in goal 3 which focuses on implementing a broad range of opportunities for students including music and art, technology to support the communication between parents and the school, and resources at the school site to increase parent engagement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 3 actions - increasing the range of education opportunities for students by adding music and/or art was influenced by parents and students
Goal 1 actions designed to increase teacher capacity to deliver quality instruction was influenced by faculty
Goal 2 actions designed to support student subgroup achievement and standards-based instruction was shaped by school administrators

Goals and Actions

Goal

Goal #	Description
1	All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Outcome 1 — Basic (Conditions of Learning): All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers.	100% implementation of CCSS ELA and Math and NGSS implementation				
Priority 1 Outcome 2 — Basic (Conditions of Learning): % of TEACH ES students who will have sufficient access to standards-aligned instructional materials.	100% of students will have access to standards-aligned instructional materials				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Outcome 3 — Basic (Conditions of Learning): % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing.	Campus & Facilities Aide completes Daily Inspection Sheets twotimes a day two times a day with 90% compliance or good standing rating				
Priority 2 Outcome 1 — State Standards (Conditions of Learning): Purchased text and online curriculum; curriculum pacing and lesson plans; teacher observations.	Site will purchase core curriculum materials in ELA, ELD, Math, and Science along with intervention programs that align to CCSS				
Priority 7 Outcome 1 — Course Access (Conditions of Learning): % of access to all available programs and services outlined in charter petition.	100% of students will have access to all available programs and services outlined in charter petition				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ten (11) FTE classroom teachers	Classroom teachers to provide high quality instruction	$867,518.00	No Yes
2	1 FTE aide, two .5 aides to support classroom instruction	Teacher aides to support individual instruction and targeted interventions for students	$97,550.00	No Yes
3	Stipends for three lead teachers	Lead teachers will provide PD and support to non-lead teachers on their team in the areas of providing support for planning, instructional strategies and assessments/assessment data	$18,321.00	Yes
4	Costs for teacher and administrator expenses for clearing credentials	allowable expenses to become highly qualified/ certificated	$25,000.00	No Yes
5				No Yes
6				No Yes
7				No Yes
8				No Yes

Action #	Title	Description	Total Funds	Contributing
9				No Yes
10				No Yes
11				Yes
12				Yes
13				Yes
14				Yes
15				Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Every TEACH ES student will have the right to a rigorous, data-driven, college-preparatory instructional program with technology integration and project-based learning opportunities.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Outcome 1 — Pupil Achievement (Pupil Outcomes): Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data. Internal assessment data goals include Schoolwide and all significant subgroups will meet or exceed targets for growth in ELA and Math as evidenced by internal	Meet or exceed the rates of LAUSD averages				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
diagnostic assessments such as NWEA MAPs, DIBELs, ELPAC, and standards and curricular based internal assessments.					
Priority 4 Outcome 2 — Pupil Achievement (Pupil Outcomes): EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments.	EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments				
Priority 4 Outcome 3 — Pupil Achievement (Pupil Outcomes): EL reclassification rates; EL student progress towards reclassification and academic progress include: ELPAC score of a “3” or “4”, report card grades of “3’s” or “4’s” in the English Language Arts and	EL reclassification rates will meet or exceed the rates of LAUSD averages				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics, Teacher recommendation, review documentation of individual conferences and meetings. When an EL student reaches these goals, a recommendation for reclassification is made. Instructional staff and parent will meet for the reclassification process and make recommendations for reclassification. The child will be designated as Reclassified Fluent English Proficient (RFEP).					
Priority 8 Outcome 1 — Other Pupil Outcomes (Pupil Outcomes): % of students with access to hands-on/PBL and tech-based learning; teacher PD logs/receipts;	100% of students with access to hands-on/PBL and tech-based learning				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials inventory lists and receipts; teacher lesson plans; classroom observations.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	Positions to support student achievement of SPED and EL students	$150,365.00	No Yes
2	Technology to support EL students: Listenwise	online platform to support listening skills and assessments	$10,000.00	No Yes
3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark	Supplemental instructional materials to support all studentsl	$10,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	testing); Illuminate-gradebook and standards-based assessment and resources; powerschool (attendance)			
4	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science-Foss Classroom Unit sets; Meet the Master- Art	Instructional materials	$140,000.00	No Yes
5	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or broken during distance learning;	technology to support effective instruction for all students	$150,000.00	No Yes
6	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/		$30,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	music; playground structure;			
7				No Yes
8				No Yes
9				No Yes
10				No Yes
11				Yes
12				Yes
13				Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	TEACH ES will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Outcome 1 — Parental Involvement (Engagement): # of parents attending 2+ events annually	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)				
Priority 3 Outcome 2 — Parental Involvement (Engagement): Analysis of attendance, Sign In sheets, consistent membership	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needed on school climate (estimated target 2-3% annually)				
Priority 5 Outcome 1 — Pupil Engagement (Engagement): Attendance and chronic absenteeism rates	Maintain an ADA rate of > 95%				
Priority 6 Outcome 1 — School Climate (Engagement): % of student suspensions (suspension rate that is < 1%)	Maintain a suspension rate that is < 5 %				
Priority 6 Outcome 2 — School Climate (Engagement): % of student expulsions (expulsion rate that is < 0.5%)	Maintain an expulsion rate that is < 1%				
Priority 6 Outcome 3 — School Climate (Engagement):	Increase rate of participation (overall and by				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of participation in school climate survey and survey results	stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology platform: ParentSquare to facilitate communications with parents and guardians;	technology platform to facilitate teacher/parent communication	$2,000.00	No Yes
2	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	A designated area on campus for parents to meet and discuss topics related to supporting their child's education and development; resources to log onto school platforms to access grades and communicate with teachers; guest speakers to share expertise with parents on child development and supporting student achievement and well-being	$27,958.60	No Yes
3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office		$350,958.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;			
4	1 FTE parent coordinator (shared among campuses)			No Yes
5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies		$35,400.00	No Yes
6				No Yes
7				No Yes
8				No Yes
9				No Yes
10				No Yes
11				Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.48%	782257

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

Add new resource teacher (.5 FTE), one full time (1FTE) resource teacher to directly support SPED students
Add EL Coordinator to specifically support EL students and work with EL families
Map NWEA benchmark testing to support instruction to low-income students
Technology based curriculum subscriptions (Edgenuity, Boardwalks, ZingyLearning to support instruction to low-income students
Chromebooks and other technology to support learning for all unduplicated students

Parent resources and workshops to support parents of EL students, foster parents, and low-income families

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English learners and low-income students are being increased by the required percentage through the hiring of specific personnel to support student subgroups, the implementation of new instructional materials and technology to target the learning needs of EL students, and low-income students; hiring resource teachers for in-classroom and individual instruction to student subgroups that have academic deficiencies.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,108,777.60	$152,626.00		$653,667.00	$1,915,070.60

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,257,130.00	$657,940.60

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners Foster Youth Low Income	Ten (11) FTE classroom teachers	$313,807.00	$132,948.00		$420,763.00	$867,518.00
1	2	All English Learners Foster Youth Low Income	1 FTE aide, two .5 aides to support classroom instruction	$97,550.00				$97,550.00
1	3	English Learners Foster Youth Low Income	Stipends for three lead teachers	$18,321.00				$18,321.00
1	4	All English Learners Foster Youth Low Income	Costs for teacher and administrator expenses for clearing credentials				$25,000.00	$25,000.00
1	5	All English Learners Foster Youth Low Income						
1	6	All English Learners Foster Youth Low Income						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	7	All English Learners Foster Youth Low Income						
1	8	All English Learners Foster Youth Low Income						
1	9	All English Learners Foster Youth Low Income						
1	10	All English Learners Foster Youth Low Income						
1	11	English Learners						
1	12	English Learners						
1	13	English Learners						
1	14	English Learners Foster Youth Low Income						
1	15	English Learners Foster Youth Low Income						
2	1	All Students with Disabilities English Learners Low Income EL	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	$150,365.00				$150,365.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income EL	Technology to support EL students: Listenwise	$10,000.00				$10,000.00
2	3	All English Learners Foster Youth Low Income	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)	$10,000.00				$10,000.00
2	4	All English Learners	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science- Foss Classroom Unit sets; Meet the Master- Art	$140,000.00				$140,000.00
2	5	All English Learners Foster Youth Low Income	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or broken during distance learning;	$150,000.00				$150,000.00
2	6	All English Learners	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	$30,000.00				$30,000.00
2	7	All English Learners						
2	8	All English Learners						
2	9	All English Learners						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	10	All English Learners						
2	11	English Learners Foster Youth Low Income						
2	12	English Learners Foster Youth Low Income						
2	13	English Learners Foster Youth Low Income						
3	1	All English Learners Foster Youth Low Income	Technology platform: ParentSquare to facilitate communications with parents and guardians;	$2,000.00				$2,000.00
3	2	All English Learners Foster Youth Low Income	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	$27,958.60				$27,958.60
3	3	All English Learners Foster Youth Low Income	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	$123,376.00	$19,678.00		$207,904.00	$350,958.00
3	4	All English Learners Foster Youth Low Income	1 FTE parent coordinator (shared among campuses)					
3	5	All English Learners Foster Youth Low Income	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	$35,400.00				$35,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All English Learners Foster Youth Low Income						
3	7	All English Learners Foster Youth Low Income						
3	8	All English Learners Foster Youth Low Income						
3	9	All English Learners Foster Youth Low Income						
3	10	All English Learners Foster Youth Low Income						
3	11	English Learners Foster Youth Low Income						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,108,777.60	$1,915,070.60
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,108,777.60	$1,915,070.60

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Ten (11) FTE classroom teachers	Schoolwide	English Learners Foster Youth Low Income		$313,807.00	$867,518.00
1	**2**	1 FTE aide, two .5 aides to support classroom instruction	Schoolwide	English Learners Foster Youth Low Income		$97,550.00	$97,550.00
1	**3**	Stipends for three lead teachers	Schoolwide	English Learners Foster Youth Low Income		$18,321.00	$18,321.00
1	**4**	Costs for teacher and administrator expenses for clearing credentials	Schoolwide	English Learners Foster Youth Low Income			$25,000.00
1	**5**		Schoolwide	English Learners Foster Youth Low Income			
1	**6**		Schoolwide	English Learners Foster Youth Low Income			
1	**7**		Schoolwide	English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8		Schoolwide	English Learners Foster Youth Low Income			
1	9		Schoolwide	English Learners Foster Youth Low Income			
1	10		Schoolwide	English Learners Foster Youth Low Income			
1	11		Schoolwide	English Learners			
1	12		Schoolwide	English Learners			
1	13		Schoolwide	English Learners			
1	14		Schoolwide	English Learners Foster Youth Low Income			
1	15		Schoolwide	English Learners Foster Youth Low Income			
2	1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	Schoolwide	English Learners Low Income		$150,365.00	$150,365.00
2	2	Technology to support EL students: Listenwise	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	$10,000.00
2	3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets);	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate-gradebook and standards-based assessment and resources; powerschool (attendance)					
2	**4**	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science-Foss Classroom Unit sets; Meet the Master- Art	Schoolwide	English Learners		$140,000.00	$140,000.00
2	**5**	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or broken during distance learning;	Schoolwide	English Learners Foster Youth Low Income		$150,000.00	$150,000.00
2	**6**	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/	Schoolwide	English Learners		$30,000.00	$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		music; playground structure;					
2	7		Schoolwide	English Learners			
2	8		Schoolwide	English Learners			
2	9		Schoolwide	English Learners			
2	10		Schoolwide	English Learners			
2	11		Schoolwide	English Learners Foster Youth Low Income			
2	12		Schoolwide	English Learners Foster Youth Low Income			
2	13		Schoolwide	English Learners Foster Youth Low Income			
3	1	Technology platform: ParentSquare to facilitate communications with parents and guardians;	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	$2,000.00
3	2	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	Schoolwide	English Learners Foster Youth Low Income		$27,958.60	$27,958.60
3	3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted	Schoolwide	English Learners Foster Youth Low Income		$123,376.00	$350,958.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		services to assist with food distribution and campus safety;					
3	4	1 FTE parent coordinator (shared among campuses)	Schoolwide	English Learners Foster Youth Low Income			
3	5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	Schoolwide	English Learners Foster Youth Low Income		$35,400.00	$35,400.00
3	6		Schoolwide	English Learners Foster Youth Low Income			
3	7		Schoolwide	English Learners Foster Youth Low Income			
3	8		Schoolwide	English Learners Foster Youth Low Income			
3	9		Schoolwide	English Learners Foster Youth Low Income			
3	10		Schoolwide	English Learners Foster Youth Low Income			
3	11		Schoolwide	English Learners Foster Youth Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

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Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action 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 goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	TEACH Academy of Technologies
CDS Code:	19647330122242
LEA Contact Information:	Name: Suzette Torres Position: Principal Phone: 323-872-0809
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$4765466
LCFF Supplemental & Concentration Grants	$1230411
All Other State Funds	$1318564
All Local Funds	$0
All federal funds	$1751199
Total Projected Revenue	$7,835,229

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$5100915
Total Budgeted Expenditures in the LCAP	$1200068
Total Budgeted Expenditures for High Needs Students in the LCAP	$1200068
Expenditures not in the LCAP	$3,900,847

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2255000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2255000

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-30,343
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies

CDS Code: 19647330122242

School Year: 2021-22

LEA contact information:

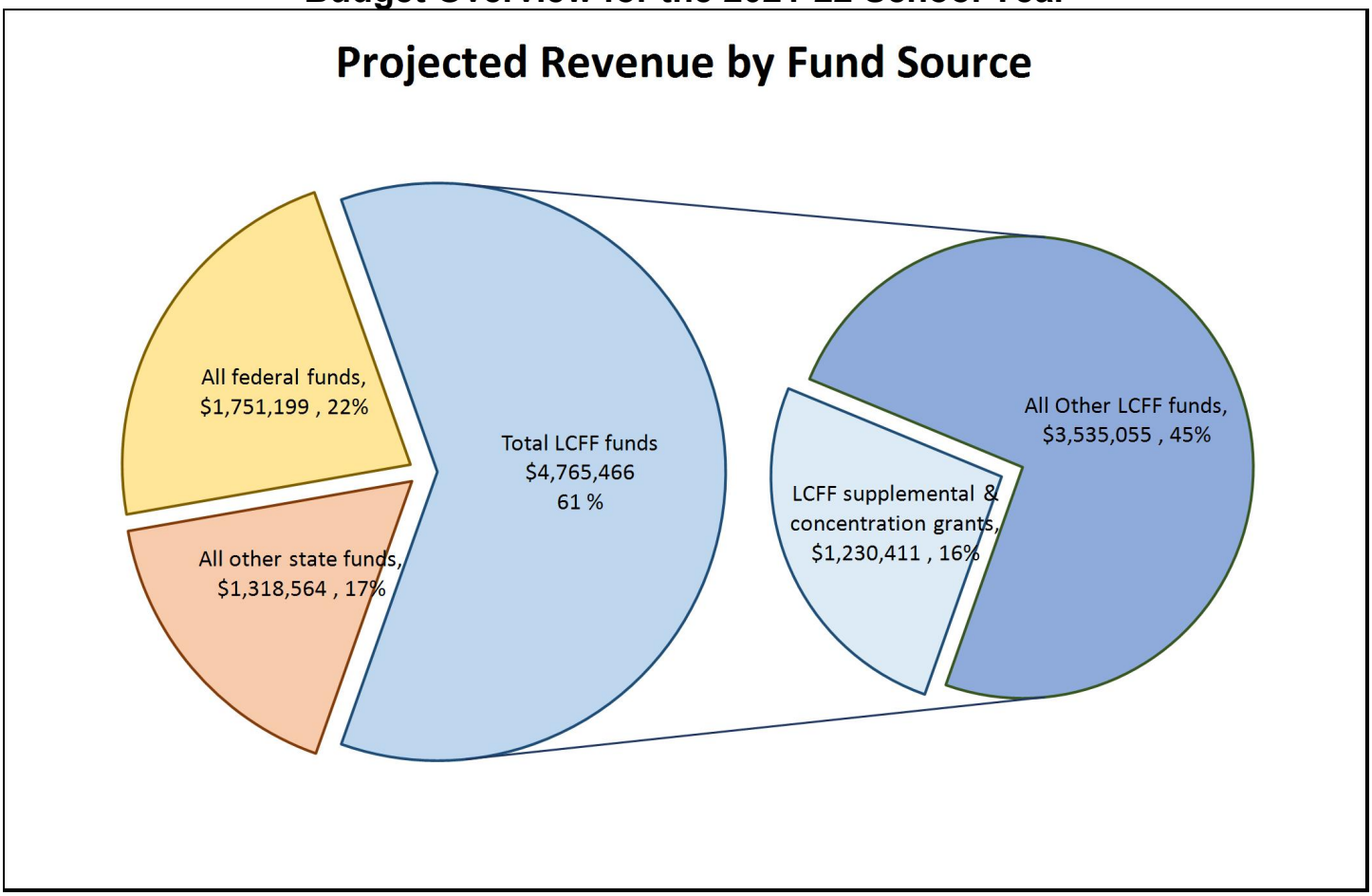
Suzette Torres

Principal

323-872-0809

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

Budget Overview for the 2021-22 School Year

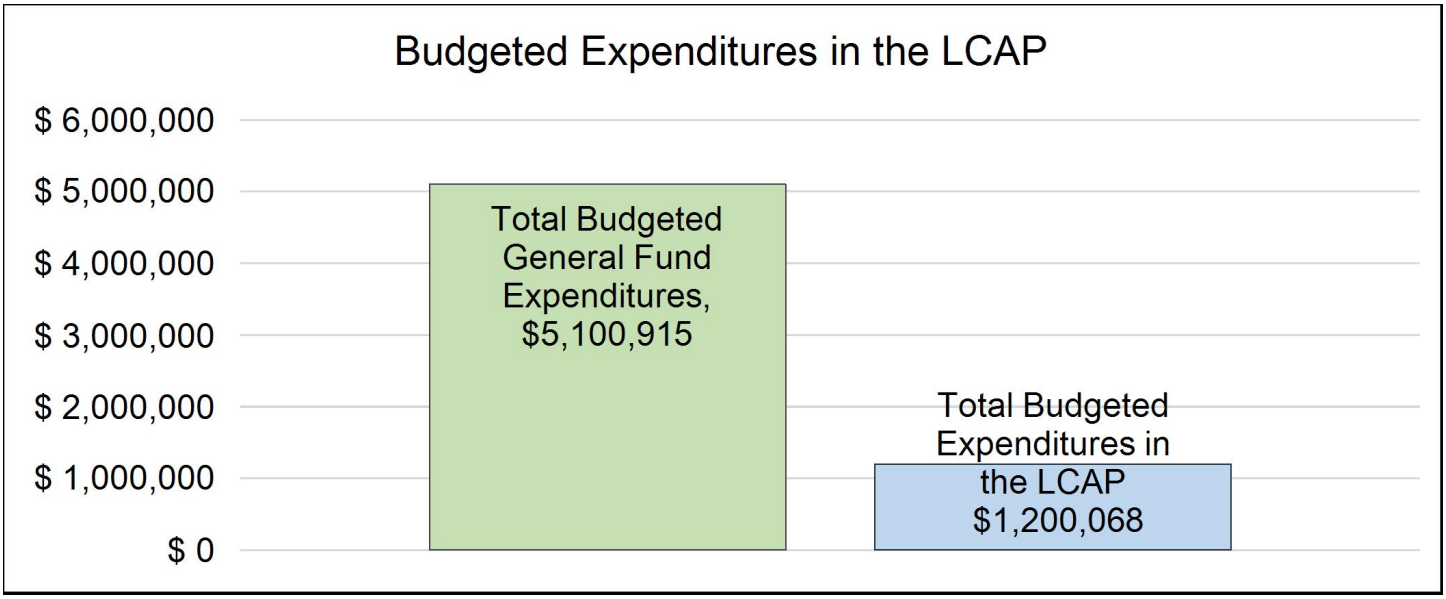


This chart shows the total general purpose revenue TEACH Academy of Technologies expects to receive in the coming year from all sources.

The total revenue projected for TEACH Academy of Technologies is $7,835,229, of which $4765466 is Local Control Funding Formula (LCFF), $1318564 is other state funds, $0 is local funds, and $1751199 is federal funds. Of the $4765466 in LCFF Funds, $1230411 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Academy of Technologies plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

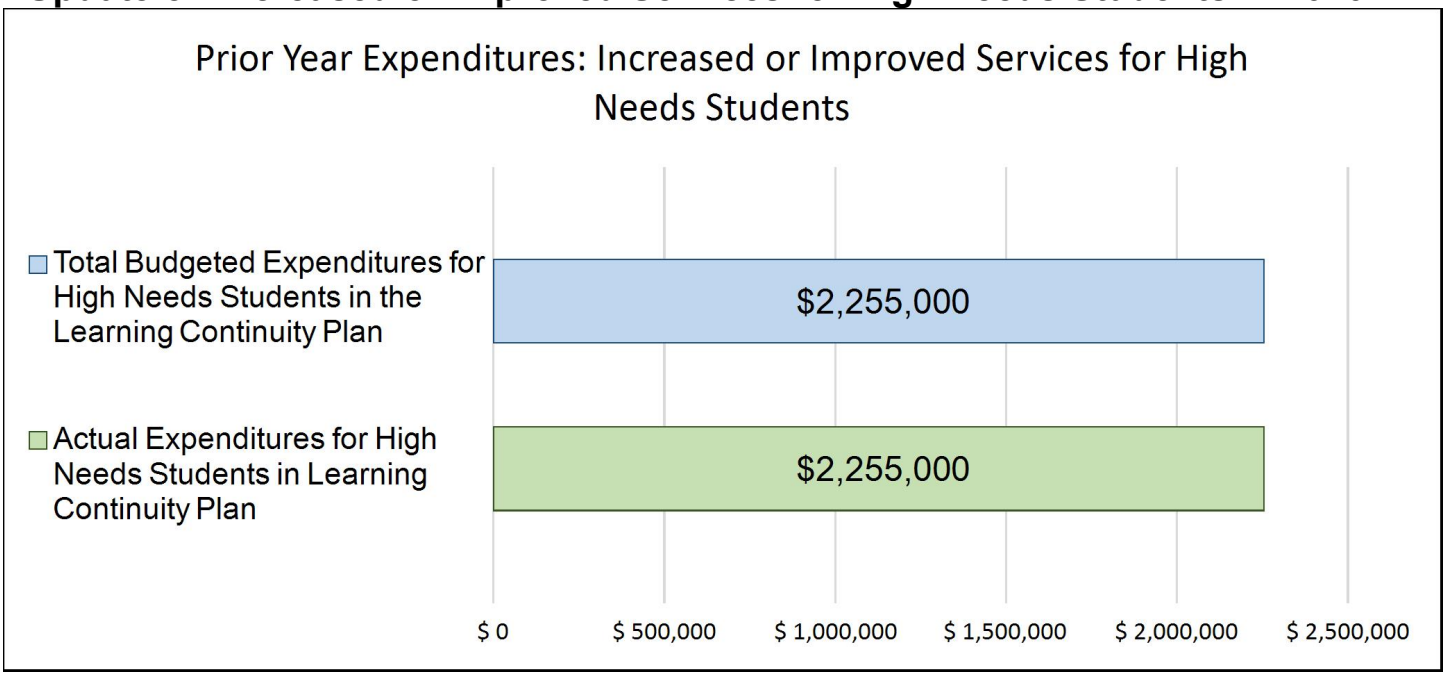
TEACH Academy of Technologies plans to spend $5100915 for the 2021-22 school year. Of that amount, $1200068 is tied to actions/services in the LCAP and $3,900,847 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, TEACH Academy of Technologies is projecting it will receive $1230411 based on the enrollment of foster youth, English learner, and low-income students. TEACH Academy of Technologies must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Academy of Technologies plans to spend $1200068 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, TEACH Academy of Technologies's Learning Continuity Plan budgeted $2255000 for planned actions to increase or improve services for high needs students. TEACH Academy of Technologies actually spent $2255000 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
TEACH Academy of Technologies	Suzette Torres Principal	storres@teachps.org 323-872-0809

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Develop an infrastructure to implement multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; in order to research and develop an RTI/MTSS Structured Program to identify, monitor and provide appropriate academic and social-emotional supports to ensure student academic growth, to close the achievement gap among all subgroups. (aligns with WASC Action Plan, 1,3,4

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 5-8 **19-20** -4.8 DFL3 **Baseline** -49.8 DFL3	Data not available
Metric/Indicator Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade 5-8 **19-20** -63.1 DFL3 **Baseline** -103.1 DFL3	Data not available
Metric/Indicator Increase attendance rates: **19-20**	96.2%

Expected	Actual
>96% **Baseline** 95.3%	
Metric/Indicator Decrease Chronic Absenteeism rates: (1% decline annually) **19-20** 11% **Baseline** 14.2%	26.92%
Metric/Indicator Maintain Middle School Dropout Rates: **19-20** <1% **Baseline** <1%	
Metric/Indicator Decrease % of Grade 5 students “at-risk HFZ” annually: **19-20** Establish AMO **Baseline** Baseline	Data not available
Metric/Indicator Decrease % of Grade 7 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition. **19-20** 0%/6% **Baseline** 10%/21%	Data not available
Metric/Indicator Facilities Inspection Tool (FIT) Report Score: Good or Better	Good

Expected	Actual
19-20 Good **Baseline** Good	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	1000-1999: Certificated Personnel Salaries Base $890,739 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $222,684	1000-1999: Certificated Personnel Salaries LCFF Base 958748 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 262973
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** Students with Disabilities **Location(s)** All Schools	Duplicate Expenses Goat1, Action 1000-1999: Certificated Personnel Salaries $0 5000-5999: Services And Other Operating Expenditures $25,000	Duplicate Goal 1 Action 1 1000-1999: Certificated Personnel Salaries 0 5000-5999: Services And Other Operating Expenditures 47967
	4000-4999: Books And Supplies Supplemental and Concentration $55,349 4000-4999: Books And Supplies Supplemental and Concentration $791	4000-4999: Books And Supplies LCFF Supplemental and Concentration 62583 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	2000-2999: Classified Personnel Salaries Supplemental and Concentration $350,000 SPED Coordinator – See Goal 1, Action 2 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) $150,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 322501 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 169084
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000 Salaries of Admin: See Goal 1, Action 4 5000-5999: Services And	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10000 Salaries of Admin: See Goal 1, Action 4 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Other Operating Expenditures Supplemental and Concentration	LCFF Supplemental and Concentration
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	5000-5999: Services And Other Operating Expenditures Base $655,712	5000-5999: Services And Other Operating Expenditures LCFF Base 855382
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	see Goal 1, Action 1 4000-4999: Books And Supplies Base $0 Curriculum – See Goal 2, Action 3 4000-4999: Books And Supplies $0	see Goal 1, Action 1 4000-4999: Books And Supplies LCFF Base 0 Curriculum – See Goal 2, Action 3 4000-4999: Books And Supplies 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 2

Develop a comprehensive, coherently focused, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students that have access to standards-aligned instructional materials: **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers that will implement state standards for all students including EL access to CCSS & ELD **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers who are appropriately credentialed and assigned. **19-20**	

Expected	Actual
100% **Baseline** 100%	
Metric/Indicator Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT: **19-20** Establish AMO **Baseline** 15%	
Metric/Indicator Increase English Learner reclassification rate: **19-20** Establish AMO **Baseline** 9.4%	3%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Conferences & Consultant for PD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $80,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 26658

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools	(CELDT/ELPAC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 30000
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies Base $50,000	Repeat Expnditure 4000-4999: Books And Supplies LCFF Base 25054

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies Base $31,628 5800: Professional/Consulting Services And Operating Expenditures Base $2,378	Repeat Expenditure 4000-4999: Books And Supplies LCFF Base 0 Repeat Expenditure 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	4000-4999: Books And Supplies Supplemental and Concentration $20,000	Repeat Expenditure 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a Culture of High Expectations and a Culture of Respect. (Aligns with WASC Action Plan #1)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent involvement through input in decision-making via SSC, & ELAC. **19-20** Met **Baseline** Met	
Metric/Indicator Parent involvement will include opportunities for participation in programs for unduplicated students. **19-20** Met **Baseline** Met	
Metric/Indicator Suspension rate: **19-20** <1% **Baseline**	0%

Expected	Actual
1.3%	
Metric/Indicator Maintain expulsion rates: **19-20** <1% **Baseline** 0%	)%
Metric/Indicator Administer parent, student & teacher survey to measure sense of safety and school connectedness. **19-20** Met **Baseline** Met	
Metric/Indicator Administer Facility Inspection Tool (FIT): Score Good or Better **19-20** Good **Baseline** Good	Good

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration $10,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Salary- See Goal 1, Action 4 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	
	2000-2999: Classified Personnel Salaries Supplemental and Concentration $50,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 4

Implement CCSS and assess student mastery of ELA and math standards using Pearson digital content and other supplementary materials

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Not Applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 6

Promote parent engagement through parent conferences and workshops on topics that engage them to support their students' academic and career success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 7

Increase percentage of students meeting proficiency or better on CCSS-aligned assessments in ELA and math

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 8

Increase the number of English Learners who reclassify as Fluent English Proficient

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** **Locations**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 9

Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** **Locations**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 10

To maintain a 95% or above average daily attendance rate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to enhance any and all safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	$70,000	70000	No
Janitorial and campus aide staff to provide a constant clean and COVID-19 free school site, ensuring the cleaning of equipment and common and shared spaces. Any additional supplies directly as a result of cleaning and sanitizing as a result of concern over the spread of COVID-19. (LLMF)	$100,000	100000	No
Safe Passage Agreement (WACA) to monitor student safety in the community as they move to and from the school. (LLMF)	$30,000	30000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

NA

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Implementation of health and safety measures was a success. Overall the process of shifting from distance back to in-person learning was a challenge.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	$200,000	200000	Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	$60,000	0	Yes
Purchase software to ensure management of deployed equipment for distance learning	$70,000	70000	Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$40,000	40000	Yes
Certificated teachers to provide engaging standards based online instruction (LLMF)	$1,300,000	1185000	Yes
Two full time counselors to provide students with metal health support, counseling, social emotional learning. (LLMF)	$130,000	85000	Yes
A full time Student Support Services Coordinator (LLMF)	$65,000	0	Yes
Two classroom aides to provide support for students with IEPs, EL designations, or a foster or homeless status	$70,000	50000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

NA

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

There were many challenges to the continuity of instruction but we were successful in providing both technology and technology support to teachers and families.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional supplemental programs (LLMF)	$60,000	71990	Yes
Maintaining additional classroom aide support (Duplicate Expense)	0		
Maintaining Counseling Staff (Duplicate Expense)	0		

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to changes in distance and on-site learning and the learning loss created by the pandemic more funds were spent to support supplemental programs to address learning loss than anticipated.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

New curriculum and online platforms were implemented and are planned for the upcoming year to address disruptions and gaps that resulted from the pandemic.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Supporting the mental health and well-being of students became a priority for our school this year. We focused on creating strong individual relationships between students and teachers and have engaged additional staff to address social emotional development of our students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family outreach has been very challenging. Staff engaged in multiple strategies to bring families into the fold and be active participants in their child's education. Next year additional online engagement platforms will be used to increase family engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English	$60,000	60000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned are analyzed and discussed in detail in the LCAP and were a driving force in the development of LCAP goals and actions.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss is a key driver for LCAP goals and actions and are reflected in the emphasis on rigorous standards based curriculum.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

NA

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Available student outcome data from this past year, along with dashboard data from 19-20, and input from key stakeholders informed the development of the LCAP and are discussed in detail in each section of the LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	2,634,281.00	2,770,950.00
	25,000.00	47,967.00
After School Education and Safety (ASES)	150,000.00	169,084.00
Base	1,630,457.00	0.00
LCFF Base	0.00	1,839,184.00
LCFF Supplemental and Concentration	0.00	714,715.00
Supplemental and Concentration	828,824.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	2,634,281.00	2,770,950.00
1000-1999: Certificated Personnel Salaries	920,739.00	988,748.00
2000-2999: Classified Personnel Salaries	400,000.00	322,501.00
4000-4999: Books And Supplies	167,768.00	87,637.00
5000-5999: Services And Other Operating Expenditures	840,712.00	1,082,433.00
5800: Professional/Consulting Services And Operating Expenditures	305,062.00	289,631.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	2,634,281.00	2,770,950.00
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	890,739.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	958,748.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	30,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	30,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	322,501.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	400,000.00	0.00
4000-4999: Books And Supplies		0.00	0.00
4000-4999: Books And Supplies	Base	81,628.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	25,054.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	62,583.00
4000-4999: Books And Supplies	Supplemental and Concentration	86,140.00	0.00
5000-5999: Services And Other Operating Expenditures		25,000.00	47,967.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	150,000.00	169,084.00
5000-5999: Services And Other Operating Expenditures	Base	655,712.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	855,382.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	2,378.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	289,631.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	302,684.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	2,360,275.00	2,689,238.00
Goal 2	214,006.00	81,712.00
Goal 3	60,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$200,000.00	$200,000.00
Distance Learning Program	$1,935,000.00	$1,630,000.00
Pupil Learning Loss	$60,000.00	$71,990.00
Additional Actions and Plan Requirements	$60,000.00	$60,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,255,000.00	$1,961,990.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$200,000.00	$200,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$200,000.00	$200,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$1,935,000.00	$1,630,000.00
Pupil Learning Loss	$60,000.00	$71,990.00
Additional Actions and Plan Requirements	$60,000.00	$60,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,055,000.00	$1,761,990.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

TEACH Academy of Technologies (“TAT”), is a direct-funded WASC Accredited Charter School that was established in Fall 2010, currently serving 463 students in grades 5-8. Our student demographics include:

- 11% Students with Special Needs
- 27% English Language Learners
- 1% Foster Youth
- 0.3% Homeless
- 95% who qualify for free/reduced lunch.
- Ethnicity Breakdown:

o HISPANIC 66%
o AFRICAN-AMERICAN 34%

TAT’s 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.

TAT’s VISION seeks to establish a state-of-the-art community school in South Los Angeles that will equip students with the skills and habits of mind needed to compete in the 21st century. It will reach students of all backgrounds by teaching the whole child which includes the social, physical, emotional, moral, ethical, and intellectual needs of students so that upon graduation, the knowledge and the experiences acquired at this school site can be effectively applied to their daily lives.

Longtime Los Angeles educators Mildred Cunningham and Edith Morris founded the school. The school was established with a vision of addressing the needs of the whole child, building children’s character, and integrating state-of-the-art technology in instruction.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on state indicators and local performance indicators included in the 19-20 Dashboard (described below), progress towards LCAP goals, local self-assessment tools and stakeholder input from 20-21, and other information, TEACH Academy of Technologies is most proud of its prompt and effective pivots to meet the demands of on-line instruction during the Covid Pandemic. This included extensive technology support and training for teachers, students, and families. Professional development and technical guidance on best practices for online instruction, and the efforts to maintain positive student and teacher relations and parent outreach during the school year.

Previous Dashboard data indicated student academic performance for subgroups as follows:

ELA Distance from Standard as compared to 2018/2019 and the State:
Subgroups
African American: Improvement in DFS from 2018 DFS -85.1 (Red) to 2019 DFS -57.6 (Yellow)
English Learners: Improvement in DFS from 2018 DFS -93.2 (Red) to 2019 DFS -78.5 (Orange)
Latino: Improvement in DFS from 2018 DFS -57.0 (Orange) to 2019 DFS -54.6 (Orange)
Socioeconomically Disadvantaged Students: Improvement in DFS from 2018 DFS -66.4 (Orange) to -57.0 (Yellow)

Math Distance from Standard as compared to 2018/2019 and the State:
Subgroups
African American: Improvement in DFS from 2018 DFS -157.8 (Red) to 2019 DFS -127.0 (Orange)
English Learners: Improvement in DFS from 2018 DFS -145 (Red) to 2019 DFS -127.4 (Orange)
Latino: Improvement in DFS from 2018 DFS -118.5 (Red) to 2019 DFS -106.8 (Orange)
Socioeconomically Disadvantaged Students: Improvement in DFS from 2018 DFS -131.2 (Red) to -115.0 (Orange)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The new California School Dashboard, comparing DFS to the state versus local schools, indicates that subgroup performance is measured in Orange and Yellow tiers (as outlined Reflections/Successes). Preliminary IAB, NWEA, and teacher reported data indicate that the virtual instruction and learning, which resulted due to COVID-19, has impacted student academic performance and social/emotional and mental well being. As a result, TEACH Academy of Technologies is implementing the following:

1. Professional Development that includes participant certification towards becoming a trauma-informed school
2. Modified academic calendar that considers the mental health of faculty and staff to better support our students and their families needs
3. Purchase of Performance Matters platform to monitor and respond to student performance data
4. Ongoing professional development to support teachers in implementing core curriculum and support platforms with fidelity to ensure differentiation based on formative and summative student data
5. Increase in extra-curricular offerings
6. Continued partnerships with service providers to support the needs of the school community
7. Increase in availability of counseling services

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

TEACH Academy of Technologies fully implemented a virtual Blended Learning model to support instruction and student learning during the 2020-2021 academic year, impacted by the mandates for social distancing and virtual instruction of COVID-19. This model allowed for transparency in and access to instruction and instructional resources. Blended-Learning models will continue in order to facilitate responding to student data and supporting differentiating instruction.

Separation from in-person instruction since March 2020, has had a major impact on the social, emotional, and mental health of our faculty, students, and their families. Attention to preparing all stakeholders to return to in-person learning is of utmost importance.

The 2020-2021 LCAP Goals were revised in order to align with this effort as well as our school's mission, vision, WASC Action Plan, stakeholder input, and state accountability.

Our goals are as follows:

Goal 1: Identify, prioritize, and implement school-wide strategies and activities that foster increased parent engagement in the governance and activities of the school and improve parental involvement by allowing opportunities for parents to participate in activities in and outside the classroom.

Goal 2: Improve student achievement by developing a systematic assessment plan for administering assessments, collecting data on mastery level towards common core standards, and analyzing data to inform instructional planning.

Goal 3: Improve teacher effectiveness by expanding professional development to include internal and external training that focus on instructional practices that reinforce standards-based mastery to support all sub-groups (SES, ELL, African American, and Latino) by creating high-engagement lessons.

Goal 4: Identify, prioritize, and plan appropriate onboarding professional development for new teachers, school administrators, and support staff to inform organization structures and school culture.

Goal 5: Develop a system for documenting and publicizing, among stakeholders and community, the school's progress.

Comprehensive Support and Improvement

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

Schools Identified

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

TEACH Academy of Technologies is not currently eligible for comprehensive support and improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder input was monitored throughout the year through monthly meetings, such as Coffee with the Principal, School Site Council, ELAC and impromptu open ZOOM meetings to hear from various stakeholders. The additional feedback provided via the LCAP survey further informed each LCAP Goal developed.
Parents, students, faculty and staff were provided with a survey to provide input surrounding respective priorities as well as the eight state priorities. The feedback provided directly impacted the goals outlined in the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Parent feedback gathered via a parent survey and school meetings is listed in order or priority as indicated by the percentage of response on survey:

Parent priorities:

- Provide tutoring and support: 85%
- Reduce the number of students in a classroom: 74%
- Provide help for students to plan for work and study after high school: 68%
- Increase teacher quality: 63%
- Increase counseling services: 47%
- Increase parent participation: 42%
- Increase services to English Language Learners: 37%

LCAP State Priorities:

- Ensure students have access to appropriate teachers, material and facilities: 79%
- Ensure students have access to all necessary classes: 74%
- Increase Student Achievement: 68%
- Increase Graduation Rates: 58%
- Increase Student Attendance: 47%
- Implement State Standards for all students: 37%
- Increase Parental Involement: 21%
- Decrease Student Suspensions and Expulsions: 26%

What could TEACH Academy of Technologies do to prepare more students to graduate college and career ready?

- Increase extracurricular activities
- Provide more tutoring
- Motivate students

- Provide college preparatory courses
- Instruct students on different types of career choices
- Help student understand their strengths
- Provide counseling
- Provide positive reinforcement

What could TEACH Academy of Technologies do to increase parental involvement?

- Provide workshops and projects parents can do with students
- Increase calls and communication
- Schedule meetings at flexible hours
- Provide more advanced notice to meetings
- Increase expectations of parents
- Make meetings mandatory
- Provide weekend activities
- Be specific about what tasks and responsibilities are available for parents
- Provide volunteer opportunities

What could TEACH Academy of Technologies do to increase student achievement?

- Explore what works for the individual grade levels
- Increase self-esteem
- Motiviate students, create small groups, help them see who they can be
- Establish an atmosphere of trust and respect
- Provide incentives and recognition awards
- Reduce the adult to student ratio
- Counseling to identify the root of the problems

What could TEACH Academy of Technologies do to increase student attendance and decrease dropout rates?

- Hold teachers accountable
- Provide awards and incentives
- Reach out to families
- Hold parents accountable
- Teach students about preparation for life

What could TEACH Academy of Technologies do to support struggling learners?

- Tutoring
- Encourage them
- Peer tutors
- Workshops
- Hire qualified teachers that know how to work with struggling learners

- Hire specialists

In the area of Overall Satisfaction:
Highly Satisfied: English survey: 40% Spanish survey: 40%
Satisfied: English survey: 35% Spanish survey: 45%
Neutral: English survey: 25% Spanish survey: 15%
Dissatisfied: English survey: 0% Spanish survey: 0%

Student Feedback:
TEACH Academy of Technologies helps students succeed in school?
Strongly Agree: 27%
Agree: 67%
Disagree: 0%
Don't Know: 6%

The curriculum is preparing me for high school.
Strongly Agree: 27%
Agree: 50%
Disagree: 8%
Don't Know: 15%

TEACH Academy of Technologies provides a safe and healthy environment.
Strongly Agree: 25%
Agree: 58%
Disagree: 11%
Don't Know: 6%

TEACH Academy of Technologies provides guidance and information to parents encouraging individual student success.
Strongly Agree: 31%
Agree: 52%
Disagree: 8%
Don't Know: 10%

TEACH Academy of Technologies promotes understanding of State Standards and how they relate to education.
Strongly Agree: 31%
Agree: 50%
Disagree: 6%
Don't Know: 14%

TEACH Academy of Technologies facilities are in good repair, safe and conducive for learning.
Strongly Agree: 27%
Agree: 60%
Disagree: 4%
Don't Know: 10%

TEACH Academy of Technologies provides you with age appropriate opportunties to participate in enrichment classes, sports and other curricular activities to encourage a well rounded educational experience (e.g. Success Academy and ASAS).
Strongly Agree: 31%
Agree: 52%
Disagree: 10%
Don't Know: 8%

TEACH Academy of Technologies supports student who are learning English, who come from foster homes, who are challened by learning disabilities or who are living in poverty.
Strongly Agree: 29%
Agree: 42%
Disagree:6%
Don't Know: 23%

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The summary of the LCAP feedback listed above directly influenced the LCAP goals in the respective areas:

LCAP Priority 3: Parental Involvement (Engagement) - LCAP Goal 1: Identify, prioritize, and implement school-wide strategies and activities that foster increased parent engagement in the governance and activities of the school and improve parental involvement by allowing opportunities for parents to participate in activities in and outside the classroom.

LCAP Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), LCAP Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning) and Priority 8: Other Pupil Outcomes (Pupil Outcomes) - LCAP Goal 2: Improve student achievement by developing a systematic assessment plan for administering assessments, collecting data on mastery level towards common core standards and analyzing data to inform instructional planning.

LCAP Priority 1: Basic (Conditions of Learning), LCAP Priority 2: State Standards (Conditions of Learning) and Priority 8: Other Pupil Outcomes (Pupil Outcomes) - LCAP Goal 3: Improve teacher effectiveness by expanding professional development to include internal and external trainings that focus on instructional practices that reinforce standards-based mastery to support all sub-groups (SES, ELL, African American and Latino) by creating high engagement lessons.

LCAP Priority 1: Basic (Conditions of Learning) and Priority 8: Other Pupil Outcomes (Pupil Outcomes) - Goal 4: Charter administration and school administration need to identify, prioritize, and plan appropriate onboarding professional development for new teachers, school administrators, and support staff to inform organization structures and school culture.

LCAP Priority 3: Parental Involvement (Engagement) and Priority 5: Pupil Engagement (Engagement) - Goal 5: Charter administration and school administration need to develop a system for documenting and publicizing, among stakeholders and community, the school's progress.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Identify, prioritize, and implement school-wide strategies and activities that foster increased parent engagement in the governance and activities of the school and improve parental involvement by allowing opportunities for parents to participate in activities in and outside the classroom. Codify purposes, roles, and products for parent involvement Construct induction activities in which new parents can learn about the school, including how they can be involved.

An explanation of why the LEA has developed this goal.

Parent feedback as well as research which strongly supports that productive relationships between parents, community leaders and schools help support and strengthen student academic and social achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Surveys	50% of parents consistently participate on surveys				80%-90%
Attendance to meetings	11% of parents consistently participate in meetings				80%-90% of parents at 60%-70% participation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Diagnostic Assessment Data	Share diagnostic assessment data with families. Data is shared through the platform ParentSquare and email and will expand to include Performance Matters (internal performance assessments), Hoonuit, and Schoology.	$82,149.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2	Personlized Education Plan	Provide opportunities for parents to collaborate with their child(ren) in setting academic and life goals with preparation of the student's Personalized Education Plan.	$190,495.00	No Yes
3	Instruction Program Feedback	Create opportunities for parents to participate in informational sessions about the instructional program and provide feedback on areas to be improved	$84,341.00	Yes
4	Instructional Experiences Feedback	Provide opportunities for parents to know and understand the instructional experiences offered during instruction and provide feedback on successes and challenges. Opportunities will be provided through Google Drive, Thrively, Perfomance Matters and Schoology.	$6,000.00	No Yes
5	Monthly Meetings, Workshops or Trainings	Provide opportunities for parents to participate in monthly meetings, workshops or trainings		No Yes
6	Use Communication Platforms	Use available resources to inform school community about opportunities for participation in meetings, workshops, trainings and student achievement.		No
7	Parent Committees	Ensure active parent committees		No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Improve student achievement by developing a systematic assessment plan for administering diagnostic and summative assessments, collecting data on mastery level towards common core standards and analyzing data to inform instructional planning. Expand and improve upon consistent administration of SBAC IABs to monitor student progress and inform instruction towards standards mastery. Evaluate and select a program that will disaggregate and display IAB and SBAC data for analysis and instructional planning. (School currently uses Illuminate and is researching Schoolzilla for 2021-2022) Implement and monitor the Personalized Education Plan outlined in the Charter Petition, holding students accountable for taking an active role in their mastery of standards and their educational path. (This goal addresses the identified Critical Academic Need to identify essential standards for grades K-12 that can inform instruction and be communicated to students and parents.)

An explanation of why the LEA has developed this goal.

A close analysis of SBAC, ELPAC, quarterly Norm-referenced assessments and Writing evaluations indicate a need to improve academic math, reading and writing skills for all students. Analysis of sub-group data indicates this focus is imperative.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on SBAC ELA DFS	-55.9				
Annual Growth on SBAC Math DFS	-113.6				
Increase Attendance Rate	95%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	IAB Administration	Create an annual IAB administration calendar outlining a minimum of three (3) administrations prior to the end-of-year SBAC.		Yes
2	Professional Development	Professional Development focused on understanding and administering authentic assessments. Teachers will become proficient in using Performance Matters and Schoology to create, administer and analyze student assessments.	$180,326.00	Yes
3	Use of Data in Planning	Regularly monitor teacher use of data in planning instructional experiences.	$151,250.00	No
4	Analyze and Disaggregate data	Provide professional development opportunities to regularly analyze and disaggregate summative and norm-referenced data, and formative assessment data to inform next steps in instructional planning.		No
5	Personalized Education Plan (Thrively)	Complete Personalized Education Plan with parent and student collaboration and revise quarterly, with IAB and NWEA assessment data. Thrively will be used in advisory.	$5,000.00	Yes
6	English Learner Coordinator Position	Position shared with elementary school	$87,973.00	No Yes
7	SPED Resource Teacher	SPED resource teachers to support students	$110,373.00	No Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Improve teacher effectiveness by expanding professional development to include internal and external trainings that focus on instructional practices that reinforce standards-based mastery to support all sub-groups (SES, ELL, African American and Latino) by creating high engagement lessons.

An explanation of why the LEA has developed this goal.

TEACH Academy of Technologies has an eclectic teaching faculty, with varied levels of technology and Blended Learning experiences. As TEACH Academy of Technologies moves towards a Blended Learning and Project-Based Learning instructional model, professional development in these areas is critical to support all stakeholders in successfully addressing Common Core standards mastery for all students, including sub-groups (SES, ELL, African American, and Latino).

Student Demographic data informs the need to provide students with quality, research-based instructional practices that address multiple learning modalities, bridge gaps for low-performing students, address language acquisition, and prepare students to take action in their college and career choices:
Ninety-Seven percent (97%) Free/Reduced meals.
Diagnostic data indicates that approximately seventy percent (70%) of our students are performing below standard.
Eleven percent (11%) of student have an IEP
Fifty-two percent (52%) of our students are designated either EL (126) or RFEP (116)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completion of Trauma-Informed Certifications	New				100%
Participation in Professional Development	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Web-pages for delivery of instructional resources	90%				100%
Training in and implementation of Performance Matters	New				100%
Training in and implemetation of standards-based curriculum	100%				100%
Maintain credentialed teachers	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development to Analyze Data	Professional development focused on analyzing formative and summative assessment data to guide instructional plans.		Yes
2	Professional Development to Research Instructional Strategies	Professional development to research and analyze research-based instructional strategies that support our targeted sub-groups.		Yes
3	Teacher Observations	Informal and formal observations to gather evidence of instructional practices and analyze outcomes.	$151,250.00	Yes
4	Provide Teacher Feedback	Align teacher feedback to school-wide expectations for implementation of research-based strategies to support student performance outcomes.		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Charter administration and school administration need to identify, prioritize, and plan appropriate onboarding professional development for new teachers, school administrators, and support staff to inform organization structures and school culture.

An explanation of why the LEA has developed this goal.

Rationale: Each year TEACH Academy of Technologies has experienced fifty to seventy percent (50%-70%) staff or faculty turnover. This high rate of turnover has been a result of the need to move locations until a permanent site was purchased as well as the inability to fill positions with high quality teachers and credentialed teachers and provide professional development to support new teacher success, given the demands of working in an urban school. To improve teacher retention, which leads to improved school culture, it is necessary to provide high quality, relevant onboarding to familiarize faculty and staff with:
California Standards for the Teaching Profession
TEACH observation protocols
Charter Petition
LAUSD's Oversight Reports
School's Action Plan for WASC accreditation
School history and culture
Schoolwide protocols and procedures
Acquisition of curriculum and instructional practices
Analyzing student demographic and assessment data
Opportunity to train on school platforms, create teacher website and set up learning environment
Opportunity to complete Safe Schools Training
Assure understanding of roles and responsibilities assigned

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Onboarding Calendar and Guide	New				100% implementation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Onboarding Calendar and Guide	Create Onboarding Calendar and Guide	$18,608.00	No
2	Onboarding Internal Professional Development	Provide all faculty and staff with internal professional development in respective criterion	$28,024.80	
3	Personalized Professional Development Plan	Create a Personalized Professional Development Plan for teachers, providing guidance, training and feedback to improve teacher practice.	$35,031.00	

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Charter administration and school administration need to develop a system for documenting and publicizing, among stakeholders and community, the school's progress.

An explanation of why the LEA has developed this goal.

Research strongly supports that relationships between parents, community leaders and schools help support and strengthen student academic and social achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Square Posts Engagement	10%				80-90%
Participation in Data Meetings	10%				80-90%
Response to surveys relevant to student data	New				80-90%
Dashboard to share data	New				80-90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Dashboard	Create public dashboard for stakeholder to locate information for School Board meetings, monthly school meetings and workshops and available pre-recording videos that reflect aspects of school progress and climate		

Action #	Title	Description	Total Funds	Contributing
2	Positive School Climate for Inquiry	Ensure that all parents and community stakeholders are encouraged to seek information on the school's progress	$41,124.00	
3	Stakeholder Meeting Calendar	Identify and calendar all stakeholder meetings and ensure all documents have consistent templates	$28,124.00	

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.81%	1,230,411

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

Foster youth, English learners and low-incomes students will be served by the comprehensive professional development focused on differentiation and research-based strategies to address individual learning needs of these sub-groups.

Foster youth, EL, and low-income students will be provided with technology and technology platforms to access rigorous curriculum, remediation, and extended learning experiences.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

English learners, low-income students, and foster youth will benefit from the technology and technology platforms designed to strengthen communication between teachers and parents, provide families with frequent updates on student academic performance, aid teachers in the analysis of student assessment performance and support students emotional development through an advisory-based curriculum.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,170,992.80	$5,000.00		$24,076.00	$1,200,068.80

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,122,384.80	$77,684.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners Foster Youth Low Income	Diagnostic Assessment Data	$82,149.00				$82,149.00
1	2	Students with Disabilities	Personlized Education Plan	$190,495.00				$190,495.00
1	3	English Learners Foster Youth Low Income	Instruction Program Feedback	$84,341.00				$84,341.00
1	4	All English Learners Foster Youth Low Income	Instructional Experiences Feedback	$6,000.00				$6,000.00
1	5	All English Learners Foster Youth Low Income	Monthly Meetings, Workshops or Trainings					
1	6	All	Use Communication Platforms					
1	7	All	Parent Committees					
2	1	English Learners Foster Youth Low Income	IAB Administration					
2	2	English Learners	Professional Development	$151,250.00	$5,000.00		$24,076.00	$180,326.00
2	3	All	Use of Data in Planning	$151,250.00				$151,250.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Analyze and Disaggregate data					
2	5	English Learners Foster Youth Low Income	Personalized Education Plan (Thrively)	$5,000.00				$5,000.00
2	6	English Learners EL	English Learner Coordinator Position	$87,973.00				$87,973.00
2	7	Students with Disabilities Low Income	SPED Resource Teacher	$110,373.00				$110,373.00
3	1	English Learners Foster Youth Low Income	Professional Development to Analyze Data					
3	2	English Learners Foster Youth Low Income	Professional Development to Research Instructional Strategies					
3	3	English Learners Foster Youth Low Income	Teacher Observations	$151,250.00				$151,250.00
3	4		Provide Teacher Feedback					
4	1	All	Onboarding Calendar and Guide	$18,608.00				$18,608.00
4	2		Onboarding Internal Professional Development	$28,024.80				$28,024.80
4	3		Personalized Professional Development Plan	$35,031.00				$35,031.00
5	1		Data Dashboard					
5	2		Positive School Climate for Inquiry	$41,124.00				$41,124.00
5	3		Stakeholder Meeting Calendar	$28,124.00				$28,124.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$868,831.00	$897,907.00
LEA-wide Total:	$397,841.00	$426,917.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$470,990.00	$470,990.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Diagnostic Assessment Data	Schoolwide	English Learners Foster Youth Low Income		$82,149.00	$82,149.00
1	**2**	Personlized Education Plan	Schoolwide			$190,495.00	$190,495.00
1	**3**	Instruction Program Feedback	LEA-wide	English Learners Foster Youth Low Income		$84,341.00	$84,341.00
1	**4**	Instructional Experiences Feedback	LEA-wide	English Learners Foster Youth Low Income		$6,000.00	$6,000.00
1	**5**	Monthly Meetings, Workshops or Trainings	LEA-wide	English Learners Foster Youth Low Income			
2	**1**	IAB Administration	LEA-wide	English Learners Foster Youth Low Income			
2	**2**	Professional Development	LEA-wide	English Learners		$151,250.00	$180,326.00
2	**5**	Personalized Education Plan (Thrively)	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	English Learner Coordinator Position	Schoolwide	English Learners		$87,973.00	$87,973.00
2	7	SPED Resource Teacher	Schoolwide	Low Income		$110,373.00	$110,373.00
3	1	Professional Development to Analyze Data	LEA-wide	English Learners Foster Youth Low Income			
3	2	Professional Development to Research Instructional Strategies	LEA-wide	English Learners Foster Youth Low Income			
3	3	Teacher Observations	LEA-wide	English Learners Foster Youth Low Income		$151,250.00	$151,250.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action 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 goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	TEACH Tech Charter High School
CDS Code:	19647330129627
LEA Contact Information:	Name: Dr. Monique Woodley Position: Principal Phone: 323-872-0707
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$6153668
LCFF Supplemental & Concentration Grants	$1567676
All Other State Funds	$1287555
All Local Funds	$
All federal funds	$1522276
Total Projected Revenue	$8,963,499

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$6265002
Total Budgeted Expenditures in the LCAP	$2278421
Total Budgeted Expenditures for High Needs Students in the LCAP	$1567676
Expenditures not in the LCAP	$3,986,581

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1296906
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1296906

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Tech Charter High School

CDS Code: 19647330129627

School Year: 2021-22

LEA contact information:

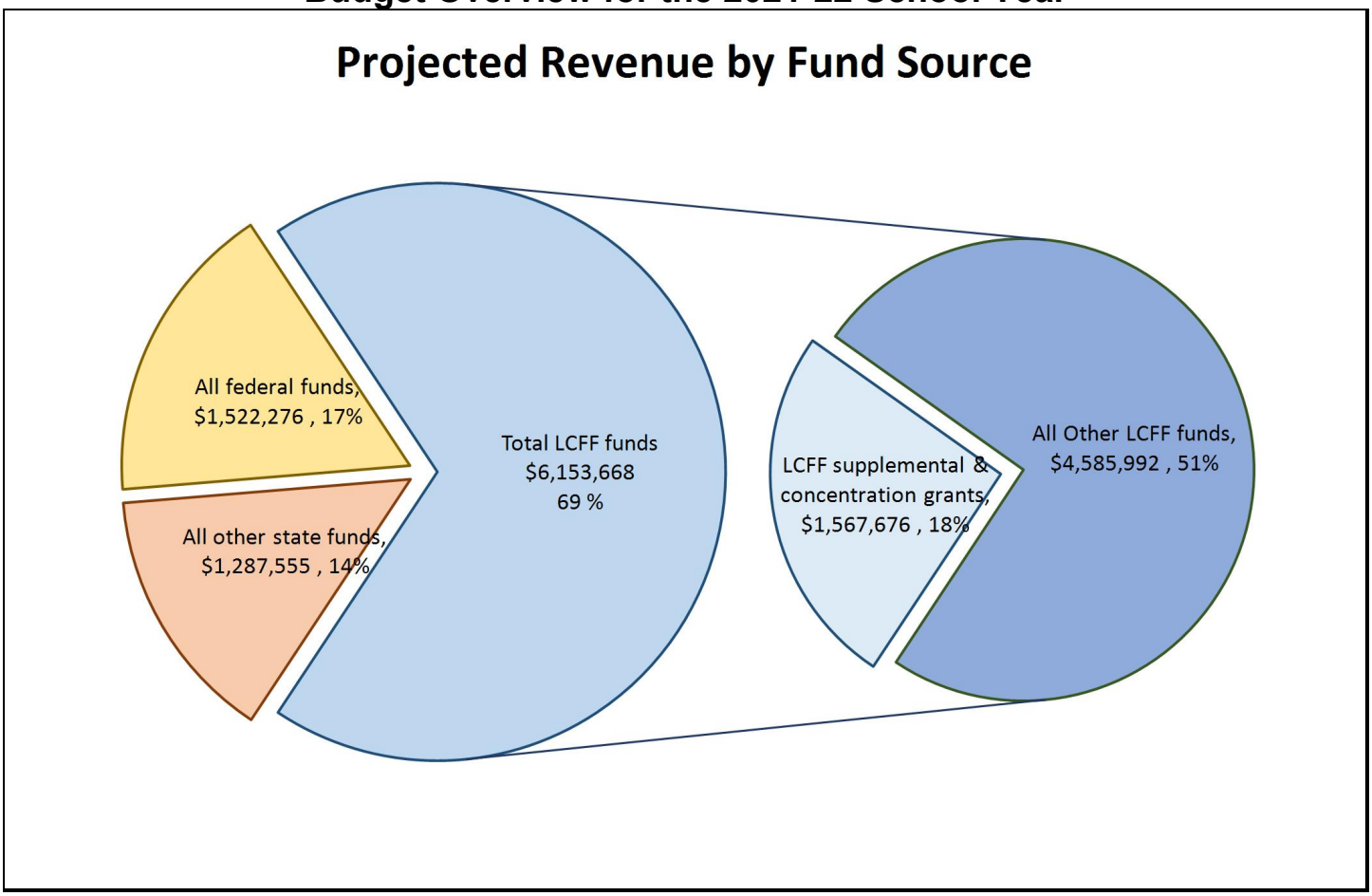
Dr. Monique Woodley

Principal

323-872-0707

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

Budget Overview for the 2021-22 School Year

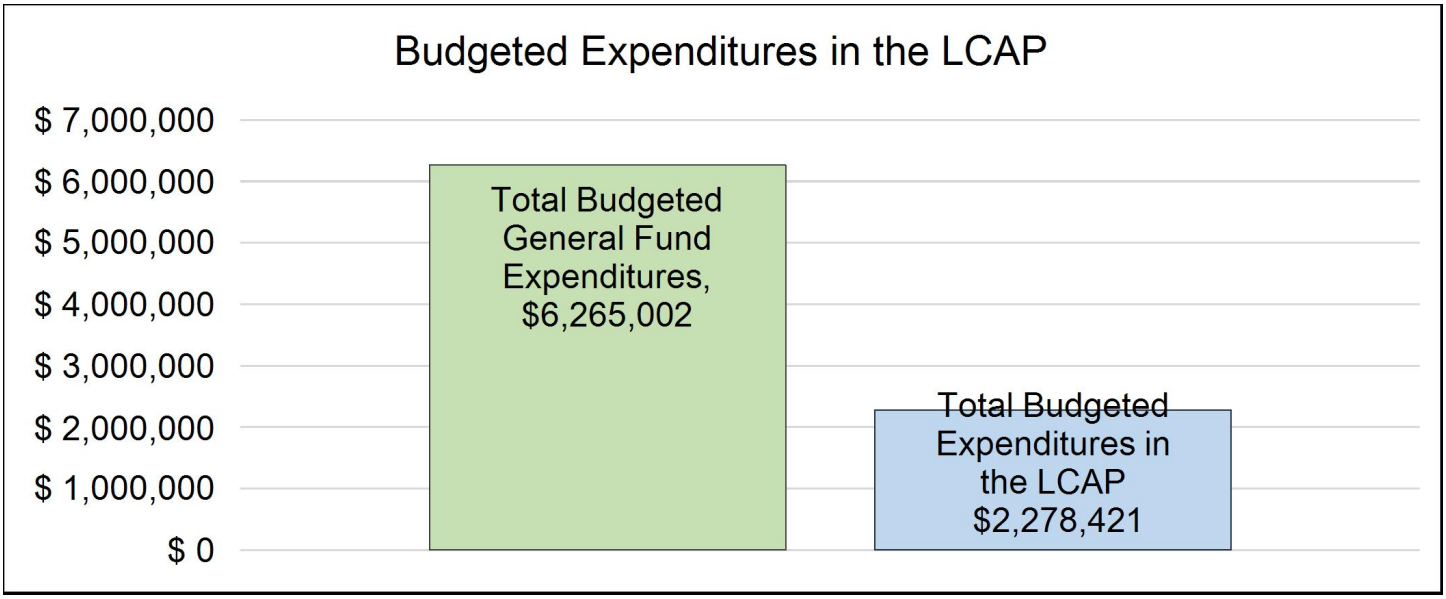


This chart shows the total general purpose revenue TEACH Tech Charter High School expects to receive in the coming year from all sources.

The total revenue projected for TEACH Tech Charter High School is $8,963,499, of which $6153668 is Local Control Funding Formula (LCFF), $1287555 is other state funds, $ is local funds, and $1522276 is federal funds. Of the $6153668 in LCFF Funds, $1567676 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Tech Charter High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

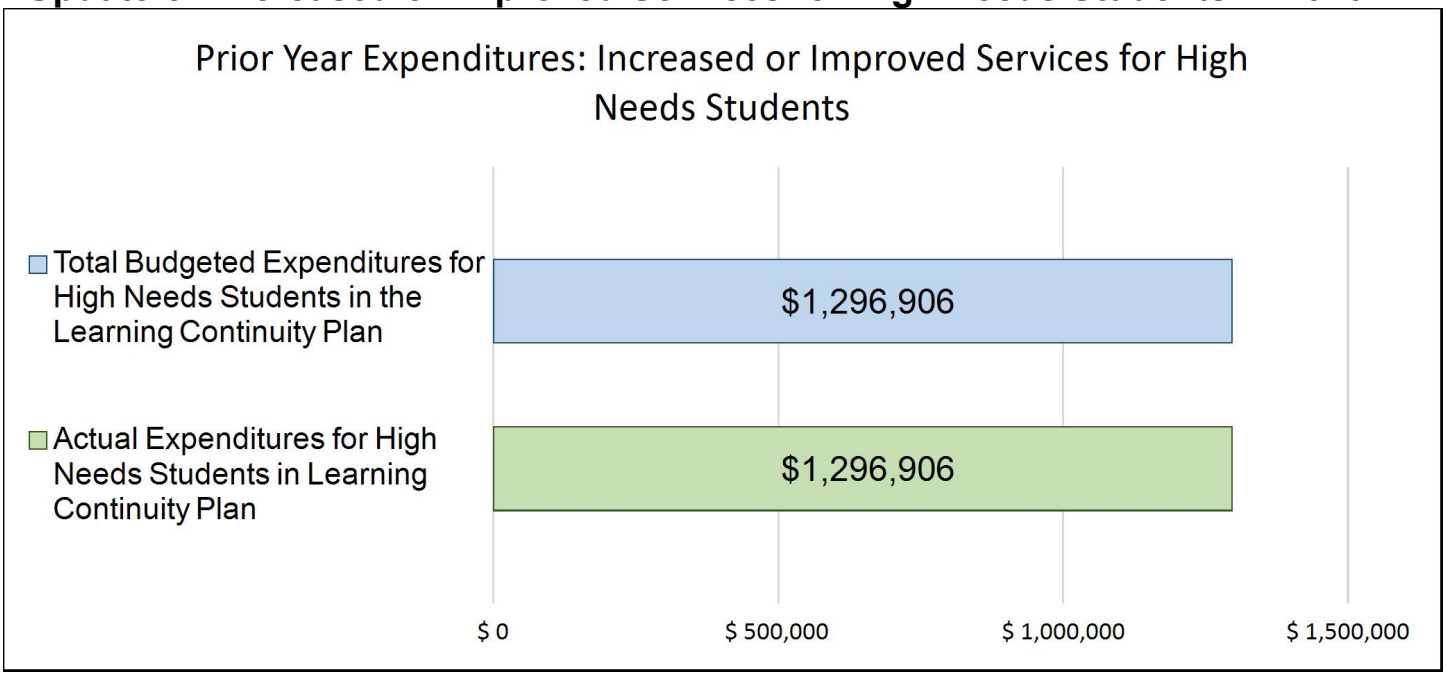
TEACH Tech Charter High School plans to spend $6265002 for the 2021-22 school year. Of that amount, $2278421 is tied to actions/services in the LCAP and $3,986,581 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, TEACH Tech Charter High School is projecting it will receive $1567676 based on the enrollment of foster youth, English learner, and low-income students. TEACH Tech Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Tech Charter High School plans to spend $1567676 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what TEACH Tech Charter High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what TEACH Tech Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, TEACH Tech Charter High School's Learning Continuity Plan budgeted $1296906 for planned actions to increase or improve services for high needs students. TEACH Tech Charter High School actually spent $1296906 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Dr. Monique Woodley Principal	mwoodley@teachps.org 323-872-0707

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Develop an infrastructure to implement multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; in order to research and develop an RTI/MTSS Structured Program to identify, monitor and provide appropriate academic and social-emotional supports to ensure student academic growth, to close the achievement gap among all subgroups. (aligns with WASC Action Plan, 1,3,4)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grade 11 **19-20** -30 DFL3 **Baseline** -60 DFL3	data not available
Metric/Indicator Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade 11 **19-20** -124.1 DFL3 **Baseline** -164.1 DFL3	data not available
Metric/Indicator Increase attendance rates: **19-20**	

Expected	Actual
96% **Baseline** 93%	
Metric/Indicator Decrease Chronic Absenteeism rates: (1% decline annually) **19-20** 15% **Baseline** 18.7%	24%
Metric/Indicator Maintain High School Dropout Rates: **19-20** <3% **Baseline** 0%	
Metric/Indicator Maintain High School Graduation Rates: **19-20** >95% **Baseline** 95%	98%
Metric/Indicator % of Grade 12 students that are CCR: UC A-G Completion rate **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of students who pass AP Exam with score 3+:	

Expected	Actual
19-20 Establish AMO **Baseline** Baseline	
Metric/Indicator % of students “College Ready” as measured by EAP: (ELA/Math) **19-20** 15%/15% **Baseline** 0%/0%	
Metric/Indicator % of students access broad course of study: UC A-G approved **19-20** 100% **Baseline** 100%	
Metric/Indicator Decrease % of Grade 9 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition **19-20** 18%/23% **Baseline** 33.3%/38.1%	data not available
Metric/Indicator Facilities Inspection Tool (FIT) Report Score: Good or Better **19-20** Good **Baseline** Good	Good

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	1000-1999: Certificated Personnel Salaries Base $816,609 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $90,734	1000-1999: Certificated Personnel Salaries LCFF Base 1058917 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 11146
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** Students with Disabilities Specific Student Groups: EL/SPED **Location(s)** All Schools	Duplicate Expenses Goat1, Action 2000-2999: Classified Personnel Salaries Base $195,909 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $97,500	2000-2999: Classified Personnel Salaries LCFF Base 161052 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 97500
	4000-4999: Books And Supplies Supplemental and Concentration $58,117 4000-4999: Books And Supplies Supplemental and Concentration $10,378	4000-4999: Books And Supplies LCFF Supplemental and Concentration 88070 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10378

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	#1200 Certificated Pupil Support #2100 Instructional Stipends #1300 Certificated Administrators Salaries Supplemental and Concentration $300,000	LCFF Supplemental and Concentration 295242
	#1300 Certificated Administrators Salaries #5106 Other Educational Consultants Supplemental and Concentration $95,000	#1300 Certificated Administrators Salaries #5106 Other Educational Consultants LCFF Base 14002

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	5000-5999: Services And Other Operating Expenditures Base $837,903	5000-5999: Services And Other Operating Expenditures LCFF Base 777851
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	Staff Salaries: See Goal 1, Action 1 Curriculum: See Goal 2, Action 3 Base	Staff Salaries: See Goal 1, Action 1 Curriculum: See Goal 2, Action 3 LCFF Base

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

Goal 2

Develop a comprehensive, coherently focused, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students that have access to standards-aligned instructional materials: **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers that will implement state standards for all students including EL access to CCSS & ELD **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers who are appropriately credentialed and assigned. **19-20**	100%

Expected	Actual
100% **Baseline** 100%	
Metric/Indicator Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT: **19-20** Establish AMO **Baseline** 21%	data not available
Metric/Indicator Increase English Learner reclassification rate: **19-20** Establish AMO **Baseline** 32%	8%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Conferences & Consultant for PD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $80,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools	(CELDT/ELPAC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies Base $50,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies Base $27,398 5800: Professional/Consulting Services And Operating Expenditures Base $9,559	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	#5106 Educational Consultants 4000-4999: Books And Supplies Supplemental and Concentration $50,000	Repeat Expenditure 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a Culture of High Expectations and a Culture of Respect. (Aligns with WASC Action Plan #1)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent involvement through input in decision-making via SSC, & ELAC. **19-20** Met **Baseline** Met	
Metric/Indicator Parent involvement will include opportunities for participation in programs for unduplicated students. **19-20** Met **Baseline** Met	
Metric/Indicator Suspension rate: **19-20** <1% **Baseline**	0%

Expected	Actual
0%	
Metric/Indicator Maintain expulsion rates: **19-20** <1% **Baseline** 0%	0%
Metric/Indicator Administer parent, student & teacher survey to measure sense of safety and school connectedness. **19-20** Met **Baseline** Met	
Metric/Indicator Administer Facility Inspection Tool (FIT): Score Good or Better **19-20** Good **Baseline** Good	Good

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration $10,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Salary- See Goal 1, Action 5 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	
	2000-2999: Classified Personnel Salaries Supplemental and Concentration $50,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 37450

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

Increase parents (families) attending parent/community meetings to engage them in the school's mission/vision, school processes and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 6

Promote parent engagement through parent conferences and workshops on topics that engage them to support their students' academic and career success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 7

Increase percentage of students meeting proficiency or better on CCSS-aligned assessments in ELA and math

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 8

Increase the number of English Learners who reclassify as Fluent English Proficient

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** **Locations**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 9

Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** **Locations**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 10

To maintain a 95% or above average daily attendance rate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to enhance halts and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	60,000		No
Janitorial and campus aide staff to provide a clean & safe school site & cleaning equipment and supplies (LLMF)	200,000		No
Safe Passage Agreement (WACA) (LLMF)	30,000		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Issues related to the pandemic, including the state's Tiers, public perception of the effectiveness of safety precautions and individual family choice played a key role in families decisions whether to continue with distance learning or engage in school-site learning. Staff had to be trained to adhere to safety standards and teachers were required to remain flexible in their instructional approach. Our faculty was successful in learning new instructional strategies and were supported with technology and technology training. We also made shifts to focus on student subgroups that needed additional support through the pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. (LLMF)	$150,000		Yes
Two week professional development offered to all teachers to support the development of high quality lessons for distance learning. (repeat expense)	0		Yes
Purchase software to ensure management of deployed equipment for distance learning (LLMF)	$70,000		Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	$60,000		Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$40,000		Yes
Special Education support staff, programs and resources	$175,000		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Faculty and staff were successful in making efficient and effective modifications to instruction to implement distance learning and support students well-being during a time of social isolation for many students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online assessments to measure pupil learning loss and progress (LLMF)	$40,000		Yes
Credentialed teachers to provide instruction, assessment, tutoring & intervention (LLMF)	$1,500,000		Yes
Instructional Aides providing intervention, tutoring and student support (LLMF)	$100,000		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

It is difficult to assess the learning loss of students due to lack of SBAC data, but we have used formative interim assessments to determine trends in learning loss among students and plans to address these issues are reflected in the LCAP.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The impact of the pandemic on already vulnerable student subgroups has been first and foremost in staff and faculty discussions and plans to provide these students with additional staff, curriculum and opportunities for social-emotional development and well-being are represented in our LCAP.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family engagement became a priority this year and it also became more difficult as the Pandemic created barriers. We have adopted new platforms and methods to engage families (both virtually and in-person) and make parents partners in the education of their students.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	School Counselor providing social emotional supports (LLMF)	$90,000		Yes
Stakeholder Engagement	Bilingual Parent Coordinator engaging parents, students and other stakeholders. (LLMF)	$70,000		Yes
Distance Learning Program (Continuity of Instruction)	Instructional Coach proving teacher coaching, professional development. (LLMF)	$80,000		Yes
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English. (LLMF)	$50,000		Yes
Mental Health and Social and Emotional Well-Being	School Therapist/Psychologist to provide mental health supports/services (LLMF)	$53,000		Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	EL Coordinator to support English Learners	$75,000		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Data and reflection on the past academic school year were used to drive the development of goals and actions in the LCAP and are described with greater detail in the LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Throughout the LCAP, there are new and continued strategies that address pupil learning loss and gaps, particularly for students with unique needs. Examples include, new support positions, new curriculum and interventions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

NA

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflection on the implementation of programs and available state and local student outcomes served to inform the development of the LCAP, along with reflection and input of key stakeholders including parents, faculty, staff, leadership and students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	2,809,107.00	2,551,608.00
	0.00	0.00
Base	1,937,378.00	0.00
LCFF Base	0.00	2,011,822.00
LCFF Supplemental and Concentration	0.00	539,786.00
Supplemental and Concentration	871,729.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	2,809,107.00	2,551,608.00
	395,000.00	309,244.00
1000-1999: Certificated Personnel Salaries	846,609.00	1,058,917.00
2000-2999: Classified Personnel Salaries	245,909.00	198,502.00
4000-4999: Books And Supplies	205,893.00	98,448.00
5000-5999: Services And Other Operating Expenditures	935,403.00	875,351.00
5800: Professional/Consulting Services And Operating Expenditures	180,293.00	11,146.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	2,809,107.00	2,551,608.00
		0.00	0.00
	LCFF Base	0.00	14,002.00
	LCFF Supplemental and Concentration	0.00	295,242.00
	Supplemental and Concentration	395,000.00	0.00
1000-1999: Certificated Personnel Salaries	Base	816,609.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,058,917.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	30,000.00	0.00
2000-2999: Classified Personnel Salaries	Base	195,909.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	161,052.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	37,450.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	50,000.00	0.00
4000-4999: Books And Supplies	Base	77,398.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	98,448.00
4000-4999: Books And Supplies	Supplemental and Concentration	128,495.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	837,903.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	777,851.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	97,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	97,500.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	9,559.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	11,146.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	170,734.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	2,502,150.00	2,514,158.00
Goal 2	246,957.00	0.00
Goal 3	60,000.00	37,450.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$290,000.00	
Distance Learning Program	$495,000.00	
Pupil Learning Loss	$1,640,000.00	
Additional Actions and Plan Requirements	$418,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$2,843,000.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$290,000.00	
Distance Learning Program	$175,000.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$465,000.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$320,000.00	
Pupil Learning Loss	$1,640,000.00	
Additional Actions and Plan Requirements	$418,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$2,378,000.00	

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Dr. Monique Woodley Principal	mwoodley@teachps.org 323-872-0707

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

TEACH Tech Charter High School (TTCHS) is an independent public charter school located in South Los Angeles, California. TTCHS resides on 10616 S. Western Ave. in South Los Angeles between residential homes, small businesses, and in close proximity to a local community college (Los Angeles Southwest College). TTCHS serves approximately 433 students in grades 9-12 grade. Student demographics include: 12% Students with Special Needs, 17% English Language Learners; .04% Foster Youth; and 87.4% who qualify for free/reduced lunch.

TTCHS' 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.

TTCHS' VISION seeks to establish a state-of-the-art community school in South Los Angeles that will equip students with the skills and habits of mind needed to compete in the 21st century. It will reach students of all backgrounds by teaching the whole child which includes the social, physical, emotional, moral, ethical, and intellectual needs of students so that upon graduation, the knowledge and the experiences acquired at this school site can be effectively applied to their daily lives.

TTCHS was created as the fruition of a dream of its two founders Longtime Los Angeles educators Mildred Cunningham and Edith Morris founded the school. The school was established with a vision of addressing the needs of the whole child, building children's character, and integrating state-of-the-art technology in instruction. The staff focuses on forging deep, lasting connections with their students. "We hug them, we love them, we teach them," says co-founder Cunningham. They created the middle school, Teach Academy of Technologies in 2010, and were able to expand into a high school in 2014. These two career educators started a middle school with the intention of building a high school to provide quality education for students in the historically disenfranchised community of South Los Angeles. The goal was and is still today to raise students to be scholars, who are prepared to enter college and the workforce, by creating an environment that touches the hearts and minds of our students. Teachers are encouraged to build positive relationships with students to help foster a sense of safety and security that promotes students flourishing and growing as individuals. Due to the small school size, students are well known in the school

community and TTCHS maintains a sense of family by building on staff and student relationships to maintain respect and discipline across campus.

The overwhelming majority of TTCHS students live in South Los Angeles within a three-mile radius of the main campus. The school opened in the Fall of 2014-2015 school year with 96 9th and 10th-grade students in a small bungalow-style structure with limited space for lunch, student gatherings, and exercise. After one year in that facility, the district purchased an 8.5-million dollar property approximately 1.6 miles south of the original location and we relocated for 2 years at this site. Over 80% of the students who were enrolled during the first year relocated to the newly acquired campus. Over the next two years, the school added grades 11 and 12 and more than doubled its enrollment. Enrollment increased again in 2017-18 when the school added more enrollment slots for grades 11 and 12. We were able to increase our enrollment to 415, and we will be operating at full capacity in Fall 2020.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

These reflections are based on the review of performance on the state indicators and local indicators included in the Dashboard for SY 19-20, progress towards LCAP goals, local self-assessment tools, and stakeholder input.

In 2019 TEACH Tech Charter High School we received Blue standing in our 1) Suspension Rate and a Green standing in the Graduation Rate.

Suspension Rate - Blue

Our suspension security rate was a huge focus at our previous WASC visit. So we created a goal to decrease our suspension rate which in turn successfully impacted our CA Dasboard.

Student behavior, school culture, safety, and security have been strong at TTCHS, therefore we have determined that we achieved this goal. It is no longer an area of focus, although we are conscious to maintain strong safety and security procedures.

TTCHS believes that character is important in addition to academics. We focus on 10 character pillars throughout the year, with a specific focus on a different pillar for each month. Teachers model these character pillars and they are discussed during professional development. Students who exemplify the character pillar of the month are recognized for it in our monthly assembly. Our character pillars are Integrity, Fairness, KindnessCooperation, Respectful Behavior, Hard Work, Personal and Community Responsibility, Dignity, Self-Discipline, Creative and Problem-Solving.

We specifically implemented PBIS Positive Behavior Intervention & Supports (PBIS) is a proactive approach that schools use to improve school safety and promote positive behavior. Teachers and campus aides received intensive PBIS training in 2019 and 2020. Evidence that

supports our progress in this area is as follows: Monthly detection dogs, 4 campus aides to support with security, security cameras, and partnership with Safe Passage. These tasks and resources have helped us to maintain a safe campus, which is measured through teacher narratives, student referrals and suspension data, and PBIS data. The implementation and acquisition of resources not previously used to enhance security demonstrate progress in this area. In addition, the climate of the school is safe and positive, so we are confident that this goal has been achieved.

Graduation - Green

Our college counselor works very hard to ensure that all students have what they need for graduation so she implements these 4 specific items to help students.

1. Manage the senior caseload
2. Meet with parents quarterly to discuss senior on-track status for graduation
3. Provide students with Apex course to recover any needed credits
4. Ensure that students are enrolled in summer school each summer that is needed

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Referring to the Dashboard for 19-20 and current state and local performance indicators, and stakeholder input, TTCHS has identified areas of identified need.

In 2019 TEACH Tech Charter High School was in orange for 1) English Language Arts, 2) Math, and 3) College/Career. TEACH Tech is committed to increasing our school performance on the indicators of need.

The reason for this performance indicator is directly related to our student SBAC performance in English and Math. While we believe to some degree that the declines in SBAC scores do not provide the best tool for evaluating the school's academic performance. Further, CAASPP testing is a one-time snapshot of the current 11th-grade performance on an English and math standardized test. It doesn't actually speak to declines or increases in student performance, rather it compares one group of students to a prior years cohort. With cohorts of 61 in 2018 and 77 in 2019, and subgroups of often less than 20, 2-3 students can create double-digit swings in subgroup statistics. Each SBAC year there has been an increase in student enrollment, which increases the number of students testing and the number of students that may not be proficient.
Year 1 - 39 students
Year 2 - 61 students
Year 3 - 77 students

Twenty-five percent of that year's 11th-grade class were new enrollees to TEACH Tech. Many of those new students were limited English proficient. There were math staffing changes for students in previous years. Students that take Pre-Calculus are more likely to score advanced and proficient on the SBAC. The variables surrounding student achievement on SBAC are too numerous to make significant conclusions about instructional practices, especially given the sample sizes being utilized and the small differences in overall performance.

We are constantly analyzing and reflecting on student testing data and instructional practices as described in the answers below.

English Language Arts - Orange

As a result, we have taken the following 13 steps to increase our performance on the English SBAC.

1. Solidified the English department to include English teachers with +5 years of teaching experience.
2. Implemented Instructional Leadership Coach to support English team
3. Weekly lesson plan reviews, classroom observations, and digiCoach reviews
4. Focus on Reading and Writing through curriculum and digital platforms (Springboard, Read Theory, and StudySync)
5. Implementation of the PEEL writing strategy
6. Provide students with IEPs with extra assistance (Push in and Pull Out)
7. Assess students as soon as they enter 9th grade
8. Continued Professional Development for English Teachers
9. Share NWEA Growth with parents for reflection and review
10. Goal setting for students
11. Identify and assess incoming students and create remediation classes and/or other interventions for low-performing students.
12. Review of CAASPP performance data to identify topics and standards to focus on.
13. Create a list of ELA topics or standards for other departments to cover to support ELA.

Math - Orange

There were math staffing changes for students in previous years. This year we have a solid math department that are present daily and are working digitally to close student achievement gaps. In addition, students that take Pre-Calculus are more likely to score advanced and proficient on the SBAC so we need to adequately prepare more students to get to Pre-Calculus. While, the variables surrounding student achievement on SBAC are too numerous to make significant conclusions about instructional practices, especially given the sample sizes being utilized and the small differences in overall performance, we can proactively plan to close the math achievement gaps.
As a result, we have taken the following 11 steps to increase our performance on the Math SBAC.

1. Restructured Math Department to include math support in 9th and 10th grade (as needed)
2. Implemented Math Department Chair to support new math team
3. Weekly lesson plan reviews, classroom observations, and digiCoach reviews
4. Check for understanding in math class
5. Small groups and peer teaching

6. Provide students with IEPs with extra assistance (Push in and Pull Out)
7. Assess students as soon as they enter 9th grade
8. Assess students for Math Students (MDTP and NWEA)
9. Continued Professional Development for Math Teachers
10. Share NWEA Growth with parents for reflection and review
11. Goal setting for students

College/Career - Orange

While we are successful with meeting A-G requirements our SBAC scores in Math and English have played a large part in this data point. We have plans to increase student passage on the SBAC as stated above.

1. Manage the senior caseload
2. Meet with parents quarterly to discuss senior on-track status for graduation
3. Provide students with Apex course to recover any needed credits

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This past year there was a lot that we had to do to keep our educational program operational and effective during COVID-19. Staff participated in a two-week professional development program before the start of the 20-21 school year. During this time teachers coverED key instructional practices for distance learning and how to best conduct a class via Zoom. The Principal and Instructional Coach led training on implementing Project-Based Learning virtually. Training included technology training conducted by the Director of Operations, Data & IT. Staff was provided with a laptop, phone or google voice number and hot spots (as needed). Teachers have access to document cameras, projectors, and another tech was needed. Tech support was provided by the Director of Operations, Data & IT, and the site-based IT Tech. In order for us to improve PD, we provided teachers with PD surveys after each period to evaluate the PD.

We have increased English learner Professional Development for teachers, staff, and families by a minimum of three specialized sessions to support distance learning by October 30th, 2020. We improved the quality of English learners and low-income Professional Development related to distance learning by surveying and interviewing teachers.

Our LCAP Goals, the instructional focus for the school year drives our professional development plan, and we identified 4 areas of focus that were introduced to teachers at the beginning of the school year. This includes 1. Student Engagement 2. PEEL Writing Strategy 3. Cultural Connections and 4. Check for Understanding. We revisited these priorities throughout the school year and in observations, feedback, and when reviewing teacher lesson plans. Professional development was held weekly on Fridays, and there are 5 full days of PD during the school year in addition to the two weeks of professional development in the beginning.

The LCAP Goals were revised in order to align with our school's mission, vision, WASC Action Plan, and state accountability plans. For each LCAP goal, are CDE required measurable outcomes with annual growth targets. Our goals are as follows:

- Goal #1: Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)
- Goal #2: Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)
- Goal #3: Engage parents as active partners through communication, and collaboration, workshops, School Site Council, Parent Meetings, and English Learner Advisory Committee Meetings, to ensure that all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1,4)

Here are some specific goal highlights:

Goal 1 Highlights: instruction is one of our top priorities this school year. The principal has an instructional focus for implementation. The instructional focus includes teacher lesson planning through data-driven instruction, coaching, and feedback with a focus on synthesizing information with evidence-based claims. In terms of 21st-century skills, we will be receiving additional PBL training on 21st-century skills in January to continue to implement 21st-century skills. When teachers complete their weekly lesson plan, teachers must plan with individual and subgroups of students in mind. For example, with English Learners, we ensure that EL students receive the appropriate in-class and out-of-class instructional support through our professional development for teachers, classroom observations, and feedback from students and their families. All teachers plan with our EL subgroups in mind. In terms of adjustments are implemented based on the progress shown in student achievement data, work samples, and observation notes.

Goal 2 Highlights: We are in year one of Illuminatie implementation. Illuminate will allow us to store all student data for analysis and distribution. The second phase is to roll out the students and family portal. Our college counselors and deans use all data points to support students. The principal also works with the Director of Operations, Data, and Technology to retrieve and analyze student data prior to all Board meetings. The assistant principal runs reports on culture and discipline.

Goal 3 Highlights: Engaging families has been a top priority for the new administration team. We have held coffee with the principals each month, school-site council meetings, ELAC's and grade level meetings. An area of growth is our ELAC meetings. We have finally found a

core group of parents willing to meet to discuss EL data.

TEACH Tech Charter School will implement the actions and services outlined in this LCAP to improve student academic outcomes, retain highly effective teachers and strengthen the capacity of our Leadership Team to ensure that our school prepares every student for College and Career Readiness.

Comprehensive Support and Improvement

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

Schools Identified

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

TEACH Tech Charter High School is not eligible for CSI

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At TEACH Tech we understand the importance of engaging stakeholders in the LCAP updates.

All stakeholders were involved in reviewing and revising our LCAP Goals and action steps. These stakeholders include teachers, principals, administrators, non-teaching staff, parents and students. When developing the LCAP the school principal and administrators worked together to carefully review our school data and recommendations from all stakeholders. Specifically, feedback was solicited from staff, parents, and students to review our school data and share their suggestions on what we should focus on and how we can reach our goals. These suggestions were taken into consideration as we revised the goals and action steps. We will continue to make refinements yearly.

This year, the LCAP Goals and progress were shared with parents during parent meetings, School Site Council, and Coffee with the Principal. After our administrative team shared the goals and action items with parents, they were given an opportunity to share their input. This feedback was used to make additional refinements to our LCAP. While the principal took on a leadership role on engaging stakeholders, the assistant principal and instructional leadership coach worked to revise the goals and action items as a result of stakeholder feedback.

Specifically, the School Principal consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year:

Monthly meetings with parents
Board meetings – monthly
Professional Development at the beginning of the year, mid-year, and end of the year.
Discussions with students during informal meetings (due to COVID)

A summary of the feedback provided by specific stakeholder groups.

This year we specifically focused on revamping our Goals.

Teachers gave great feedback on the refinement of our goals during PD. Specifically, our goals were defined as such.

Parents agreed with the change of the introductory verbs change on the goals. For example, changing "develop" to "implement."

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Teachers gave great feedback on the refinement of our goals during PD. Specifically, our goals were defined as such.

Goal 1
Develop an infrastructure to implement multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; in order to research and develop an RTI/MTSS Structured Program to identify, monitor, and provide appropriate academic and social-emotional supports to ensure student academic growth, to close the achievement gap among all subgroups. (aligns with WASC Action Plan, 1,3,4)

2021-22 Goal 1
Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)

Goal 2
Develop a comprehensive, coherently focused, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes relevant and extended learning experiences that encourages student engagement elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

2021-22 Goal 2
Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

Goal 3
Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career-ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a Culture of High Expectations and a Culture of Respect. (Aligns with WASC Action Plan #1)

2021-22 Goal
Engage parents as active partners through communication, and collaboration, workshops, School Site Council, Parent Meetings, and English Learner Advisory Committee Meetings, to ensure that all students are college and career-ready. Provide students with a safe, welcoming and

inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1,4)

Goals and Actions

Goal

Goal #	Description
1	Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)

An explanation of why the LEA has developed this goal.

This goal was previously developed and revised in collaboration with parents and teachers. This goal is still relevant, however, we have included a new focus "the post-pandemic era." Many of our students and their families struggle during the pandemic and we need to be able to assess and provide academic and socio-economic supports as we transition out of this historic time period. We had to think on our feet during the pandemic era, we specifically did the following. Staff participated in a two-week professional development program before the start of the 20-21 school year. During this time teachers covered key instructional practices for distance learning and how to best conduct a class via Zoom. The Principal and Instructional Coach led training on implementing Project-Based Learning virtually. Training included technology training conducted by the Director of Operations, Data & IT. Staff will be provided with a laptop, phone or google voice number, and hot spots (as needed). Teachers have access to document cameras, projectors and another tech as needed. Tech support will be provided by the Director of Operations, Data & It, and the site-based IT Tech. In order for us to improve PD, we provide teachers with PD surveys after each period to evaluate the PD. Now we have to monitor and provide supports for the "post-pandemic era."

Further, these goals align with our WASC Action Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grade 11	-60 DFL3				
Annual Growth on CAASPP Math	-164.1 DFL3				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
distance from Level (DFL) 3 Scale Scores: Grade 11					
Increase attendance rates:	93%				
Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%				
Maintain High School Dropout Rates:	0%				
Maintain High School Graduation Rates:	95%				
% of Grade 12 students that are CCR: UC A-G Completion rate	100%				
% of students who pass AP Exam with score 3+:	Baseline				
% of students “College Ready” as measured by EAP: (ELA/Math)	0%/0%				
% of students access broad course of study: UC A-G approved	100%				
Decrease % of Grade 9 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition	33.3%/38.1%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT) Report Score: Good or Better	Good				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessments	In addition, to state-mandated assessments (CAASPP ELA & Math: Grade 11, CELDT: Initial only, ELPAC: ELL only, Physical Fitness Test Grade 9, & California Science Test (CAST). TEACH Tech Charter High School staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. NWEA MAP ELA & Math Assessments: 3 times/year Interim Assessment Blocks: 3-4 times/year, benchmark assessments and Writing Assessments	$538,186.72	No Yes
2	Hire Second Counselor	TEACH Tech Charter High School's project-based learning environment integrates a rigorous College Preparatory curriculum and a character education program to prepare students to thrive in school, college, and the world. This curriculum guides students with the life skills necessary to communicate effectively, make informed decisions, and set goals. Using our data-driven instructional program, our school will scale SSTProgram for academic and social-emotional/behavioral programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi-tiered System of Supports (MTSS) for implementation. Established curriculum such as the Overcoming Obstacles Character Education Curriculum is flexible to fit into core courses, advisory, and summer programs, counseling sessions, and college and career prep courses The Overcoming Obstacles curriculum is organized into middle and high school programs, each beginning with the three fundamental skills on which all other skills can be built:	$90,199.00	No

Action #	Title	Description	Total Funds	Contributing
		communication, decision making, and goal setting. Because of the modular format, teachers are able to teach the curriculum from start to end, and/or select specific modules that best suit the school/students. Modules include respect; teamwork; citizenship; a technique for addressing bullying; preparing for college and career; conflict resolution; problem-solving; confidence building; and time management. Positive Behavioral Interventions and Supports (PBIS): I an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgment or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. Speaker Series: Our school will continue to host guest speakers on a variety of topics ranging from social, cultural, family, and community issues, relevant to our student's experiences that align with our Character Education Program and our school's mission. Restorative Justice: Social-emotional and behavioral issues are addressed using the Restorative Justice model, and one-on-on counseling led by the School Counselor & Principal. Counseling Services: our counselor provides counseling services. If necessary our school contracts social-emotional counseling services with the school Psychologist on an individual basis.		
3	Special Education Team	TEACH Tech Charter High School is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. TTCHS's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP: 2 RSP Teachers 1 Instructional Assistants Psychologist (contracted) Occupational Therapist (contracted)	$169,542.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4	Purchase iLit Curriculum	Utilize iLit curriculum as a data point to track EL student progress in the language.	$10,000.00	Yes
5	Academic Interventions	To support the TEACH Tech Charter HS's program of academic interventions, our team includes a College Counselor, 2 Assistant Principal, an EL coordinator. The following outlines howTEACH Tech Charter HS assesses students for intervention and a description of the types of intervention strategies that our school will implement. Using our data driven instructional program, our school will scale SST programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi tiered System of Supports (MTSS) for implementation.	$419,098.00	No Yes
6	Purchase PowerSchool data wharehouse	We will implement a data warehouse to track longitudinal data.	$4,000.00	No
7	Professional development	Professional development to faculty to increase data literacy, using data to drive instruction and provide efficient interventions	$166,744.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students that have access to standards-aligned instructional materials:	100%				100
% of teachers that will implement state standards for all students including EL access to CCSS & ELD	100%				100
% of teachers who are appropriately credentialed and assigned.	100%				100
Increase percentage of EL who advance at	21%				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
least 1 Proficiency Level as measured by ELPAC:					
Increase English Learner reclassification rate:	32%				50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Secure Standards Aligned Instructional-Materials	All teachers will use instructional materials that support rigor and standards-aligned instruction for all learners including ELs and SPED. Materials will be reviewed for quality and quantity and new materials will be ordered for every course as needed.	$225,000.00	No Yes
2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	All teachers will be knowledgable of the CCSS and ELD standards and use backwards planning to incorporate the standards when setting objectives and measuring progress. Science teachers will incorporate NGSS standards into their lessons.	$315,078.00	No Yes
3	Maintain Low Turnover Rate of Fully Credentialed Staff	All teachers are currently credentialed and appropriately assigned. Newly hired teachers will also be credentialed and appropriately assigned.	$45,597.00	No
4	Retain EL Coordinator to Support English Learners	The EL Coordinator will support school-wide goals to increase classification rate through professional development for teachers, ELD class, tracking and monitoring EL progress, and assessing ELs using the ELPAC.		No

Action #	Title	Description	Total Funds	Contributing
5	Hire additional support staff for English learners as needed.	Additional support staff for English learners would included instructional aids on a a full-time or part time bases.	$65,189.00	Yes
6	Professional development for teachers	Professional development to increase teacher capacity to deliver standards aligned project-based, inquiry-based learning that promotes critical thinking.	$83,372.00	

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Engage parents as active partners through communication, and collaboration, School Site Council, Parents Meetings and Council Meetings, to ensure that all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1 and 4)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement through input in decision-making via SSC, & ELAC.	Met				SSC has an active membership of 12 parents. ELAC has an active membership of 20 parents.
Parent involvement will include opportunities for participation in training programs.	Met				25% of parents have participated in a TEACH Parent Center training.
Suspension rate:	0%				0% suspension rate
Maintain expulsion rates:	0%				0% expulsion rate
Administer parent, student & teacher survey to measure sense of safety and	Met				75% of parents respond to survey. 100% of students respond to survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school connectedness.					100% of staff respond to survey.
	Good				Number of students spending time in restorative circles reduced by 50%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Create and offer parent training sessions that are relevant to them and the local community, i.e. English / Spanish language lessons / PowerSchool Training / College Admissions & Scholarships Workshops, etc.	$5,500.00	No Yes
2	Maintain a zero percent suspension and expulsion rate.	Further develop PBIS program by creating Scrip / Rewards Program (Tech Bucks) which students can earn as rewards from teachers and staff for observed instances of positive behavior. Teachers will be distributed a set number of Tech Bucks each month and use them to reward students for positive behavior. Tech Bucks will be used toward prize raffles held at Way 2 Go Wednesday celebrations of student achievement.	$6,000.00	No Yes
3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	Additional campus aides will be hired and an additional protocols put in place for ingress and egress of students and staff.	$87,020.00	No Yes
4	Hire 1 FTE Parent Coordinator	Hire 1 parent coordinator to be shared with other campuses	$47,896.00	No Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1				No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.18%	1,567,676

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

Iterim assessments (NWEA IAB) to quickly identify and address learning gaps, particularly in EL, Low-income and foster youth. Assessment results will be used to drive instructional practices and trigger interventions to close the achievement gap.

Student study team program for academic support and social emotional well-being program focused on unique needs of unduplicated students.

Curriculum purchase and implementation: Overcoming Obstacles, a character education curriculum designed to address the needs of low-income students.

ILit and EL curriculum

Positions: college counselor, Assistant Principal, and EL coordinator with focus on college counseling services for first generation college students, low-income students, EL and foster youth.

Professional development for teachers that provides instructional strategies addressing diverse needs of low-income students, EL learners and foster youth.

Professional development for implementing standards based curriculum and ELD tracking and monitoring, ELPAC assessment and data evaluation to inform instruction for English learners.

Opportunities for parent engagement and learning for parents of EL and low income students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,682,273.00	$487,266.72		$108,882.00	$2,278,421.72

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,799,959.72	$478,462.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities English Learners Foster Youth Low Income	Assessments	$67,000.00	$471,186.72			$538,186.72
1	2	All Students with Disabilities English Learners Foster Youth Low Income EL/SPED	Hire Second Counselor	$90,199.00				$90,199.00
1	3	All Students with Disabilities	Special Education Team	$69,542.00	$11,080.00		$88,920.00	$169,542.00
1	4	English Learners	Purchase iLit Curriculum	$10,000.00				$10,000.00
1	5	All Students with Disabilities English Learners Foster Youth Low Income	Academic Interventions	$419,098.00				$419,098.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	All Students with Disabilities English Learners Foster Youth Low Income	Purchase PowerSchool data wharehouse	$4,000.00				$4,000.00
1	7	All	Professional development	$166,744.00				$166,744.00
2	1	All Students with Disabilities English Learners Foster Youth Low Income English Learners, Foster, Homeless, Economically Disadvantaged, Gifted	Secure Standards Aligned Instructional-Materials	$225,000.00				$225,000.00
2	2	All Students with Disabilities English Learners Foster Youth Low Income English Learners, Foster, Homeless, Economically Disadvantaged, Gifted	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	$290,116.00	$5,000.00		$19,962.00	$315,078.00
2	3	All	Maintain Low Turnover Rate of Fully Credentialed Staff	$45,597.00				$45,597.00
2	4	English Learners	Retain EL Coordinator to Support English Learners					
2	5	English Learners Foster Youth Low Income	Hire additional support staff for English learners as needed.	$65,189.00				$65,189.00
2	6		Professional development for teachers	$83,372.00				$83,372.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All English Learners Foster Youth Low Income	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	$5,500.00				$5,500.00
3	2	All English Learners Foster Youth Low Income	Maintain a zero percent suspension and expulsion rate.	$6,000.00				$6,000.00
3	3	All English Learners Foster Youth Low Income	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	$87,020.00				$87,020.00
3	4	All Low Income	Hire 1 FTE Parent Coordinator	$47,896.00				$47,896.00
4	1	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,292,361.00	$1,888,509.72
LEA-wide Total:	$630,829.00	$1,202,015.72
Limited Total:	$0.00	$0.00
Schoolwide Total:	$661,532.00	$686,494.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Assessments	LEA-wide	English Learners Foster Youth Low Income		$67,000.00	$538,186.72
1	2	Hire Second Counselor		English Learners Foster Youth Low Income		$90,199.00	$90,199.00
1	3	Special Education Team	LEA-wide			$69,542.00	$169,542.00
1	4	Purchase iLit Curriculum	LEA-wide	English Learners		$10,000.00	$10,000.00
1	5	Academic Interventions	LEA-wide	English Learners Foster Youth Low Income		$419,098.00	$419,098.00
1	6	Purchase PowerSchool data wharehouse		English Learners Foster Youth Low Income		$4,000.00	$4,000.00
2	1	Secure Standards Aligned Instructional-Materials	Schoolwide	English Learners Foster Youth Low Income		$225,000.00	$225,000.00
2	2	Implement Periodic Professional Development on	Schoolwide	English Learners Foster Youth Low Income		$290,116.00	$315,078.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		CCSS, NGSS, and ELD Standards					
2	5	Hire additional support staff for English learners as needed.	LEA-wide	English Learners Foster Youth Low Income		$65,189.00	$65,189.00
3	1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School 9-12	$5,500.00	$5,500.00
3	2	Maintain a zero percent suspension and expulsion rate.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School	$6,000.00	$6,000.00
3	3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School 9-12	$87,020.00	$87,020.00
3	4	Hire 1 FTE Parent Coordinator	Schoolwide	Low Income		$47,896.00	$47,896.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action 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 goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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

TEACH Preparatory Elementary School
TEACH Academy of Technologies
TEACH Tech Charter High School

2021-2022 Local Indicators

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1) & Implementation of State Academic Standards (LCFF Priority 2)

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

100% Credentialed Staff

100% Access to Common Core Standards-aligned curriculum along with regular data assessments & analysis

Parent and Family Engagement (LCFF Priority 3) & School Climate (LCFF Priority 6)

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Parent feedback gathered via a parent survey and school meetings is listed in order or priority as indicated by the percentage of response on survey:

Parent priorities:

- Provide tutoring and support: 85%
- Reduce the number of students in a classroom: 74%
- Provide help for students to plan for work and study after high school: 68%

- Increase teacher quality: 63%
- Increase counseling services: 47%
- Increase parent participation: 42%
- Increase services to English Language Learners: 37%

LCAP State Priorities:
-Ensure students have access to appropriate teachers, material and facilities: 79%
-Ensure students have access to all necessary classes: 74%
-Increase Student Achievement: 68%
-Increase Graduation Rates: 58%
-Increase Student Attendance: 47%
-Implement State Standards for all students: 37%
-Increase Parental Involvement: 21%
-Decrease Student Suspensions and Expulsions: 26%

What could each TEACH School do to prepare more students to graduate college and career ready?
-Increase extracurricular activities
-Provide more tutoring
-Motivate students
-Provide college preparatory courses
-Instruct students on different types of career choices
-Help student understand their strengths
-Provide counseling
-Provide positive reinforcement

What could each TEACH School do to increase parental involvement?
-Provide workshops and projects parents can do with students
-Increase calls and communication
-Schedule meetings at flexible hours
-Provide more advanced notice to meetings
-Increase expectations of parents
-Make meetings mandatory
-Provide weekend activities
-Be specific about what tasks and responsibilities are available for parents
-Provide volunteer opportunities

What could each TEACH School do to increase student achievement?
-Explore what works for the individual grade levels
-Increase self-esteem
-Motivate students, create small groups, help them see who they can be
-Establish an atmosphere of trust and respect
-Provide incentives and recognition awards
-Reduce the adult to student ratio
-Counseling to identify the root of the problems

Access to a Broad Course of Study (LCFF Priority 7)

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

2

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

TEACH Academy of Technologies currently serves 465 students in grades 5-8; with student demographics that include 67% Hispanic, 31% African American, 26% English Learners, 8% Students with Disabilities (SWD), 94% who qualify for Free/Reduced Lunch and 98% who are Socio-economically Disadvantaged. For the 2020-21 school year, our Unduplicated Pupil Percentage was 97%. TEACH Academy of Technologies is a learning community that embeds meaningful real-world context. Students are taught to see the connections between their formal education and the world. Our school combines curiosity and application, leading to a deep understanding of content, self-motivation, and confidence. These skillsets empower students to take on the challenges in order to be who they want to be and excel to their fullest potential. TEACH Academy of Technologies provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of TEACH Academy of Technologies educational program. TEACH Academy of Technologies uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include: master schedule, student course schedule (semester), report cards, student-led conference, and parent/conference reports. In addition, the School Directors will verify this during classroom observations and they will ensure classroom schedules are being followed.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At TEACH Academy of Technologies, all students in grades 6-8 have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to and are enrolled in Health (Grade 7) and Foreign Language (Grade 8) There are no differences in accessibility to courses, across student groups at TEACH Academy of Technologies.

3. Identification of any barriers preventing access to a broad course of study for all students.

Currently, 100% of the students have access to a broad course of study and TEACH Academy of Technologies will continue to monitor this to ensure no barriers arise to change access.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Due to the current success of TEACH Prep ES, TEACH Academy of Technologies and TEACH Tech Charter High School in providing all students with access to a broad course of study, no changes are currently planned, however, this data will continue to be monitored and revisions made, with implementation as needed.

TEACH PUBLIC SCHOOLS
LOCAL INDICATORS OVERVIEW 2021-2022

LCFF Priority 1

BASIC SERVICES AND CONDITIONS

TEACH Public Schools will appropriately assigns teachers, there is access to curriculum-aligned instructional materials, and facilities are safe, clean and functional.

100% Credentialed Teachers, 100% Content-appropriate Specialists, Good or Best Facilities Inspections & Physicial building conditions, security services, etc.

LCFF Priority 2

IMPLEMENTATION OF STATE ACADEMIC STANDARDS

TEACH Public Schools will annually measure its progress in implementing state academic standards.

NWEA, IAB, Performance Matters, etc.

LCFF Priority 3

PARENT AND FAMILY ENGAGEMENT

TEACH Public Schools will annually measure its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs.

YouthTruth Surveys

LCFF Priority 6

SCHOOL CLIMATE

TEACH Public Schools administers a local school climate survey every year that provides a valid measure of perceptions of school safety and connectedness, such as the to ALL students. TEACH summarizes the data by grade span and make it public.

YouthTruth Surveys

LCFF Priority 7

ACCESS TO A BROAD COURSE OF STUDY

TEACH Public Schools measures the progress in the extent to which our students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code.

A-G courses, Honors & AP courses, Dual-credit course, Technology-based courses (per our charters)

Coversheet

TEACH Public Schools Updated Teachers Salary Schedule

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	E. TEACH Public Schools Updated Teachers Salary Schedule
Purpose:	Vote
Submitted by:	
Related Material:	Pending Board Approval 2021-22 New Teacher Salary Schedule.pdf

2021-2022 New Teacher Salary Schedule (Pending Board Approval)

TEACHERS NEW TO TEACH

Salary placement of teachers new to TEACH will be based on years of prior credentialed teaching experience, as detailed on the chart below. NOTE: In order to align with the CalSTRS definition of creditable years of service, only years with 80% or higher service completion will be counted towards step placement.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Teachers New to TEACH	$55,47 0	$57 ,0 0 0	$60 0, 0 0	$61 ,7 92	$62 ,0 0 5	$64,2 1 8	$66,2 2 1	$68,460	$68,7 0 0	$68,940
	YEAR 11	YEAR 12	YEAR 13	YEAR 14	YEAR 15	YEAR 16	YEAR 17	YEAR 18	YEAR 19	YEAR 20
	$69,181	$69,423	$69,666	$69,910	$70,155	$70,401	$70,647	$70,894	$71,142	$71,391
	YEAR 21	YEAR 22	YEAR 23	YEAR 24	YEAR 25	YEAR 26	YEAR 27	YEAR 28	YEAR 29	YEAR 30
	$71,641	$71,892	$72,144	$72,396	$72,649	$72,904	$73,159	$73,415	$73,672	$73,930

Salary Bonus

• Teachers will be eligible earn up to a 2.5% bonus of base pay each semester their school meets budgeted ADA. (ADA target is based on 21-22 board approved annual budget. ADA is measured by P1 & P2 attendance reports.) Earned bonuses will be paid out in December and June. Bonuses are prorated for employees who start after July 1.

Shortage Areas Bonuses

•Credentialed Math, Science & Special Education teachers are eligible for salary bonuses of up to $1000 per semester. (Paid out in December & June)

Sick Days

•Teachers receive 6 sick days (48 hours) annually. Sick days may be cashed out at the end of the year at $23 per hour.

BTSA

•TEACH will reimburse teachers up to $1000 per semester towards teachers BTSA Induction Program. Reimbursements will be paid out in September of the year following BTSA completion.

Coversheet

Executive Compensation 2021-2022

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: F. Executive Compensation 2021-2022
Purpose: Vote
Submitted by:
Related Material: TEACH Executive Comp 2021.pdf
brown offer letter 21-22.pdf
Carranza offer letter.pdf
Cunningham offer letter.pdf

Executive Compensation Comps
Southern California CMOs
990 Reports (2016 - 2018 most recent public filing)
Range $150,256 – $270,843
Average $209,749
3 Year COLA (8%)
$226,528 (2021 Estimate)

TEACH Public Schools 2021-22
Executive Director - $43,755 (Retiree)
Superintendent - $208,361
CFO/COO - $199,383

Executive Comp
STEM Prep Charter- Tax Year 2018
ED – $212,545

Real Journeys – Tax Year 2018
ED $215,413
CBO $171,974

Extera Public Schools -2018
ED- $241,119

Schools In Action – Tax Year 2018
ED $173,573

Accelerated School – Tax Year 2018
ED – $171,060
CFO – $173,187

Bright Star – Tax Year 2018
ED – $212,537

Citizens of the World – Tax Year 2018 (Multi State CMO)
ED- $244,850

Alliance For College Ready Public Schools - Tax Year 2018 (not included in comp calculation)
ED- $406,286
GC – $226,651

Ednovate – 2018
ED – 241,250

Ingenium Schools – 2017
President - $219,754

Larchmont Schools -2018
$173,109

Equitas Academy - 2018
ED $270,843

PUC – Tax Year 2016
ED- $204,899

ISANA -Tax Year 2017
ED –$241,128

ICEF - Tax Year 2017
ED – $262,500

YPI – Tax Year 2018
ED - $172,171

City Charter School - 2018
ED – $150,256

Value Schools - 2018
ED- $156,593

June 23, 2021

Dear Matt Brown,

On behalf of TEACH Public Schools, I am pleased to offer you the following terms of employment as a COO/CFO at TEACH Public Schools, effective July 1, 2021. The updated terms of your position with TEACH Public Schools are set forth below:

1. Work Schedule.

The start date for this position shall be July 1, 2021. Workdays and hours shall be consistent with the applicable calendar of workdays and hours for this position.

Initial MB

2. Compensation and Benefits.

Your base salary will be $8,307.63 per pay period, less payroll deductions and all required withholdings including STRS or PERS. You will be paid semi-monthly on the TEACH Public Schools regularly scheduled pay dates. For employees who do not work the entire scheduled work year, the salary shall be pro-rated accordingly.

In addition, you will be eligible for the following standard TEACH Public Schools benefits: life, health, dental, and vision coverage for employees; and you will be able to participate in the TEACH Public Schools 403 (b) plan and 457 plan. Additionally, you may be eligible for vacation and sick leave per year. Details on plan eligibility and limits can be found in the TEACH Public School's employee handbook.

You will be eligible for a retention bonus of up to 5% of your annual salary, subject to the terms described below. One half of that amount will be paid to you only if you are still employed by TEACH Public Schools on July 1, 2021. The second half of that amount will be paid to you only if you are still employed by TEACH Public Schools on December 15, 2021. The bonus will be paid to you through the next reasonable payroll cycle following the respective dates.

Additionally, you will be eligible for a 2.5% bonus each semester TEACH Public Schools meets or exceeds its budgeted ADA. The bonus will be paid to you through the next reasonable payroll cycle following the respective dates. Base salary offer and bonuses are contingent upon board approval.

Initial MB

Initial MB

3. At-Will Employment.

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

4. Additional Information.

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

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

Initial MB

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

_____ _____
Dr. Raul Carranza — Date
Superintendent, TEACH Public Schools

_____ _____
Sonali Tucker — Date
Board Chair, TEACH Public Schools

Matt Brown
_____ June 23, 2021
Matt Brown — Date


TEACH
PUBLIC SCHOOLS

June 23, 2021

Dear Raul Carranza,

On behalf of TEACH Public Schools, I am pleased to offer you the following terms of employment as a SUPERINTENDENT at TEACH Public Schools, effective July 1, 2021. The updated terms of your position with TEACH Public Schools are set forth below:

1. Work Schedule.

The start date for this position shall be July 1, 2021. Workdays and hours shall be consistent with the applicable calendar of workdays and hours for this position.

Initial_____

2. Compensation and Benefits.

Your base salary will be $8,681.70 per pay period, less payroll deductions and all required withholdings including STRS or PERS. You will be paid semi-monthly on the TEACH Public Schools regularly scheduled pay dates. For employees who do not work the entire scheduled work year, the salary shall be pro-rated accordingly.

In addition, you will be eligible for the following standard TEACH Public Schools benefits: life, health, dental, and vision coverage for employees; and you will be able to participate in the TEACH Public Schools 403 (b) plan and 457 plan. Additionally, you may be eligible for vacation and sick leave per year. Details on plan eligibility and limits can be found in the TEACH Public School's employee handbook.

You will be eligible for a retention bonus of up to 5% of your annual salary, subject to the terms described below. One half of that amount will be paid to you only if you are still employed by TEACH Public Schools on July 1, 2021. The second half of that amount will be paid to you only if you are still employed by TEACH Public Schools on December 15, 2021. The bonus will be paid to you through the next reasonable payroll cycle following the respective dates.

Additionally, you will be eligible for a 2.5% bonus each semester TEACH Public Schools meets or exceeds its budgeted ADA. The bonus will be paid to you through the next reasonable payroll cycle following the respective dates. Base salary offer and bonuses are contingent upon board approval.

Initial_____

Initial_____

3. At-Will Employment.

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

4. Additional Information.

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

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

Initial_____

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

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

_____ _____
Sonali Tucker Date
Board Chair, TEACH Public Schools

_____ _____
Raul Carranza Date


TEACH
PUBLIC SCHOOLS

June 23, 2021

Dear Mildred S. Cunningham ,

On behalf of TEACH Public Schools, I am pleased to offer you the following terms of employment as a EXECUTIVE DIRECTOR at TEACH Public Schools, effective July 1, 2021. The updated terms of your position with TEACH Public Schools are set forth below:

1. Work Schedule.

The start date for this position shall be July 1, 2021. Workdays and hours shall be consistent with the applicable calendar of workdays and hours for this position.

Initial_____

2. Compensation and Benefits.

Your base salary will be $1,823.12 per pay period, less payroll deductions and all required withholdings including STRS or PERS. You will be paid semi-monthly on the TEACH Public Schools regularly scheduled pay dates. For employees who do not work the entire scheduled work year, the salary shall be pro-rated accordingly.

In addition, you will be eligible for the following standard TEACH Public Schools benefits: life, health, dental, and vision coverage for employees; and you will be able to participate in the TEACH Public Schools 403 (b) plan and 457 plan. Additionally, you may be eligible for vacation and sick leave per year. Details on plan eligibility and limits can be found in the TEACH Public School's employee handbook. Base salary offer and bonuses are contingent upon board approval.

Initial_____

Initial_____

3. At-Will Employment.

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

4. Additional Information.

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

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

Initial_____

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

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

_____ _____
Sonali Tucker Date
Board Chair, TEACH Public Schools

_____ _____
Mildred S. Cunningham Date


TEACH
PUBLIC SCHOOLS

Coversheet

ASES Agreements

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: G. ASES Agreements
Purpose: Vote
Submitted by:
Related Material: TEACH Academy 21ST CCLC LOA_FY 2021-2022 .pdf
TEACH Academy ES ASES LOA_FY 2021-2022.pdf
TEACH Academy ASES LOA_FY 2021-2022.pdf

TEACH Academy
AGREEMENT FOR CONSULTANT SERVICES
21st CENTURY

This Agreement, entered into this *21st day* of June 2020, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA) herein called CONSULTANT and the TEACH Academy (TEACH), hereinafter called the DISTRICT.

WITNESSETH:

WHEREAS, the Consultant agrees to render the following services herein stated in accordance with directions stipulated by the District Superintendent of Schools or designee:

I. CONSULTANT SERVICES

The District requires the services of After School Consultant. The consultant agrees to provide the following services:

a.) Coordinate and manage a 21st Century Middle School Before School and After School Supplemental Program at TEACH. Provide staffing, materials and management of after school grant as follows:
After School Supplemental – 12,000 units of service
Before School – 9,800 units of service
Before School Supplemental – 2,940 units of service
b.) Will follow and abide funding terms and conditions of 21st Century grant and submit all required reports to TEACH for submission to grantee.

II. TERMS OF AGREEMENT

The terms of Agreement services shall be for the period effective July 1, 2021- June 30, 2022.

III. PAYMENT FOR SERVICES

a.) Amount not to exceed $146,015 for services performed in accordance with agreement.
b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TEACH will pay for services rendered and costs incurred within 30 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TEACH, not being skilled in the special services contemplated herein, relies upon the professional ability of Consultant as a material inducement to enter into this agreement. Consultant agrees to use all reasonable care and diligence to perform these services under the agreement in a manner acceptable to the Superintendent/President, it being understood that the acceptance of his/her services or advice by the District shall not operate as waiver or release of the Consultant.

V. TERMINATION

TEACH may, by written notice to CONTRACTOR, terminate this Contract in whole or in part at any time, for TEACH's convenience. Upon receipt of such notice, CONTRACTOR shall:

A. Immediately discontinue all services affected (unless the notices direct otherwise); and
B. Deliver to TEACH all information and material as may have been involved in the provision of services whether provided by TEACH or generated by CONTRACTOR in the performance of this Contract, whether completed or in process. Termination of this Contract shall be as of the date of receipt by CONTRACTOR of such notice

If the termination is for the convenience of TEACH, CONTRACTOR shall submit a final invoice within 60 days of termination and TEACH shall pay CONTRACTOR the sums earned for the services actually performed prior to the effective date of termination and other costs reasonably incurred by CONTRACTOR to implement the termination in accordance with the provision of this Contract.

This agreement may be terminated at any time for any unspecified reason at the sole discretion of the District. District will only pay for services previously provided as of the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

The School/District will cooperate with Consultant by furnishing all necessary District records and an opportunity to consult with District personnel as necessary to perform required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services pursuant to this agreement as confidential and shall not disclose such information to any other person without prior consent of the District.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

Consultant shall have no authority to contract on behalf of the District. It is expressly understood and agreed by both parties hereto that the Consultant, while engaged in carrying out and complying with any terms and conditions if this contract, is an independent contractor and not an officer, agent or employee of aforesaid District.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless the District, its officers, agents and employees from each claim, or demand made, and every liability, loss, damage or expense, or any nature whatsoever, which may be incurred by reason of:

a.) Liability for damages (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any loss, damage or expense arising under either 91), (2) or (3) above, by Consultant upon or in connection with the work called for in this agreement except for liability or damages

referred to above which result from sole negligence or willful misconduct of District, its officers, employees, agents or independent contractor who are directly employed by District, and;

b.) Any injury to or death of persons or damage to property, sustained by any person, firm or corporation, including the District, caused by any act, neglect, default, or omission of Consultant or any person, firm, or corporation directly or indirectly by Consultant in connection with the work covered by this agreement, whether said injury or damage occurs either on or off school property.

c.) The Consultant, at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against District, its officers, agents or employees in any action, suit or other proceedings as a result herein.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
   - $1,000,000 per occurrence
   - $100,000 fire damage
   - $5,000 medical expenses
   - $1,000,000 personal and adv. Injury
   - $3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least $1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
   - $3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than $1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least $5,000,000 per occurrence and $5,000,000 in aggregate coverage

C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - $1,000,000/$1,000,000/$1,000,000 Employer's Liability

D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: $1,000,000 per occurrence/$1,000,000 aggregate.

XI. ASSIGNMENT AND SUBLETTING

Consultant shall not assign, sublet or transfer his/her interest in this agreement, nor shall this agreement be assignable or transferable by operation of law or otherwise, without the prior written consent of the District.

XII. AGREEMENT MODIFICATIONS

This agreement may not be modified, revised or amended in any fashion without the express written consent of the District.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH Academy of Technologies
10045 S Western Ave
Los Angeles, CA 90047

BY_____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028



BY:
Signature of Authorized

Ana Campos
Printed Name

91-2162719
Employer I. D. / Social Security Number

June 21, 2021
Date

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
AGREEMENT FOR CONSULTANT SERVICES

This Agreement, entered this *21st* day of June 2021, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA) herein called CONSULTANT and the TEACH ES Academy

WITNESSETH:

WHEREAS, the Consultant agrees to render the following services herein stated in accordance with directions stipulated by the District Superintendent of Schools or designee:

I. CONSULTANT SERVICES

The District requires the services of After School Consultant. The consultant agrees to provide the following services:

a.) Coordinate and manage an Elementary School After School Program at TEACH ES. Provide staffing, materials and management of after school grant for 75 students per day, 180 days.
b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TEACH ES.

II. TERMS OF AGREEMENT

The terms of Agreement services shall be for the period effective July 1, 2021- June 30, 2022.

III. PAYMENT FOR SERVICES

a.) Amount not to exceed $119,924 for services performed in accordance with agreement AND contingent to CDE possible ASES reduction.
b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TEACH ES will pay for services rendered and costs incurred within 14 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TEACH ES, not being skilled in the special services contemplated herein, relies upon the professional ability of consultant as a material inducement to enter into this agreement. Consultant agrees to use all reasonable care and diligence to perform these services under the agreement in a manner acceptable to the Superintendent/President, it being understood that the acceptance of his/her services or advice by the District shall not operate as waiver or release of the Consultant.

V. TERMINATION

TEACH ES may, by written notice to CONTRACTOR, terminate this Contract in whole or in part at any time, for TEACH ES's convenience. Upon receipt of such notice, CONTRACTOR shall:

A. Immediately discontinue all services affected (unless the notices direct otherwise); and
B. Deliver to TEACH ES all information and material as may have been involved in the provision of services whether provided by TEACH ES or generated by CONTRACTOR in the performance of this Contract, whether completed or in process. Termination of this Contract shall be as of the date of receipt by CONTRACTOR of such notice

If the termination is for the convenience of TEACH ES, CONTRACTOR shall submit a final invoice within 60 days of termination and TEACH ES shall pay CONTRACTOR the sums earned for the services performed prior to the effective date of termination and other costs reasonably incurred by CONTRACTOR to implement the termination in accordance with the provision of this Contract.

This agreement may be terminated at any time for any unspecified reason at the sole discretion of the District. District will only pay for services previously provided as of the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

The School/District will cooperate with Consultant by furnishing all necessary District records and an opportunity to consult with District personnel as necessary to perform required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services pursuant to this agreement as confidential and shall not disclose such information to any other person without prior consent of the District.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

Consultant shall have no authority to contract on behalf of the District. It is expressly understood and agreed by both parties hereto that the Consultant, while engaged in carrying out and complying with any terms and conditions if this contract, is an independent contractor and not an officer, agent or employee of aforesaid District.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless the District, its officers, agents and employees from each claim, or demand made, and every liability, loss, damage or expense, or any nature whatsoever, which may be incurred by reason of:

a.) Liability for damages (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any loss, damage or expense arising under either 91), (2) or (3) above, by Consultant upon or in connection with the work called for in this agreement except for liability or damages referred to above which result from sole negligence or willful misconduct of District, its officers, employees, agents or independent contractor who are directly employed by District, and;
b.) Any injury to or death of persons or damage to property, sustained by any person, firm or corporation, including the District, caused by any act, neglect, default, or omission of Consultant or

any person, firm, or corporation directly or indirectly by Consultant in connection with the work covered by this agreement, whether said injury or damage occurs either on or off school property.

c.) The Consultant, at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against District, its officers, agents or employees in any action, suit or other proceedings as a result herein.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
   - $1,000,000 per occurrence
   - $100,000 fire damage
   - $5,000 medical expenses
   - $1,000,000 personal and adv. Injury
   - $3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least $1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
   - $3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than $1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least $5,000,000 per occurrence and $5,000,000 in aggregate coverage

C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - $1,000,000/$1,000,000/$1,000,000 Employer's Liability

D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: $1,000,000 per occurrence/$1,000,000 aggregate.

XI. ASSIGNMENT AND SUBLETTING

Consultant shall not assign, sublet or transfer his/her interest in this agreement, nor shall this agreement be assignable or transferable by operation of law or otherwise, without the prior written consent of the District.

XII. AGREEMENT MODIFICATIONS

This agreement may not be modified, revised or amended in any fashion without the express written consent of the District.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH ES Academy
8505 S Western Ave
Los Angeles, CA 90047

BY_____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028



BY:
Signature of Authorized

Ana Campos
Printed Name

91-2162719
Employer I. D. / Social Security Number

June 21, 2021
Date

TEACH Academy of Technologies
AGREEMENT FOR CONSULTANT SERVICES

This Agreement, entered into this *21st* day of June 2021, is made by and between AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA) herein called CONSULTANT and the TEACH Academy (TEACH), hereinafter called the DISTRICT.

WITNESSETH:

WHEREAS, the Consultant agrees to render the following services herein stated in accordance with directions stipulated by the District Superintendent of Schools or designee:

I. CONSULTANT SERVICES

The District requires the services of After School Consultant. The consultant agrees to provide the following services:

a.) Coordinate and manage a Middle School After School Program at TEACH. Provide staffing, materials and management of after school grant for 87 students per day, 180 days.
b.) Will follow and abide funding terms and conditions of ASES grant and submit all required reports to CDE with copies to TEACH.

II. TERMS OF AGREEMENT

The terms of Agreement services shall be for the period effective July 1, 2021- June 30, 2022.

III. PAYMENT FOR SERVICES

a.) Amount not to exceed $136,309 for services performed in accordance with agreement AND contingent to CDE possible ASES reduction.
b.) The Consultant shall submit a monthly invoice reconciling with submitted CDE Expenditure Reports. TEACH will pay for services rendered and costs incurred within 14 days of receipt of invoice.

IV. RESPONSIBILITY FOR PROFESSIONAL SERVICES

TEACH, not being skilled in the special services contemplated herein, relies upon the professional ability of Consultant as a material inducement to enter into this agreement. Consultant agrees to use all reasonable care and diligence to perform these services under the agreement in a manner acceptable to the Superintendent/President, it being understood that the acceptance of his/her services or advice by the District shall not operate as waiver or release of the Consultant.

V. TERMINATION

TEACH may, by written notice to CONTRACTOR, terminate this Contract in whole or in part at any time, for TEACH's convenience. Upon receipt of such notice, CONTRACTOR shall:

A. Immediately discontinue all services affected (unless the notices direct otherwise); and
B. Deliver to TEACH all information and material as may have been involved in the provision of services whether provided by TEACH or generated by CONTRACTOR in the performance of this Contract, whether completed or in process. Termination of this Contract shall be as of the date of receipt by CONTRACTOR of such notice

If the termination is for the convenience of TEACH, CONTRACTOR shall submit a final invoice within 60 days of termination and TEACH shall pay CONTRACTOR the sums earned for the services actually performed prior to the effective date of termination and other costs reasonably incurred by CONTRACTOR to implement the termination in accordance with the provision of this Contract.

This agreement may be terminated at any time for any unspecified reason at the sole discretion of the District. District will only pay for services previously provided as of the date of termination.

VI. SCHOOL/DISTRICT COOPERATION

The School/District will cooperate with Consultant by furnishing all necessary District records and an opportunity to consult with District personnel as necessary to perform required work.

VII. CONFIDENTIALITY OF INFORMATION

It is mutually agreed that the Consultant shall regard all information received during the performance of services pursuant to this agreement as confidential and shall not disclose such information to any other person without prior consent of the District.

VIII. CONSULTANT NOT AN EMPLOYEE OF DISTRICT

Consultant shall have no authority to contract on behalf of the District. It is expressly understood and agreed by both parties hereto that the Consultant, while engaged in carrying out and complying with any terms and conditions if this contract, is an independent contractor and not an officer, agent or employee of aforesaid District.

IX. HOLD HARMLESS AGREEMENT

The Consultant agrees to indemnify and hold harmless the District, its officers, agents and employees from each claim, or demand made, and every liability, loss, damage or expense, or any nature whatsoever, which may be incurred by reason of:

a.) Liability for damages (1) death or bodily injury to persons; (2) injury to property; (3) design defects; or (4) any loss, damage or expense arising under either 91), (2) or (3) above, by Consultant upon or in connection with the work called for in this agreement except for liability or damages referred to above which result from sole negligence or willful misconduct of District, its officers, employees, agents or independent contractor who are directly employed by District, and;
b.) Any injury to or death of persons or damage to property, sustained by any person, firm or corporation, including the District, caused by any act, neglect, default, or omission of Consultant or

any person, firm, or corporation directly or indirectly by Consultant in connection with the work covered by this agreement, whether said injury or damage occurs either on or off school property.

c.) The Consultant, at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against District, its officers, agents or employees on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against District, its officers, agents or employees in any action, suit or other proceedings as a result herein.

X. INSURANCE

CONTRACTOR shall at his, her or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed insurer with an A minus (A-), VII or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

A. Commercial Form General Liability Insurance, including both bodily injury and property damage, with limits as follows:
   - $1,000,000 per occurrence
   - $100,000 fire damage
   - $5,000 medical expenses
   - $1,000,000 personal and adv. Injury
   - $3,000,000 general aggregate (or if CONTRACTOR provides services solely over the Internet or some other means that does not require face to face contact between CONTRACTOR'S employees, agents, or subcontractors and DISTRICT students, CONTRACTOR shall have at least $1,000,000 per occurrence and general aggregate for all damages arising from each accident or occurrence)
   - $3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than $1,000,000 per occurrence. If CONTRACTOR provides transportation services to students, CONTRACTOR shall ensure that CONTRACTOR keeps in effect a liability insurance policy providing at least $5,000,000 per occurrence and $5,000,000 in aggregate coverage

C. Worker's Compensation and Employer's Liability Insurance in a form and amount covering CONTRACTOR'S full liability under the California Worker's Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - $1,000,000/$1,000,000/$1,000,000 Employer's Liability

D. Errors and Omissions (Professional Liability) coverage, when applicable, with the following limits: $1,000,000 per occurrence/$1,000,000 aggregate.

XI. ASSIGNMENT AND SUBLETTING

Consultant shall not assign, sublet or transfer his/her interest in this agreement, nor shall this agreement be assignable or transferable by operation of law or otherwise, without the prior written consent of the District.

XII. AGREEMENT MODIFICATIONS

This agreement may not be modified, revised or amended in any fashion without the express written consent of the District.

IN WITNESS WHEREOF, the parties to this agreement have hereunto caused the same to be executed the day and year written below.

TEACH Academy of Technologies
10045 S Western Ave
Los Angeles, CA 90047

BY_____

AFTER-SCHOOL ALL-STARS, LOS ANGELES (ASAS, LA)
6501 Fountain Ave
Los Angeles, CA 90028



BY:
Signature of Authorized

Ana Campos
Printed Name

91-2162719
Employer I. D. / Social Security Number

June 21, 2021
Date

Coversheet

Consolidated Application

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: I. Consolidated Application
Purpose: Vote
Submitted by:
Related Material: FY22- TTHS-ConApp-6.23.2021.pdf
FY22-TES- ConApp-6.23.21.pdf
FY22- TAT- ConApp- 06.23.21.pdf

California Department of Education **Consolidated Application**

TEACH Tech Charter High (19 64733 0129627)

Status: None
Date: None

2021-22 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/ca21assurancestoc.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	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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.

2021-22 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	06/25/2021
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)	

Warning
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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@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) or 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	06/23/2021
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent

Warning
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2021-22 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	06/23/2021

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	
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 Tech Charter High (19 64733 0129627)

Status: Draft
Saved by: charter impact
Date: 6/23/2021 9:34 AM

2021-22 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

*****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.

2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 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
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	$126.25
Estimated English learner student count	83
Estimated English learner student program allocation	$10,479

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	$5,000
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$5,479
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	$10,479

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.

2021-22 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:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@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/.

2021-22 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*****

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

Status: None
Date: None

2021-22 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/ca21assurancestoc.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	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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.

2021-22 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	
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)	

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

Status: Draft
Saved by: charter impact
Date: 6/18/2021 2:42 PM

2021-22 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@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) or 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	
Authorized Representative's Full Name	Matt Brown
Authorized Representative's Title	CFO/COO

Warning
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2021-22 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	06/23/2021

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	
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

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

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

Status: Draft
Saved by: charter impact
Date: 6/23/2021 9:12 AM

2021-22 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

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.

2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 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
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	$126.25
Estimated English learner student count	66
Estimated English learner student program allocation	$8,333

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	$8,333
Program and other authorized activities	$0
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	$8,333

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

Status: Draft
Saved by: charter impact
Date: 6/23/2021 9:09 AM

2021-22 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 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
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated immigrant per student allocation	$157.20
Estimated immigrant student count	66
Estimated immigrant student program allocation	$10,375

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	$10,167
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$207
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	$10,374

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

Status: Draft
Saved by: charter impact
Date: 6/23/2021 9:10 AM

2021-22 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:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@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/.

2021-22 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 Academy of Technologies (19 64733 0122242)

Status: None
Date: None

2021-22 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/ca21assurancestoc.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	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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2021-22 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	06/30/2021
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)	

Warning
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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@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) or 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	06/23/2021
Authorized Representative's Full Name	Raul Carranza
Authorized Representative's Title	Superintendent

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.

2021-22 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	06/23/2021

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	
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*****
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 Academy of Technologies (19 64733 0122242)

Status: Draft
Saved by: charter impact
Date: 6/23/2021 7:33 AM

2021-22 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

*****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.

2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 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
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	$126.25
Estimated English learner student count	123
Estimated English learner student program allocation	$15,529

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	$15,000
Program and other authorized activities	$0
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)	$300
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$229
Total budget	$15,529

Warning
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TEACH Academy of Technologies (19 64733 0122242)

Status: Draft
Saved by: charter impact
Date: 6/18/2021 1:00 PM

2021-22 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:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@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/.

2021-22 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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Coversheet

TEACH Preparatory Elementary School

Section: IV. School Site Reports
Item: C. TEACH Preparatory Elementary School
Purpose: FYI
Submitted by:
Related Material:
TCHCNHM 2452 Annual Performance-Based Oversight Visit Report 2020-2021 FINAL.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2020-2021 SCHOOL YEAR (REMOTE VERSION)**
FOR

TEACH MSC & EHM ELEMENTARY SCHOOL - 2452

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

***** Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

Charter School Name:	**TEACH MSC & EHM Elementary School**			**Location Code:**	**2452**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
8585 S. Western Avenue		**Los Angeles**	**90047**	**(323)872-0708**	**(323)351-2330**
Current Term of Charter:			**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2018 to June 30, 2023			**1**	**West**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**	**204**	
196	**400**				
Grades Currently Served	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**	**-51%**	
TK-3	**TK-5**				
Norm Enrollment Number:		**194**			
Total Number of Staff Members:	**24**	**Certificated:**	**7**	**Classified:**	**17**
Charter School's Leadership Team Members:		**Sharon Rhee, Principal**			
Charter School's Contact for Special Education:		**Sharon Rhee, Principal**			
CSD Assigned Administrator:	**Gina T. Hughes, Ed.D.**		**CSD Fiscal Services Manager:**	**Allan Villamor**	
Other School/CSD Team Members:		**N/A**			
REMOTE Oversight Visit Date(s):		**April 15, 2021**	**Fiscal Review Date (if different):**		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**No**	**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
			Date of Co-Location meeting with Operations Team:	**N/A**	

SUMMARY OF RATINGS

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

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	3	3

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	**4**

Areas of Demonstrated Strength and/or Progress

- **G1 – Governance Structure and Evaluation of School Leader(s)**: The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of school leadership. CSD reviewed the school's organizational charter that included federally mandated committees, site based and central office staff; Bylaws dated 11/13/17 signed by the board secretariat: roster of board members with contact email and phone; agendas, approved minutes, calendar of board meeting; sign in from the mandated council members; evaluations for Assistant Principal, CEO, Principal and the Superintendent of schools.

- **G2 – Brown Act:** The Governing Board complies with all material provisions of the Brown Act. The school provided a copy of the training materials used by Young, Minney & Coor, LLP for the "*Understanding the Brown Act*"; also provided a statement regarding board agenda posting procedures. TEACH Prep ES provides transparency to the governing board meeting activity via *Board on Track*, a web-based platform to assist governing boards to maintain Brown Act compliance. The school's website includes links to TEACH board meeting agendas and minutes are made available to the public.

- **G3 - Due Process:** The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. The school's Parent/Student Handbook included a description of the due process afforded to stakeholders via the Uniform Complain Procedures, General Complaint Procedures, and student discipline. TEACH's Chief Operating Officer reports that "we (TEACH Public Schools) utilizes outside independent arbitrators where internal arbitrators could have conflicts of interest. These include independent legal counsel & and HR experts."

- **G4 – Staffing:** The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualification clearances credentialing and assignment requirements.

- **G5 – Data-Informed Decision Making:** The Governing Board regularly monitors school performance and other internal data to inform decision-making. CSD staff observed TEACH Public School's 3/17/21 governing board meeting where school principals provided board members with an update/overview of school performance and operational updates. The Principal's report template was created by the board, the fiscal report also includes ADA, and other data based upon board request. Documents submitted for review via Dropbox included a monthly board report that includes school enrollment; ADA percentages; technology updates which quantifies number of laptops distributed and hotspots available for student use; NWEA Math, Language, and Reading overall performance percentiles and RIT scores.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

Areas Noted for Further Growth and/or Improvement

- None

Corrective Action Required

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

Notes:

- None

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

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

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

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

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence

Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8a)** ☐ Evidence of SB 126 implementation **(B1.8b)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☒ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☐ Discussion with school leadership ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

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

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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

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

	Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION | SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report | DATE OF VISIT: **April 15, 2021**

G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

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

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	
Summary of School Performance	**No Rating**
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☐YES ☒NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

- **A2- Dashboard Schoolwide Math Indicator:** The schoolwide Dashboard indicator is Green. TEACH ES' DFS is -17.1, which is higher than the state's -33.5. The school's Math indicator data reported was the result of the California Department of Education's Pair Share methodology, and not reflective of its student's performance, as they did not serve students testing populations for the 18/19 SY.

Areas Noted for Further Growth and/or Improvement

- **A11 – English Learner Reclassification:** The school reclassified English Learners at a rate lower than the state average. TEACH ES' rate of reclassification of 2.8%, which is lower than the state's rate of 13.8%. The school's reclassification data reported was the result of the California Department of Education's pair share methodology, and not reflective of reclassification of its students, as they did not serve students eligible for reclassification in the 18/19 SY.

Corrective Action Required

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

Notes:

- **A1- Dashboard Schoolwide ELA Indicator:** The schoolwide Dashboard ELA indicator color is Orange. TEACH ES' DFS (only 33 students) was -23.5 which is lower than the state's DFS of -2.5. The data generated for the ELA Dashboard indicator was the result of pair share calculations and based upon testing data of students that attend TEACH Prep ES.

- A3- Dashboard Schoolwide English Learner Progress Indicator (ELPI) – N/A
- A4- Dashboard Schoolwide College/Career Indicator (CCI) – N/A
- A5- Dashboard Schoolwide Chronic Absenteeism Indicator: No color assigned for the Chronic Absenteeism Indicator on the Dashboard. – Not Rated
- A6- Dashboard Schoolwide Suspension Rate Indicator – No Color assigned for the Suspension Rate Indicator on the Dashboard – Not Rated
- A7 – Dashboard Schoolwide Graduation Rate (Grades 9 -12 only)- NA
- A8 – Dashboard Subgroup ELA- No assessment of performance for this indicator

- A9 – Dashboard Subgroup Math – No assessment of performance for this indicator
- A10 – Dashboard Subgroup College/Career Indicator (CCI) (Grades 9 -12 only) – N/A
- A12 – Verified Data/Internal Assessment – New Charter Schools w/out CAASPP data – Not rated

a NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator color is blue ☐ The schoolwide Dashboard ELA Indicator color is green ☐ The schoolwide Dashboard ELA Indicator color is yellow ☒ The schoolwide Dashboard ELA Indicator color is either red or orange ☐ N/A - No color assigned for the ELA Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator color is blue ☒ The schoolwide Dashboard Math Indicator color is green ☐ The schoolwide Dashboard Math Indicator color is yellow ☐ The schoolwide Dashboard Math Indicator color is either red or orange ☐ N/A - No color assigned for the Math Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- California School Dashboard Schoolwide ELPI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELPI color is blue ☐ The schoolwide Dashboard ELPI color is green ☐ The schoolwide Dashboard ELPI color is yellow ☐ The schoolwide Dashboard ELPI color is either red or orange ☒ N/A - No color assigned for the ELPI on the Dashboard	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard CCI color is blue ☐ The schoolwide Dashboard CCI color is green ☐ The schoolwide Dashboard CCI color is yellow ☐ The schoolwide Dashboard CCI color is either red or orange ☐ N/A - No color assigned for the CCI on the Dashboard ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - **(GRADES K-8)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange ☒ N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

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

Rubric	Sources of Evidence

Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is blue ☐ The schoolwide Dashboard Suspension Rate Indicator color is green ☐ The schoolwide Dashboard Suspension Rate Indicator color is yellow ☐ The schoolwide Dashboard Suspension Rate Indicator color is either red or orange ☒ N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

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

	Rubric	**Sources of Evidence**
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is green ☐ The schoolwide Dashboard Graduation Rate Indicator color is yellow ☐ The schoolwide Dashboard Graduation Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	**Sources of Evidence**

Performance	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ N/A - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	**Sources of Evidence**
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ N/A - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	**Sources of Evidence**

Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	**Sources of Evidence**
Performance	☐ The school reclassifies English Learners at a rate higher than the state average ☐ The school reclassifies English Learners at a rate similar to the state average ☒ The school reclassifies English Learners at a rate lower than the state average ☐ The school did not reclassify any of its English Learners ☐ N/A - The school did not have any English Learners ☐ N/A - No assessment of performance for this indicator	☐ Reclassification report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ ELPAC Criterion reports (CDE) **(B2.3)** ☐ Reclassification Criteria for all applicable grade levels **(Additional info within "Notes" section above) (B2.4)** ☐ Rate of "**At Risk**" ELs in comparison to the state average ☐ Higher ☐ Same ☐ Lower **(Additional info within "Notes" section above) (B2.4)** ☐ Rate of "**LTELs**" in comparison to the state average ☐ Higher ☐ Same ☐ Lower **(Additional info within "Notes" section above) (B2.4)**

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***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) -** STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

	Rubric	Sources of Evidence
Performance	☐ The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	☐ "Verified Data"/Internal Assessment Data and other relevant information **(B2.6)** ☐ Other: (Specify)

	analyzed and that reflect "at least one year's progress" in student achievement in ELA and Math for all of the school's numerically significant subgroups in all grade-levels ☐ The school has demonstrated proficient levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels. ☐ The school has demonstrated developing levels of student achievement and progress as measured by "Verified Data"/Internal assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for less than a majority of the school's numerically significant subgroups and grade-levels ☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by "Verified Data"/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or did not provide "verified data". ☒ N/A - No assessment of performance for this indicator.	

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
None

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LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**
☒ General Information ☒ Stakeholder Engagement ☒ In-Person Instructional Offerings Actions Related to In-Person Instructional Offerings ☒ Distance Learning Program which includes: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program ☒ Pupil Learning Loss Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss ☒ Mental Health and Social Emotional Well-Being ☒ Pupil and Family Engagement and Outreach ☒ Additional Actions to Implement the Learning Continuity Plan ☒ Increased or Improved Services for Foster Youth, English Learners and Low-Income Students	☒ Learning Continuity Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**

Notes:

None

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

Areas of Demonstrated Strength and/or Progress

- **O1 – School Safety and Operations:** The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and Safety. The school provided their Comprehensive School Safety Plan SB 187 Compliance Document for SY20/21; the school provided their 20/21 calendar of drills which included days the school was closed due to COVID- 19 operating restrictions; roster of staff that successfully completed SafeSchools training in child abuse mandate reporting, blood borne pathogens, and pupil suicide prevention and awareness.

- **O2 - Health and Safety:** The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screening and emergency epi-pens. The school provide a copy of the Certificate of Occupancy for the facility at 8585 S. Western Avenue; evidence that the school is aware of immunization requirements, and mandated visual and audio screening for its students; evidence that the school has Epinephrine Auto Injections, but photo did not include expirations dates; and Alternative Income form, but without clear evidence of how this ensures compliance with AB 1871.

- **O6 – Special Education:** The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements at the time of the oversight visit, Active IEPs indicate only one red; SER300 had no services in Tiers 4-6; and IEP200 had no overdue services required.

- **O8 – Professional Development**: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. The school provided their calendar of pd scheduled for the 20/21 SY which includes topics such as: how to prepare for distance learning; working as a team to establish uniformed syllabus for each grade level; best practices for Writer's Workshop; Data Driven Instruction and ways to check for understanding; unpacking curriculum; reviewing school wide expectations; English learner supports; FOSS Science; Character Pillars; NWEA training; Edgenuity Courseware Review Training; Accessing Illuminate; DreamBox Training; and Promethean Board training.

- **O11 – Evaluation of School Staff:** Materials reviewed included a classified employee evaluation which measures the extent to which the person has met the criteria *unsatisfactory*, *satisfactory*, or *excellent*. The 3-page teacher revaluation report includes teacher progress as *meets standards*, *does not meet standards*, and *not observed* in each of the six California Standards of the Teaching Profession.

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Areas Noted for Further Growth and/or Improvement

- **O3- Standards-Based Instruction:** The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & NGSS. Items reviewed in Dropbox includes the school's Eurkea math curriculum overview color coded by math strands; Sample lesson plans for students in grades K-3 which identifies CCSS standard taught; 2020 Learning Continuity attendance plan; EL Master Plan; Evidence of Smarter Balanced Technology Readiness calculator; evidence of TEACH Prep's initial visit from the accrediting committee for WASC.

- **O4 – Meeting the Needs of All Students; Subgroup Data Analysis:** The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all. Limited evidence includes the school's Intervention Support Schedule; limited evidence of supports afforded to specific subgroups that demonstrates implantation of differentiation, intervention, and other instructional strategies and approached described in the charter designed to meet the learning needs of all students.

- **O9 – Stakeholder Communication and Involvement:** The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving conflict. The school's website includes the Charter Transparency Resolution; School Self-Review Checklist Certification for SY 20/21; PBIS Universal/Tier 1 Implementation Guide; Parent Square communication notifying stakeholders of upcoming ELAC and SSC meetings; Dignity Health / California Behavioral Health Clinic referral form; Parent complaint form that does not include the time line for follow up/ resolution to the complaint, nor a contact person.

- **O12 – Clearances and Credentialing Compliance:** The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. The CSD reminds TEACH that they should have more than one custodian of records. At the time of the oversight visit the Superintendent of Schools is the only person identified as Custodian of Records, and therefore can't verify his own DOJ clearance. Therefore, the school without anyone, other than the Superintendent, to validate his clearance. TEACH must have a second person as the Custodian of Records.

Corrective Action Required

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

Notes:

TEACH Prep is in year 3 of a 5-year projected student enrollment rollout. As such, the school will not begin serving all students in grades TK-5 until the 22/23 SY. Therefore, all indicators cannot be fully assessed until the school has been fully enrolled.

NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.

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

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☒ Documentation of emergency drills and training **(B3.1c)** ☒ Evidence of provision and location of onsite emergency supplies **(B3.1b)** ☐ Evidence of AB 1767 implementation (grades K-6) **(B3.1g)** ☐ Evidence of AB 2246 implementation (grades 7-12) **(B3.1f)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ("ESSA Grid") **(B3A.1)** ☒ **Virtual classroom observation** ☐ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Evidence of Epi-pen **(B3.2c)** ☐ AED (schools with an interscholastic athletic program) **(B3.2e)** ☐ Evidence of SB 972 **(B3.2f)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has:

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

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

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

The school:

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

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☐ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP/Learning Continuity and Attendance Plan **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☐ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(B3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3j)** ☐ Evidence of implementation of a data analysis system **(B2.1 and B2.6)** ☒ School Internal Assessment Data Report, or equivalent **(B2.6)** ☒ **Virtual Classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has implemented the key features components of the educational program described in the school's charter

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

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

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ☒ Evidence of implementation of alternatives to suspension **(B3.4c)** ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ☒ Evidence of data monitoring **(B3.4c)** ☒ Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality **(B2.1)** ☒ Suspension rates, and disproportionality rates ☐ Evidence of implementation of AB 2291 **(B3.4c)** ☐ ~~Interview of stakeholders~~ ☐ Discussion with school leadership ☐ Other: (Specify)

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:

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

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

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

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

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)** ☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☐ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☐ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☐ Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4d)** ☐ ~~Interview of stakeholders~~ ☐ Discussion with school leadership ☐ Other: (Specify)

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DATE OF VISIT: **April 15, 2021**

O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accesisble to parents or guardians of pupils (Gr. K-6)**

**required on website

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information ☐ Evidence of implementation of AB 2022 **(B3.4e)** ☐ Evidence of implementation of AB 34 **(B3.4e)** ☐ Other: (Specify)

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

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

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

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

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

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence

Performance	☐ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☒ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* form ("ESSA Grid") **(B3A.1a)** ☐ Staff rosters and school master schedule (**B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a and B3A.3a)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.5)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☐ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
None

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

2452	2017-2018					2018-2019					2019-2020				
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents		0	0	0	0		0	222,576	116,168	116,168		211,987	94,981	82,441	82,441
Current Assets		0	0	0	0		0	327,366	312,406	345,880		574,558	503,371	636,270	636,269
Fixed and Other Assets		0	0	0	0		0	10,608	56,908	56,908		77,080	103,470	103,471	103,469
Total Assets		0	0	0	0		0	337,974	369,314	402,788		651,638	606,841	739,741	739,738
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	0	0	0		0	14,940	13,452	48,752		222,365	44,570	131,246	131,246
Other Long Term Liabilities		0	0	0	0		0	15,934	14,176	14,176		143,233	45,755	40,002	40,002
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	0	0	0		0	30,874	27,628	62,928		365,598	90,325	171,248	171,248
Net Assets		0	**0**	**0**	**0**		**14,225**	**307,100**	**341,686**	**339,860**		**286,040**	**516,516**	**568,493**	**568,490**
Total Revenues	0	0	0	0	0	0	1,107,816	1,463,280	1,481,910	1,503,118	2,416,887	2,208,336	2,263,513	2,345,034	2,345,034
Total Expenditures	0	0	0	0	0	0	1,093,591	1,156,180	1,140,224	1,163,258	2,215,035	2,263,982	2,086,857	2,116,401	2,116,404
Net Income / (Loss)	0	0	0	0	0	0	14,225	307,100	341,686	339,860	201,852	(55,646)	176,656	228,633	228,630
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	0	0	0	0	0	0	14,225	307,100	341,686	339,860	201,852	(55,646)	176,656	228,633	228,630
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0	307,100	341,686	341,686	341,686	339,860
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	0	(1,826)	(1,826)	0
Net Assets, Beginning, Adjusted	0	0	0	0	0	0	0	0	0	0	307,100	341,686	339,860	339,860	339,860
Net Assets, End	**0**	**0**	**0**	**0**	**0**	**0**	**14,225**	**307,100**	**341,686**	**339,860**	**508,952**	**286,040**	**516,516**	**568,493**	**568,490**

2452	Audited Financials					2020-2021				
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	0	0	116,168	82,441	0		29,140	196,506	0	0
Current Assets	0	0	345,880	636,269	0		1,249,309	1,434,058	0	0
Fixed and Other Assets	0	0	56,908	103,469	0		111,816	127,076	0	0
Total Assets	**0**	**0**	**402,788**	**739,738**	**0**		1,361,125	1,561,134	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	0	0	48,752	131,246	0		223,841	347,832	0	0
Other Long Term Liabilities	0	0	14,176	40,002	0		40,000	40,002	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	0	0	62,928	171,248	0		263,841	387,834	0	0
Net Assets	**0**	**0**	**339,860**	**568,490**	**0**		**1,097,284**	**1,173,300**	**0**	**0**
Total Revenues	0	0	1,503,118	2,345,034	0	2,775,393	2,847,335	2,872,241	0	0
Total Expenditures	0	0	1,163,258	2,116,404	0	2,723,830	2,318,544	2,267,431	0	0
Net Income / (Loss)	0	0	339,860	228,630	0	51,563	528,791	604,810	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**0**	**0**	**339,860**	**228,630**	**0**	**51,563**	**528,791**	**604,810**	**0**	**0**
Net Assets, Beginning	0	0	0	339,860	0	516,516	568,493	568,493	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	91,653	0	(3)	0	0
Net Assets, Beginning, Adjusted	0	0	0	339,860	0	608,169	568,493	568,490	0	0
Net Assets, End	**0**	**0**	**339,860**	**568,490**	**0**	**659,732**	**1,097,284**	**1,173,300**	**0**	**0**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

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DATE OF VISIT: **April 15, 2021**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, *Proficient*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	**3**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary's fiscal condition is positive. According to the 2019-2020 independent audit report, the school had positive net assets of $568,490 and net income of $228,630. The 2020-2021 Second Interim projected positive net assets of $1,173,300 and net income of $604,810.

According to TEACH Public Schools, Inc.'s (TEACH) independent audit report dated June 30, 2020, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary is one of three schools operated by TEACH Public Schools, Inc., all of which are currently authorized by the Los Angeles Unified School District (LAUSD). TEACH Public Schools, Inc., its related entities, and its charter schools reported positive net assets of $4,308,155 and net income of $1,792,997. TEACH Public Schools, Inc., without its related entities and its charter schools, reported positive net assets of $42,262, and a net loss of ($19,935). The net loss is primarily due to a settlement on a lease litigation matter for its related entity, Cunningham and Morris, LLC. According to TEACH Public Schools, Inc., TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary pays annual management fees of 9.5% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school's charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services, including accounting, payroll, human resources and billing, marketing, public relations, and information technology support. These management fees are calculated based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)
Net Assets	N/A	N/A	$339,860	$568,490	$1,173,300
Net Income/Loss	N/A	N/A	$339,860	$228,630	$604,810
Transfers In/Out	N/A	N/A	$0	$0	$0

Prior Year Adjustment(s)	N/A	N/A	$0	$0	$0

Areas Noted for Further Growth and/or Improvement:

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

1. **Checks Outstanding for Over 180 Days (Recurring Issue):**
Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted two checks, drawn on the school's imprest account ending in X7876, that, as of October 31, 2020, had been outstanding for over 180 days. Details regarding these checks are summarized below. This issue was also referenced in the school's 2018-2019 and 2019-2020 Annual Performance-Based Oversight Visit Reports.

Item #	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description
1	1078	6/13/2019	Commission on Teacher Credentialing	$100.00	506	Application fee for credentialing program
2	1079	6/13/2019	Commission on Teacher Credentialing	$100.00	506	Application fee for credentialing program

Page 11 of TEACH's Fiscal Policies & Procedures states:
"1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

Per TEACH, these checks were voided at the TEACH CMO (Charter Management Organization) office because the teacher credentialing applications accompanying these checks were never filed with LACOE. TEACH failed to notify Charter Impact that these checks were voided, and therefore, were not deleted from the accounting system. TEACH advised the CSD that it would conduct a weekly review of the check register and outstanding check report provided by Charter Impact and take necessary actions, as needed, such as voiding and deleting of non-valid outstanding checks from the accounting system.

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

2. **Untimely Employee Reimbursement Submissions:**
Based on the CSD's review of a sample of 30 checks/electronic transactions and supporting documents provided by TEACH, the CSD noted one employee reimbursement which lacked timely submission. (Check #10369, in the amount of $113.45, dated 10/2/2020 and payable to "a school employee" for expenses incurred on 2/3/2020.)

Page 16 of TEACH's Fiscal Policies & Procedures states: "Expense Reports - Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer. Expenses greater than two months old will not be reimbursed."

Per TEACH, The expense reimbursement was approved on 9/23/2020 and the organization did not want to negatively affect the relationship with the employee over a late employee submission of $113.45. TEACH advised the CSD that it that it plans to update its fiscal policies & procedures to provide employees a longer timeframe to submit reimbursement requests.

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to expense reimbursements.

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

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

1. **Timely Accruing of Expenditures:**
   Based on the CSD's review of a sample of 30 checks/electronic transactions and supporting documents provided by TEACH, the CSD noted that one check paid in September 2020 included payments of $12,569.55 for services performed in April 2020 that were not accrued in Fiscal Year 2019-2020. (Check #6249, in the amount of $28,179.78, dated 9/25/2020 and payable to "After-School All Stars, Los Angeles")

   Per TEACH and Charter Impact, the invoices were not submitted by the vendor in a timely manner. The invoices were received by TEACH on 8/28/2020. TEACH's financial audit was already underway at the time that these invoices were submitted and paid. Therefore, the books for Fiscal Year 2019-2020 were considered closed and theses amounts would not have been in the trial balance and general ledger submitted to auditors for Fiscal Year 2019-2020. In addition, this amount would have been below scope to make an adjustment after the audit commenced. Furthermore, moving forward TEACH states that it would reach out to vendors during the last month of the fiscal year to ensure that invoices are submitted and paid within the appropriate fiscal year.

   The CSD recommends the timely accruing of expenses to accurately report the financial activities and condition of TEACH's schools.

The Charter Schools Division will review the school's action plans by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is $82,441 and total expenditures equal $2,116,404. Therefore, the school's cash reserve level is 3.90%, which is below the recommended 5%. The low cash reserve level was primarily due to the June 2020 state deferrals to July 2020.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. Reviewed the following 30 checks and electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above and the CSD's observations were noted under the Other Observations section above.
    a. Check numbers (Pacific Western Bank Ending in X1471): 10326, 10328, 10329, 10333, 10337, 10359, 10369, 10388, 10392; (Pacific Western Bank Ending in X7843): 62319, 62325, 62345, 62378, 62381, 62389, 62398, 62409, 62425, 62470, 62473; (Pacific Western Bank Ending in X7868): 71592, 71617, 71654, 71656, 71674
    b. Reviewed 5 credit/(debit) transactions: (Pacific Western Bank Ending in X1471) The transaction descriptions are: (1) 9/1/2020 – ($10,506.75); (2) 9/10/2020 – ($15,463.72); (Pacific Western Bank Ending in X7843) The transaction descriptions are: (3) 10/2/2020 – ($3,404.92); (4) 10/26/2020 – $3,274.42; (Pacific Western Bank Ending in X7868) The transaction descriptions are: (5) 10/13/2020 – ($67,964.84)
15. The school indicated that it currently has no credit cards.
16. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of September 2020 and October 2020 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
    a. Pacific Western Bank Checking Account Ending in X1471 (Operating Account, TEACH Prep Elementary)

b. Pacific Western Bank Checking Account Ending in X1489 (Imprest Account, TEACH Prep Elementary)
c. Pacific Western Bank Checking Account Ending in X7843 (Operating Account, TEACH Academy)
d. Pacific Western Bank Checking Account Ending in X7835 (Imprest Account, TEACH Academy)
e. Pacific Western Bank Checking Account Ending in X7868 (Operating Account, TEACH Tech High)
f. Pacific Western Bank Checking Account Ending in X7876 (Imprest Account, TEACH Tech High)

17. A Segregation of Duties (SOD) review was conducted remotely at TEACH Tech Charter High via videoconference. No discrepancies were noted.
18. Equipment inventory was provided.
19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
20. The most current Audited Financial Statements are posted on the charter school's website.
21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
23. The signed and executed agreement related to a loan with a third party lender was provided. Documentation shows that TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary applied to and received a loan of $150,000 in August 2019 from California School Finance Authority's Charter School Revolving Loan Fund Program for the purpose of obtaining funds to support operations. Per TEACH Public Schools' Fiscal Year 2019-2020 independent audit, the loan bears an interest rate of 2.21% with a loan maturity date of October 2022. As of June 30, 2020, the outstanding balance was $60,000.
24. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
26. Pursuant to AB 1871, a signed written statement that indicates that TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
28. The 2019-2020 audited and unaudited actuals nearly mirror each other.

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

N/A

Fiscal Operations Rubrics

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

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; *6.* Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: o Most current financial reports presented to the governing board o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Fiscal policies and procedures manual	13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: o Most current financial reports presented to the governing board o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Fiscal policies and procedures manual

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	***An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.***
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	***An existing school would be assessed as Unsatisfactory based on the statements below:***
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);	***Existing Schools (based on the most current audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a *feasible* financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	***A new school would be assessed as Unsatisfactory based on the statements below:***
New Schools: ***REQUIRED CRITERIA*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and 9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.	***New Schools:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **TEACH MSC & EHM Elementary School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **April 15, 2021**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	***A new school would be assessed as Unsatisfactory based on the statements below:***
Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.