TEACH Public Schools

TEACH Public Schools Governing Board Meeting

Date and Time

Wednesday October 20, 2021 at 5:00 PM PDT

Location

Beth Bulgeron is inviting you to a scheduled Zoom meeting.

Topic: TEACH Public Schools Governing Board Meeting
Time: Oct 20, 2021 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/84420532584?pwd=NXdxTE9GK3k2MDZLdXdYUnFKRmlJUT09

Meeting ID: 844 2053 2584
Passcode: 549073
One tap mobile
+16699006833,,84420532584#,,,,*549073# US (San Jose)
+12532158782,,84420532584#,,,,*549073# US (Tacoma)

Dial by your location
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 301 715 8592 US (Washington DC)
- +1 312 626 6799 US (Chicago)
- +1 929 205 6099 US (New York)

Meeting ID: 844 2053 2584
Passcode: 549073

Find your local number: https://teachpublicschools-org.zoom.us/u/krwTHRgUn

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THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION

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

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Call the Meeting to Order			
	B. Record Attendance		Beth Bulgeron	2 m
	C. Public Comment			5 m
II.	**Consent Items**			**5:07 PM**
	A. Consent Items: Approve the Current Agenda and Minutes From the Previous Meeting	Approve Minutes		3 m
	Consent Items- Items included as Consent Items will be voted on in one motion, unless a member of the Board requests than an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action.			
	B. Contract for Substitute Teachers	Vote	Beth Bulgeron	5 m

		Purpose	Presenter	Time

This contract is with one of several contractors that have an agreement with TEACH to provide substitute teachers.

III. Items Scheduled for Information and Potential Action — 5:15 PM

A.	TEACH Public Schools Fiscal Report	Discuss	Theresa Thompson	10 m
B.	TEACH Employee Benefit Packages	Vote	Matthew Brown, Beth Bulgeron	5 m
C.	Declaration of Need for Highly Qualified Educators	Vote	Beth Bulgeron	5 m
D.	Brown Act Training	Discuss	Beth Bulgeron	5 m

Brown Act Training is required for all California Charter School Board Members. Through our membership with CSDC, we are providing virtual Brown Act Training. The training is 90 minutes long. Once you enroll, you have 30 days to complete the training. Please click on the following link for more information and to register.

If you have any questions please email Beth at Bulgeron@teachps,org.

To satisfy compliance with LAUSD, our goal is to have each board member complete the training before November 5th.

E.	LCAP Revisions	Vote	Beth Bulgeron	5 m

The LCAPs were revised to include specific performance data and desired outcomes that were not included in the original approved draft.

F.	Update and Revisions to Independent Study Policy	Vote	Beth Bulgeron	5 m

Due to revisions in the law, TEACH has updated the Independent Study policy to include new criteria to trigger tiered reengagement strategies. The criteria includes students who do not generate attendance for 10% of required instructional time for over four continuous weeks of a school's approved instructional calendar, or students who are not participatory in mandated live interaction or synchronous instruction for more than three school days or for 60% of the scheduled days of synchronous instruction in a school month pursuant to recently imposed mandates of instruction.

		Purpose	Presenter	Time
G.	Covid-19 Vaccine and Testing Policy	Vote	Raul Carranza	5 m
H.	Contract for Safe Passage/ Crossing Guards	Vote	Raul Carranza	5 m
I.	Policy Updates to Reflect New Organizational Structure	Vote	Beth Bulgeron	5 m

Multiple policies need to be updated to reflect the appropriate job titles and to ensure alignment with the new organization chart that was approved at the September meeting. Staff requests permission to update policies with the correct personnel titles-changing documents with reference to the Superintendent to CEO and Assistant Superintendent of Human Resources to Director of Human Resources. All other substantive changes to policies will still be submitted to the board for individual review and approval.

J.	Principal's Report: TEACH Preparatory Elementary School	FYI	Sharon Rhee	5 m
K.	Principal's Report: TEACH Academy of Technologies	FYI	Suzette Torres	5 m
L.	Principal's Report: TEACH Tech Charter High School	FYI	Monique Woodley	5 m
M.	CEO's Report	Discuss	Raul Carranza	5 m

IV. Closing Items — 6:25 PM

A.	Upcoming Meeting Date	FYI		

The next Regular Board Meeting is scheduled for November 17 at 5 pm.

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

Coversheet

Consent Items: Approve the Current Agenda and Minutes From the Previous Meeting

Section:	II. Consent Items
Item:	A. Consent Items: Approve the Current Agenda and Minutes From the Previous Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	2021_09_15_board_meeting_minutes.pdf

DRAFT

TEACH Public Schools

Minutes

TEACH Public Schools Governing Board Meeting

Date and Time
Wednesday September 15, 2021 at 5:00 PM

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.
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Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.
FOR MORE INFORMATION
For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898.
www.teachpublicschools.org

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

Directors Absent
S. Tucker

Guests Present

B. Bulgeron (remote), E. Robles, J. Morales, M. Brown, M. Woodley, R. Carranza, S. Rhee, S. Torres, T. Thompson

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I. Opening Items

A. Call the Meeting to Order

J. Lewis called a meeting of the board of directors of TEACH Public Schools to order on Wednesday Sep 15, 2021 at 5:06 PM.

B. Record Attendance

C. Public Comment

II. Consent Items

A. Consent Items: Approve the Current Agenda and Minutes From the Previous Meeting

K. Piazza made a motion to Approve the agenda and the board minutes from the previous meeting.
K. McGregor seconded the motion.
The board **VOTED** to approve the motion.

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

III. Items Scheduled for Information and Potential Action

A. TEACH Public Schools Fiscal Report

Theresa Thompson delivered the financial report which included an overview of a projected surplus for each school, meeting the required 45 days cash on hand, debt service ration, cash balances listed, fiscal audit highlights, federal funds, a combined balance sheet, and strong cash balances. Theresa also provided updates on the use of ESSER funds, expanded learning opportunity grant and reviewed the compliance calendar. Board member Lewis asked about the difference between cash on hand at the various schools.

B. Unaudited Financials Tabled as Unfinished Business from the August Board Meeting

Theresa Thompson presented the unaudited financials and explained it consisted of the same data that was reviewed last month in a different format. The audit shows a surplus for each school and positive fund balance that exceeds the expectations of the authorizer.
J. Lobdell made a motion to Approve the unaudited financials.
K. McGregor seconded the motion.
see above The board **VOTED** to approve the motion.

Roll Call	
K. Piazza	Aye
J. Lewis	Aye

Roll Call

K. McGregor	Aye
A. Dragon	Aye
S. Tucker	Absent

C. Academic Performance Report for the 2020-2021 School Year

Dr. Carranza introduced the academic performance report and Enrique Robles gave the report which included the SBAC data for each school along with one year of trend data and comparisons to state data from two years ago. After each school's data was presented, the Principals described interventions and strategies they were using to increase student academic performance.

D. Principal's Report: TEACH Preparatory Elementary School

Ms. Rhee listed several interventions and curriculum packages that were new this year to address student learning and described collaborative professional development that was shared with the middle school designed to build teacher capacity to use the purchased curriculum and interventions.

E. Principal's Report: TEACH Academy of Technologies

Ms. Torres gave the presentation for the middle school which included a clear visual presentation of key indicators and she updated the board on attendance, enrollment, class size, and independent studies. She responded to the board's question about attendance and described how it was difficult to get parents involved in short-term independent studies, especially when a family member is sick or in quarantine.

F. Principal's Report: TEACH Tech Charter High School

G. ESSER III Application, Organization Restructure, and New Job Descriptions

K. Piazza made a motion to Approve each school's ESSER III application, approve the organization restructure and the new job descriptions.
K. McGregor seconded the motion.
Beth Bulgeron presented the ESSER III application and described how it provided funding for new positions and facilitated slight restructuring in the organization for streamlined operations and increased focus on student academic performance. She described the new job titles of Founder Emerita and Chief Academic Officer.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Closing Items

A. Upcoming Meeting Date

The next meeting will be held on October 20, 2021 at 5 pm.

B. Public Comment

C. Board Member Comments

Individual board members offered positive words of encouragement at the close of the meeting.

D. Adjourn Meeting

J. Lewis made a motion to Adjourn the meeting at 6:45 pm.
The board **VOTED** to approve the motion.

Coversheet

Contract for Substitute Teachers

Section: II. Consent Items
Item: B. Contract for Substitute Teachers
Purpose: Vote
Submitted by:
Related Material: Substitute Services Contract _ TEACH Tech Charter High .pdf
Substitute Services Contract _ TEACH Preparatory Elementary.pdf
Substitute Services Contract _ TEACH Academy of Technologies.pdf

The Aptus Group, Inc.

Agreement for Educational Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), dated 9/27/2021, is between The Aptus Group Inc., a California Corporation located at: 1933 S. Broadway, Suite #1120, Los Angeles, CA 90007 (hereinafter, "APTUS") and TEACH Tech Charter High located at: 10606 S. Western Ave, Los Angeles, CA 90047 (hereinafter, "Client").

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

The Aptus Group Inc. will assign its employees to Client to provide education-related services at the location(s) and for the pricing described in Exhibit A. The pricing structure in Exhibit A is intended to be between The Aptus Group Inc. and Client. Client will be permitted to use Exhibit A in connection with its business operations, response to California Public Records Act requests, and other uses as required by law.

2. THE APTUS GROUP INC.'S RESPONSIBILITIES

a) Generally

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

The Aptus Group Inc. and Client hereby expressly agree that The Aptus Group Inc. will provide Client with staff which have appropriate licenses, certifications, qualifications, and other requirements necessary to perform the services, including but not limited to, criminal background checks and tuberculosis test consistent with applicable law and Client's Vendor Certification form, which shall be submitted to Client before any The Aptus Group Inc. employee is allowed on Client premises. The Aptus Group Inc. will request and receive subsequent arrest notifications for its employees from the California Department of Justice ("DOJ") to ensure no employee assigned to Client has committed a serious or violent felony and to ensure ongoing safety of students.

As the employer, The Aptus Group Inc, will: (i) maintain all necessary personnel and payroll records for its employees; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, (i.e., sick pay and holiday pay, or any other(s) specified in exhibit A) directly to its employees; (v) provide for liability and fidelity insurance as specified in Section 12 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client remains sole discretion to remove The Aptus Group Inc. employees. At Client's request, The Aptus Group Inc. will promptly replace any of its employees assigned to Client deemed

unsatisfactory by Client; and if Aptus unable to do so, Client will deduct from Aptus costs provided, that this Agreement will in no way affect the right of The Aptus Group Inc., in its sole discretion as employer, to hire, assign, reassign, discipline and/or terminate its own employees.

b) Compliance

In connection with the performance of this Agreement, The Aptus Group Inc. will comply with all applicable laws, regulations and orders, including, but not limited to, Equal Employment Opportunity Commission and Fair Employment and Housing Act laws and regulations, the Fair Labor Standards Act, the Immigration Reform and Control Act, California Labor Code, and criminal history record check laws.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of The Aptus Group Inc. The Aptus Group Inc.'s employees shall not be eligible for tenure with Client or be entitled to participate in any of Client's employee benefit plans, including pension, 401(k), profit sharing, retirement, deferred compensation, welfare, insurance, disability, bonus, vacation pay, severance pay or other similar plans, programs and agreements, whether reduced to writing or not.

d) The Aptus Group Inc. Guaranty

The Aptus Group Inc. guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, The Aptus Group Inc. will, upon reasonable written notice from Client, furnish a replacement as soon as possible, which shall be Client's sole and exclusive remedy, except for The Aptus Group Inc.'s indemnity obligations under Section 15 below.

CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by The Aptus Group Inc. will be performed under the direction, supervision and control of Client. Client will provide The Aptus Group Inc.'s employees with: (i) a suitable workplace which complies with all applicable safety and health standards, statutes and ordinances, (ii) all necessary information, training and safety equipment with respect to hazardous substances, and (iii) adequate instructions, assistance, supervision and time to perform the services requested of them. Client shall ensure that The Aptus Group Inc. employees shall not have sole supervision of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications. Client shall also provide The Aptus Group Inc. employees with all necessary site- specified information and training, including but not limited to emergency procedures, school rules and protocols, policies and procedures regarding student disciplinary action, and confidentiality of student records and information. Client shall be responsible for The Aptus Group Inc. employees: (i) working in situations lacking inappropriate internal controls and safeguards, or (ii) handling cash, negotiables, valuables, merchandise, credit cards, check-writing materials, keys or similar property, merchandise, credit cards, check-writing materials, keys or similar property.

Client remains sole custodian of its educational facilities and premises to which The Aptus Group Inc. employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against The Aptus Group Inc. or its employees by students, their parents or representatives, Client personnel or business invitees, or other third parties, except to the extent that such claims are based on the negligence or intentional acts of The Aptus Group Inc. or the failure of The Aptus Group Inc. full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of The Aptus Group Inc. employees assigned to Client.

Where an Aptus employee is assigned to perform work involving any Client's computer systems, Client will be responsible for maintaining a current backup copy of any data associated with those systems. All records concerning Client's students to which The Aptus Group Inc. employees have access while assigned to Client shall be owned by Client to extent permitted by law. Client shall have appropriate written internal control procedures for ensuring the confidentiality of all Client's student records and appropriately limiting The Aptus Group Inc. employees' access to such records.

Client agrees to provide The Aptus Group Inc. with detailed information about the assignment duties that The Aptus Group Inc. employees will have and also agrees to use The Aptus Group Inc. employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any The Aptus Group Inc. employee's assignment duties without giving The Aptus Group Inc.'s prior written notice and receiving their consent. Client agrees that The Aptus Group Inc. employees shall not be given any duties to be performed outside of Client's premises without The Aptus Group Inc.'s prior notice and consent. Further, Client agrees to comply with any restrictions The Aptus Group Inc. advises Client of regarding any restrictions on the responsibilities Client assigns to The Aptus Group Inc. employees.

Client agrees to give The Aptus Group Inc. prompt written notice of any concern or complaint about the conduct of an The Aptus Group Inc. employee assigned to Client. Client will give such notice no later than the end of the same day that it learns of the concern or complaint. Client also agrees to permit The Aptus Group Inc. to actively participate in Client's investigation of such a concern or complaint.

b) Compliance

In connection with the performance of this Agreement, Client will comply with its obligations under all applicable laws, regulations and orders, including, but not limited to, laws relating to employment discrimination. Further, Client represents that its actions under this Agreement so not violate its obligations under any agreement that Client has with any labor union.

Client represents that The Aptus Group Inc. responsibilities set forth in this Agreement regarding substitute teacher screening, compensation, and the like are consistent with or do not violate any state or municipal requirement, or school board, or school district policy or practices that the Client is subject to when the Client directly employs substitute teachers. Client also represents that it has

disclosed to The Aptus Group Inc. all screening requirements that Client would use for the position covered by this Agreement if the Client were directly employing individuals in such positions.

4. PAYMENT FOR SERVICES

In consideration of The Aptus Group Inc.'s performance, Client will pay The Aptus Group Inc. in accordance with the pricing set forth in Exhibit A. The Aptus Group Inc. will invoice Client weekly at the address set forth above or at any other address that Client designates. Payment will be due upon Client's receipt of The Aptus Group Inc. invoice. In the event of termination of this Agreement, Client will pay The Aptus Group Inc. promptly for services performed up to the time of termination. The Aptus Group Inc. time cards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each The Aptus Group Inc. employees assigned to Client.

5. TERM; TERMINATION

The term of this Agreement begins as of the date first shown above and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. The Aptus Group Inc. reserves the right, however, to terminate this Agreement immediately in the event of nonpayment for services rendered. In the event of termination, this Agreement will continue to govern the parties and obligations with respect to services performed prior to termination.

6. THE APTUS GROUP INC. TEMP-TO-PERM OPTION

At Client's request, The Aptus Group Inc. will provide The Aptus Group Inc. Temp-To-Perm Option in which The Aptus Group Inc. will provide candidates for employment on a full or part-time basis by Client for consideration by Client for up to a 90 work day (6 hours per day) trial period. During the trial period, candidates will be placed on The Aptus Group Inc.'s payroll and provided pursuant to the terms of this Agreement. At or after the end of the 90 work day trial period, Client may hire the candidate. Pricing for this service is provided in Exhibit A.

7. THE APTUS GROUP INC. EXPRESS SERVICE

The Aptus Group Inc. will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an The Aptus Group Inc. furnished candidate, Client agrees to pay a direct fee as provided in Exhibit A.

8. HIRING OF TEMPORARY EMPLOYEES

If Client directly or indirectly hires an The Aptus Group Inc. temporary employee outside of The Aptus Group Inc. Temp-to-Perm service, Client will pay a fee to The Aptus Group Inc. as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by The Aptus Group Inc.'s employees with invoice billing for corresponding hours. Client will have thirty (30) business days to notify The Aptus Group Inc. in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within thirty (30) business days of receipt of invoice.

10. ADJUSTMENT TO PRICING

At least annually during the term of this Agreement the parties will review the pricing provided in Exhibit A and agree upon such adjustments as may be necessary to meet market conditions and the level of services requested by Client. If The Aptus Group Inc. increases the pricing provided in Exhibit A, Client reserves the right to terminate the Agreement before the increased prices become effective. The pricing in Exhibit A will be adjusted by The Aptus Group Inc. to reflect increases in wage and/or related tax, benefit and other costs incurred by The Aptus Group Inc. during the term of this Agreement as the direct result of any determination, order or action by or under any applicable governmental authority, collective bargaining agreement or insurance or benefit program. If recalculation is required because Client failed to disclose to The Aptus Group Inc. information about Client's business which impacts The Aptus Group Inc.'s obligation to pay wages, taxes, or benefits with respect to its employees, Client will be responsible for The Aptus Group Inc.'s reasonable administrative costs in connection with the recalculation. Unless otherwise provided by law, any sales or use tax on the services provided under this Agreement or prices set forth in Exhibit A will be added to the invoiced amount and paid by Client to The Aptus Group Inc.

11. OVERTIME PAY

The Aptus Group Inc. temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt"- - they are paid overtime if The Aptus Group Inc. determines overtime pay is legally required (or when Client has requested payment of overtime). Under California law, eight hours of labor constitutes a day's work. The Aptus Group Inc. will pay its temporary employees overtime as follows:

a) One and one-half times the temporary employee's regular hourly pay rate for all hours worked in excess of eight hours up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and

b) Double the temporary employee's regular pay rate for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.

Client agrees to submit any and all overtime hour requests to The Aptus Group Inc. for approval prior to the temporary employee working any overtime hours. The Aptus Group Inc. will bill the Client for a temporary employee's overtime by applying to The Aptus Group Inc.'s bill rate the same

overtime multiple as The Aptus Group Inc. is required to apply to The Aptus Group Inc. temporary employee's hourly pay rate.

12. REPORTING TIME PAY

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

b) The specific requirements for reporting time pay are:

1) Each workday an The Aptus Group Inc. employee is required to report to work, but is not put to work or is furnished with less than half of his or her usual or scheduled day's work, The Aptus Group Inc.'s employee must be paid for half the usual or scheduled day's work, but in no event no less than two hours nor more than four hours, at his or her regular rate of pay.

2) If an Aptus employee is required to report to work a second time in any workday (split shift) and is furnished less than two hours of work on the second reporting, he or she must be paid for two hours at his or her regular rate of pay.

c) No reporting time pay is due:

1) When the Client's operations cannot begin or continue due to threats to employees or property, or when civil authorities recommend that work not begin or continue.

2) When public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system.

3) When the interruption of work is caused by an Act of God or other cause not within the employer's control, for example, an earthquake.

4) If The Aptus Group Inc. employee is not fit to work.

5) If The Aptus Group Inc. employee has not reported to work on time and is fired or sent home as a disciplinary action.

6) If an unexpected or unusual occurrence during off hours makes it impossible for the Client to open for business and the Client has made every reasonable effort to notify employees not to report to work.

13) REST AND MEAL PERIODS

a) The Aptus Group Inc. temporary employees in California are covered by the rest period provisions of the Industrial Welfare Commission Wage Orders and must be authorized and permitted to take a net 10-minute paid rest period for every four hours worked or major fraction thereof. Insofar as is practicable, the rest period should be in the middle of the work period. The Client shall not prevent an The Aptus Group Inc. employee from taking the rest periods required by law. If the Client does not authorize or permit a rest period, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the rest period is not provided.

b) Under California law (IWC Orders and Labor Code Section 512), employees must be provided with no less than a thirty-minute meal period when the work period is more than five hours. Unless the employee is relieved of all duty during the entire thirty-minute meal period and is free to leave the workplace, the meal period shall be considered "on duty," counted as hours worked, and paid for at the temporary employee's contracted rate of pay. If the Client does not authorize or permit a meal period, in addition to all other penalties imposed by law, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the meal period is not provided.

14. WORKERS' COMPENSATION AND LIABILITY INSURANCE

The Aptus Group Inc. will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

a) Workers' Compensation. Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed;

b) General Liability. Commercial general liability insurance, including personal injury, blanket contractual liability and broad form property damage, with a $2,000,000.00 combined single limit per occurrence;

c) Umbrella Liability Insurance. $5,000,000.00 combined single limit per occurrence. The Aptus Group Inc. will furnish Client with certificates evidencing such insurance coverage, upon request.

15. INDEMNIFICATION BY THE APTUS GROUP INC.

The Aptus Group Inc. will indemnify, defend and hold harmless Client and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 12, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Client to the extent arising out of any of the following:

a) The Aptus Group Inc.'s failure to comply with its obligations under any applicable laws, regulations or orders;

b) Breach of any obligations of The Aptus Group Inc. contained in this Agreement; or

c) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Client by any The Aptus Group Inc. employees or, in the event of death, by their personal representatives.

The Aptus Group Inc.'s obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Client's failure to fulfill its duties under Section 3, (iii) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Client, its officers, employees or agents, or (iv) the extent that Client is required to indemnify The Aptus Group Inc. against such Damages under Section 14.

16. INDEMNIFICATION BY CLIENT

To the extent permitted by law, Client will indemnify, defend and hold harmless The Aptus Group Inc. and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by The Aptus Group Inc., other than for job-related bodily injury or death of The Aptus Group Inc.'s employees on assignment to Client, arising out of any of the following:

a) Client's failure to comply with its obligations under applicable laws, regulations or orders; or

b) Breach of any obligation of Client contained in this Agreement;

Client's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of The Aptus Group Inc., its officers, employees or agents.
Implementation of the interactive voice response (IVR)/internet program would require that Client provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.

Any information that Client provides The Aptus Group Inc. for purposes of implementing the IVR/web program will be used in connection with the educational staffing services that The Aptus Group Inc. provides. The Aptus Group Inc. will not use such information for any other purpose without Client's prior written consent.

Information in reports that The Aptus Group Inc. furnishes to Client which are generated based on the IVR/web program will contain information that Client's personnel provides upon accessing and using the IVR/web program. Accordingly, the accuracy of such information depends on the accuracy of the information provided by Client's personnel. Client will be solely responsible for

verifying the accuracy of such information. The Aptus Group Inc. shall not be responsible for the accuracy of such information.

17. NOTIFICATION OF CLAIMS

Client and The Aptus Group Inc. agree (a) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (b) to permit The Aptus Group Inc. or Client, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused. Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of The Aptus Group Inc. must be obtained from Chief Executive Officer of The Aptus Group Inc.

18. PERMITS AND LICENSES

Each party will maintain in effect during the term of this Agreement any and all Federal, state and/or local licenses and permits which may be required with respect to the respective business in which each party is engaged.

19. FORCE MAJEURE

The Aptus Group Inc. will not be responsible for failure or delay in assigning its employees to Client if the failure or delay is due to labor disputes and strikes, fire, riot, war, earthquake, acts of god, or any other causes beyond the control of The Aptus Group Inc.

20. NOTICES

Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by telecopy, email, or other wire transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.

Unless otherwise stated in this Agreement, notices, consents, or other communications will be deemed received (a) on the date delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

21. SECTION HEADINGS

The section heading of this Agreement is for the convenience of the parties only and in no way alter, modify, amend, limit, or restrict the contractual obligations of the parties.

22. SEVERABILITY; WAIVER

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

23. ASSIGNMENT

Neither The Aptus Group Inc. nor Client may assign this Agreement without prior written consent of the other party; provided that The Aptus Group Inc. may use secondary vendors to fulfill any or all of its obligations hereunder without securing Client's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

24. INDEPENDENT CONTRACTOR

In its performance of this Agreement, The Aptus Group Inc. will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make The Aptus Group Inc. an agent, partner or joint venture of/with Client.

25. AUTHORITY TO CONTRACT

The Client represents and warrants that it has the right, power, and all requisite authorization to enter into this Agreement. The Client represents that it has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement. The Client representative who is signing this Agreement represents that he/she has been delegated authority by the subject school board to execute this Agreement for the school board/district.

26. LEGAL REVIEW

The Aptus Group Inc. and Client represent that they have each read this Agreement in its entirety, had the opportunity to consult with legal counsel and exercised their own discretion in having their respective legal counsel review this Agreement. Both parties represent that they agree to the terms of this Agreement without relying on representations of the other party or the other party's officers, directors, employees, or legal counsel which are not expressly stated in this Agreement. Both parties further represent that the Agreement's terms are clear and unambiguous. To the extent that in the future any term of the Agreement is deemed ambiguous, the parties expressly agree that neither party shall be deemed the drafter of the Agreement such that the ambiguity would be interpreted in favor of the other party.

27. ARBITRATION OF DISPUTES
In the event a dispute shall arise between The Aptus Group Inc. and the Client to this contract, it is hereby agreed that the dispute shall be referred to arbitration in accordance with Exhibit B.

28. ENTIRETY
This Agreement and its Exhibit(s) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded. This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Tech Charter High

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

Powered by BoardOnTrack

THE APTUS GROUP, INC.
EXHIBIT A: BILLING TERMS

1. BILLING/INVOICES/TERMS & CONDITIONS OF PAYMENT
The Aptus Group ("APTUS") will invoice Client on a weekly basis for hours worked by temporary employees at agreed-upon hourly bill rates and other expenses. Client will pay for all hours worked by the Aptus Temporary Employees ("ATEs") as follows:

1) Substitute teachers $38/hr.

An itemized invoice for ATEs, based on hours shown on ATEs time cards or associate detail reports from time and attendance systems, will be sent to Client. Such an invoice is due within 30 business days. A 1% late charge will be added if payments are not received within 30 days of the date of invoice.

Any sales or use taxes that apply to sales to Client will be added to Client's invoices as a separate item. APTUS will adjust pricing annually and, additionally, to reflect periodic increases in wage and/or related tax, benefit, and other costs as the result of an action by a governmental authority, collective bargaining unit or insurance or benefit program (e.g., annual SUTA adjustment) per Section 10 of the Agreement. ATEs are presumed to be "nonexempt" employees - they are paid overtime if APTUS determines overtime pay is legally required (or when Client has requested payment of overtime).

APTUS will charge Client overtime rate only when Client has requested an ATE work overtime. Overtime rates will be calculated by applying to The Aptus Group bill rate the same overtime multiplier as APTUS is required to apply to the ATE's pay rate. Client will have 10 business days to notify APTUS in writing of any apparent discrepancies of recorded time worked by ATEs.

2. PAYMENT TERMS
Payment for services is due within thirty (30) business days Client's receipt of APTUS's invoice.

3. PAST DUE ACCOUNTS
If any account becomes past due, the entire unpaid balance of the invoice becomes immediately due and payable. APTUS shall have the right to demand an immediate arbitration on all debt-collection matters. In the event collection action is initiated by APTUS to collect such debt, or any portion thereof, Client agrees to pay any additional sums, including but not limited to, collection costs, arbitration costs, interest at the rate of 12% per annum, and attorney's fees.

4. CONVERSION AND TRANSITION OF TEMPORARY STAFF
Client acknowledges that APTUS incurs substantial expenses for recruiting, screening, qualifying, training, and retraining its employees. Client agrees not to, directly or indirectly, hire, engage as an independent contractor, or permit or cause any ATEs assigned to Client to be placed on the payroll of another entity without written consent from APTUS. Client agrees to obtain the services of each

APTUS employee only through an order with APTUS. Unless otherwise agreed in a writing and signed by both parties, Client will pay APTUS an amount equal to $10,000 if:

a. APTUS introduces an ATE to Client and Client hires or retains the ATE in any capacity either during the assignment or within three months after the last day of the assignment (a "conversion"); or

b. Client receives the services of the ATE by assignment, arrangement, or contact through another staffing provider (a "transition"). Payment is due upon receipt of the Invoice.

Once an ATE has worked for the Client for a minimum of 1,000 hours the conversion/transition fee is reduced to $3,000. Conversion/transition charges are due and payable at the time of conversion/transition. No ATE may be converted/transitioned if Client's account balance is past due.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Tech Charter High

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

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THE APTUS GROUP, INC.
EXHIBIT B: ARBITRATION AGREEMENT

The Aptus Group, and the Client (collectively, the "Parties") hereby agree that, to the fullest extent permitted by law, any and all claims or controversies between the parties (or between Client and any present or former officer, director, agent, or Client of The Aptus Group relating in any manner to the employment or the termination of the employment of Client) shall be resolved by final and binding arbitration in accordance with the procedures set forth in this agreement. Claims subject to arbitration include, but are not limited to, claims based on any federal, state, or local law, statue or regulation (including but not limited to any claims of discrimination, harassment, retaliation or other conduct in violation of or arising under Title VII of the 1964 Civil Rights Act (as amended by the Civil Rights Act of 1991), The Age Discrimination in Employment Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the California Fair Employment and Housing Act, and the California Family Rights Act, any claims for unpaid wages, commissions, bonuses, stock options or other employment compensation, any claims for breach of contract or covenant (express or implied), any claims of wrongful termination in violation of contract or public policy, any claims arising under common law, and any tort claims. Notwithstanding the foregoing, claims for unemployment benefits, claims for worker's compensation benefits, and claims under the National Labor Relations Act shall not be subject to arbitration under this agreement. Moreover, this agreement should not be construed as preventing Client from filing an administrative charge of discrimination with any federal, state, or local agency, or cooperating with any federal, state, or local agency in its investigation of any such charge.

A neutral and impartial arbitrator shall be chosen by mutual agreement of the parties; however, if the parties are unable to agree upon an arbitrator within a reasonable period of time, then a neutral and impartial arbitrator shall be appointed in accordance with the arbitrator nomination and selection procedure set forth in the National Rules for the Resolution of Employment Disputes of the American Arbitration Association or rules of other major private dispute resolution service. The costs and fees of the arbitrator shall be paid in equal parts by The Aptus Group and the Client, including the costs of the arbitration forum that the Client would not otherwise have to pay in court.

Client and The Aptus Group shall have the right to be represented by an Attorney during any proceeding under this agreement. Each Party shall pay its own costs and Attorney fees, unless a party prevails on a statutory claim, and the statute provides that the prevailing party is entitled to payment of its Attorney's fees and or costs. In that case, the arbitrator may award reasonable Attorney's fees and costs to the prevailing party as provided by law.

All arbitration hearings under this Agreement shall be conducted in Los Angeles County, California. Except as specifically provided herein, any arbitration proceedings shall be conducted in accordance with the then-applicable National Rules for the Resolution of Employment Disputes of the American Arbitration Association.

the aptus group

The Arbitrator may grant any remedy or relief to which the parties would have otherwise been entitled to had the matter been heard in a court of law and shall not grant any remedy or relief that could not have been granted had the matter been heard in a court of law.

The arbitrator shall prepare a written decision containing the essential findings and conclusions on which the award is based so as to ensure meaningful judicial review of the decision.

Either The Aptus Group or Client may bring an action in court to compel arbitration under this agreement and to enforce an arbitration award. Except as otherwise provided in this agreement, neither party shall initiate or prosecute any lawsuit or administrative action (other than an administrative charge of discrimination) in any way related to any claim covered by this Agreement, including without limitation any claim as to the making, existence, validity, or enforceability of this Agreement. Notwithstanding the foregoing, either party may, at its option, seek injunctive relief pursuant to section 1281.8 of the California Code of Civil Procedure.

This arbitrator and the parties shall maintain the confidentiality of any proceedings under this Agreement, including but not limited to, any and all information gathered, prepared, and presented for purposes of the arbitration or related to the claims therein. The arbitrator shall have the authority to make appropriate rulings to safeguard that confidentiality, unless the law provides to the contrary.

This agreement shall be governed by and construed in accordance with the laws of the State of California, including the California Arbitration Act without reference to conflicts of law principles.

If any provision of this agreement shall be held by a court or the arbitrator to be invalid, unenforceable, or void, such provision shall be enforced to the fullest extent permitted by law, and the remainder of this Agreement shall remain in full force and effect.

The obligations of Client and The Aptus Group under this Agreement shall survive the expiration of this agreement.

The Aptus Group and Client understand and agree that this Agreement contains a full and complete statement of any agreements and understandings regarding resolution of disputes between the parties, and the parties agree that this Agreement supersedes all previous agreements, whether written or oral, express or implied, relating to the subjects covered in this Agreement. The parties also agree that the terms of this Agreement cannot be revoked or modified except in a written document signed by both Client and The Aptus Group President.

This Agreement is not, and shall not be construed to create any contract of employment, express or implied. Furthermore this Agreement does not alter the at-will employment status of The Aptus Group personnel assigned to work for Client. Either Client or The Aptus Group may terminate the employment of staff assigned to the Client at any time, for any reason, with or without prior notice. The parties further acknowledge that they have been given the opportunity to discuss this agreement with their legal counsel and have availed themselves of that opportunity to the extent they wish to do so.

The parties acknowledge that they have carefully read this agreement. That they understand its terms, that all understandings and agreements between The Aptus Group and Client relating to the subjects covered in the agreement are contained in it, and that the parties have entered into the agreement voluntarily and not in reliance on any other promises or representations by the other party other than those contained in the agreement itself.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Tech Charter High

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

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

If to Client: TEACH Tech Charter High
10606 S. Western Ave
Los Angeles, CA 90047
Attention: Raul Carranza, CEO/Executive Director
E-mail: rcarranza@teachps.org
Phone: (323) 872-0808

The Aptus Group, Inc.

Agreement for Educational Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), dated 9/27/2021, is between The Aptus Group Inc., a California Corporation located at: 1933 S. Broadway, Suite #1120, Los Angeles, CA 90007 (hereinafter, "APTUS") and TEACH Preparatory Elementary located at: 8505 S. Western Ave, Los Angeles, CA 90047 (hereinafter, "Client").

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

The Aptus Group Inc. will assign its employees to Client to provide education-related services at the location(s) and for the pricing described in Exhibit A. The pricing structure in Exhibit A is intended to be between The Aptus Group Inc. and Client. Client will be permitted to use Exhibit A in connection with its business operations, response to California Public Records Act requests, and other uses as required by law.

2. THE APTUS GROUP INC.'S RESPONSIBILITIES

a) Generally

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

The Aptus Group Inc. and Client hereby expressly agree that The Aptus Group Inc. will provide Client with staff which have appropriate licenses, certifications, qualifications, and other requirements necessary to perform the services, including but not limited to, criminal background checks and tuberculosis test consistent with applicable law and Client's Vendor Certification form, which shall be submitted to Client before any The Aptus Group Inc. employee is allowed on Client premises. The Aptus Group Inc. will request and receive subsequent arrest notifications for its employees from the California Department of Justice ("DOJ") to ensure no employee assigned to Client has committed a serious or violent felony and to ensure ongoing safety of students.

As the employer, The Aptus Group Inc, will: (i) maintain all necessary personnel and payroll records for its employees; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, (i.e., sick pay and holiday pay, or any other(s) specified in exhibit A) directly to its employees; (v) provide for liability and fidelity insurance as specified in Section 12 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client remains sole discretion to remove The Aptus Group Inc. employees. At Client's request, The Aptus Group Inc. will promptly replace any of its employees assigned to Client deemed

unsatisfactory by Client; and if Aptus unable to do so, Client will deduct from Aptus costs provided, that this Agreement will in no way affect the right of The Aptus Group Inc., in its sole discretion as employer, to hire, assign, reassign, discipline and/or terminate its own employees.

b) Compliance

In connection with the performance of this Agreement, The Aptus Group Inc. will comply with all applicable laws, regulations and orders, including, but not limited to, Equal Employment Opportunity Commission and Fair Employment and Housing Act laws and regulations, the Fair Labor Standards Act, the Immigration Reform and Control Act, California Labor Code, and criminal history record check laws.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of The Aptus Group Inc. The Aptus Group Inc.'s employees shall not be eligible for tenure with Client or be entitled to participate in any of Client's employee benefit plans, including pension, 401(k), profit sharing, retirement, deferred compensation, welfare, insurance, disability, bonus, vacation pay, severance pay or other similar plans, programs and agreements, whether reduced to writing or not.

d) The Aptus Group Inc. Guaranty

The Aptus Group Inc. guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, The Aptus Group Inc. will, upon reasonable written notice from Client, furnish a replacement as soon as possible, which shall be Client's sole and exclusive remedy, except for The Aptus Group Inc.'s indemnity obligations under Section 15 below.

CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by The Aptus Group Inc. will be performed under the direction, supervision and control of Client. Client will provide The Aptus Group Inc.'s employees with: (i) a suitable workplace which complies with all applicable safety and health standards, statutes and ordinances, (ii) all necessary information, training and safety equipment with respect to hazardous substances, and (iii) adequate instructions, assistance, supervision and time to perform the services requested of them. Client shall ensure that The Aptus Group Inc. employees shall not have sole supervision of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications. Client shall also provide The Aptus Group Inc. employees with all necessary site- specified information and training, including but not limited to emergency procedures, school rules and protocols, policies and procedures regarding student disciplinary action, and confidentiality of student records and information. Client shall be responsible for The Aptus Group Inc. employees: (i) working in situations lacking inappropriate internal controls and safeguards, or (ii) handling cash, negotiables, valuables, merchandise, credit cards, check-writing materials, keys or similar property, merchandise, credit cards, check-writing materials, keys or similar property.

Client remains sole custodian of its educational facilities and premises to which The Aptus Group Inc. employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against The Aptus Group Inc. or its employees by students, their parents or representatives, Client personnel or business invitees, or other third parties, except to the extent that such claims are based on the negligence or intentional acts of The Aptus Group Inc. or the failure of The Aptus Group Inc. full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of The Aptus Group Inc. employees assigned to Client.

Where an Aptus employee is assigned to perform work involving any Client's computer systems, Client will be responsible for maintaining a current backup copy of any data associated with those systems. All records concerning Client's students to which The Aptus Group Inc. employees have access while assigned to Client shall be owned by Client to extent permitted by law. Client shall have appropriate written internal control procedures for ensuring the confidentiality of all Client's student records and appropriately limiting The Aptus Group Inc. employees' access to such records.

Client agrees to provide The Aptus Group Inc. with detailed information about the assignment duties that The Aptus Group Inc. employees will have and also agrees to use The Aptus Group Inc. employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any The Aptus Group Inc. employee's assignment duties without giving The Aptus Group Inc.'s prior written notice and receiving their consent. Client agrees that The Aptus Group Inc. employees shall not be given any duties to be performed outside of Client's premises without The Aptus Group Inc.'s prior notice and consent. Further, Client agrees to comply with any restrictions The Aptus Group Inc. advises Client of regarding any restrictions on the responsibilities Client assigns to The Aptus Group Inc. employees.

Client agrees to give The Aptus Group Inc. prompt written notice of any concern or complaint about the conduct of an The Aptus Group Inc. employee assigned to Client. Client will give such notice no later than the end of the same day that it learns of the concern or complaint. Client also agrees to permit The Aptus Group Inc. to actively participate in Client's investigation of such a concern or complaint.

b) Compliance

In connection with the performance of this Agreement, Client will comply with its obligations under all applicable laws, regulations and orders, including, but not limited to, laws relating to employment discrimination. Further, Client represents that its actions under this Agreement so not violate its obligations under any agreement that Client has with any labor union.

Client represents that The Aptus Group Inc. responsibilities set forth in this Agreement regarding substitute teacher screening, compensation, and the like are consistent with or do not violate any state or municipal requirement, or school board, or school district policy or practices that the Client is subject to when the Client directly employs substitute teachers. Client also represents that it has

disclosed to The Aptus Group Inc. all screening requirements that Client would use for the position covered by this Agreement if the Client were directly employing individuals in such positions.

4. PAYMENT FOR SERVICES

In consideration of The Aptus Group Inc.'s performance, Client will pay The Aptus Group Inc. in accordance with the pricing set forth in Exhibit A. The Aptus Group Inc. will invoice Client weekly at the address set forth above or at any other address that Client designates. Payment will be due upon Client's receipt of The Aptus Group Inc. invoice. In the event of termination of this Agreement, Client will pay The Aptus Group Inc. promptly for services performed up to the time of termination. The Aptus Group Inc. time cards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each The Aptus Group Inc. employees assigned to Client.

5. TERM; TERMINATION

The term of this Agreement begins as of the date first shown above and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. The Aptus Group Inc. reserves the right, however, to terminate this Agreement immediately in the event of nonpayment for services rendered. In the event of termination, this Agreement will continue to govern the parties and obligations with respect to services performed prior to termination.

6. THE APTUS GROUP INC. TEMP-TO-PERM OPTION

At Client's request, The Aptus Group Inc. will provide The Aptus Group Inc. Temp-To-Perm Option in which The Aptus Group Inc. will provide candidates for employment on a full or part-time basis by Client for consideration by Client for up to a 90 work day (6 hours per day) trial period. During the trial period, candidates will be placed on The Aptus Group Inc.'s payroll and provided pursuant to the terms of this Agreement. At or after the end of the 90 work day trial period, Client may hire the candidate. Pricing for this service is provided in Exhibit A.

7. THE APTUS GROUP INC. EXPRESS SERVICE

The Aptus Group Inc. will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an The Aptus Group Inc. furnished candidate, Client agrees to pay a direct fee as provided in Exhibit A.

8. HIRING OF TEMPORARY EMPLOYEES

If Client directly or indirectly hires an The Aptus Group Inc. temporary employee outside of The Aptus Group Inc. Temp-to-Perm service, Client will pay a fee to The Aptus Group Inc. as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by The Aptus Group Inc.'s employees with invoice billing for corresponding hours. Client will have thirty (30) business days to notify The Aptus Group Inc. in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within thirty (30) business days of receipt of invoice.

10. ADJUSTMENT TO PRICING

At least annually during the term of this Agreement the parties will review the pricing provided in Exhibit A and agree upon such adjustments as may be necessary to meet market conditions and the level of services requested by Client. If The Aptus Group Inc. increases the pricing provided in Exhibit A, Client reserves the right to terminate the Agreement before the increased prices become effective. The pricing in Exhibit A will be adjusted by The Aptus Group Inc. to reflect increases in wage and/or related tax, benefit and other costs incurred by The Aptus Group Inc. during the term of this Agreement as the direct result of any determination, order or action by or under any applicable governmental authority, collective bargaining agreement or insurance or benefit program. If recalculation is required because Client failed to disclose to The Aptus Group Inc. information about Client's business which impacts The Aptus Group Inc.'s obligation to pay wages, taxes, or benefits with respect to its employees, Client will be responsible for The Aptus Group Inc.'s reasonable administrative costs in connection with the recalculation. Unless otherwise provided by law, any sales or use tax on the services provided under this Agreement or prices set forth in Exhibit A will be added to the invoiced amount and paid by Client to The Aptus Group Inc.

11. OVERTIME PAY

The Aptus Group Inc. temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt"- - they are paid overtime if The Aptus Group Inc. determines overtime pay is legally required (or when Client has requested payment of overtime). Under California law, eight hours of labor constitutes a day's work. The Aptus Group Inc. will pay its temporary employees overtime as follows:

a) One and one-half times the temporary employee's regular hourly pay rate for all hours worked in excess of eight hours up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and

b) Double the temporary employee's regular pay rate for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.

Client agrees to submit any and all overtime hour requests to The Aptus Group Inc. for approval prior to the temporary employee working any overtime hours. The Aptus Group Inc. will bill the Client for a temporary employee's overtime by applying to The Aptus Group Inc.'s bill rate the same

overtime multiple as The Aptus Group Inc. is required to apply to The Aptus Group Inc. temporary employee's hourly pay rate.

12. REPORTING TIME PAY

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

b) The specific requirements for reporting time pay are:

1) Each workday an The Aptus Group Inc. employee is required to report to work, but is not put to work or is furnished with less than half of his or her usual or scheduled day's work, The Aptus Group Inc.'s employee must be paid for half the usual or scheduled day's work, but in no event no less than two hours nor more than four hours, at his or her regular rate of pay.

2) If an Aptus employee is required to report to work a second time in any workday (split shift) and is furnished less than two hours of work on the second reporting, he or she must be paid for two hours at his or her regular rate of pay.

c) No reporting time pay is due:

1) When the Client's operations cannot begin or continue due to threats to employees or property, or when civil authorities recommend that work not begin or continue.

2) When public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system.

3) When the interruption of work is caused by an Act of God or other cause not within the employer's control, for example, an earthquake.

4) If The Aptus Group Inc. employee is not fit to work.

5) If The Aptus Group Inc. employee has not reported to work on time and is fired or sent home as a disciplinary action.

6) If an unexpected or unusual occurrence during off hours makes it impossible for the Client to open for business and the Client has made every reasonable effort to notify employees not to report to work.

13) REST AND MEAL PERIODS

a) The Aptus Group Inc. temporary employees in California are covered by the rest period provisions of the Industrial Welfare Commission Wage Orders and must be authorized and permitted to take a net 10-minute paid rest period for every four hours worked or major fraction thereof. Insofar as is practicable, the rest period should be in the middle of the work period. The Client shall not prevent an The Aptus Group Inc. employee from taking the rest periods required by law. If the Client does not authorize or permit a rest period, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the rest period is not provided.

b) Under California law (IWC Orders and Labor Code Section 512), employees must be provided with no less than a thirty-minute meal period when the work period is more than five hours. Unless the employee is relieved of all duty during the entire thirty-minute meal period and is free to leave the workplace, the meal period shall be considered "on duty," counted as hours worked, and paid for at the temporary employee's contracted rate of pay. If the Client does not authorize or permit a meal period, in addition to all other penalties imposed by law, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the meal period is not provided.

14. WORKERS' COMPENSATION AND LIABILITY INSURANCE

The Aptus Group Inc. will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

a) Workers' Compensation. Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed;

b) General Liability. Commercial general liability insurance, including personal injury, blanket contractual liability and broad form property damage, with a $2,000,000.00 combined single limit per occurrence;

c) Umbrella Liability Insurance. $5,000,000.00 combined single limit per occurrence. The Aptus Group Inc. will furnish Client with certificates evidencing such insurance coverage, upon request.

15. INDEMNIFICATION BY THE APTUS GROUP INC.

The Aptus Group Inc. will indemnify, defend and hold harmless Client and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 12, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Client to the extent arising out of any of the following:

a) The Aptus Group Inc.'s failure to comply with its obligations under any applicable laws, regulations or orders;

b) Breach of any obligations of The Aptus Group Inc. contained in this Agreement; or

c) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Client by any The Aptus Group Inc. employees or, in the event of death, by their personal representatives.

The Aptus Group Inc.'s obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Client's failure to fulfill its duties under Section 3, (iii) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Client, its officers, employees or agents, or (iv) the extent that Client is required to indemnify The Aptus Group Inc. against such Damages under Section 14.

16. INDEMNIFICATION BY CLIENT

To the extent permitted by law, Client will indemnify, defend and hold harmless The Aptus Group Inc. and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by The Aptus Group Inc., other than for job-related bodily injury or death of The Aptus Group Inc.'s employees on assignment to Client, arising out of any of the following:

a) Client's failure to comply with its obligations under applicable laws, regulations or orders; or

b) Breach of any obligation of Client contained in this Agreement;

Client's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of The Aptus Group Inc., its officers, employees or agents.
Implementation of the interactive voice response (IVR)/internet program would require that Client provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.

Any information that Client provides The Aptus Group Inc. for purposes of implementing the IVR/web program will be used in connection with the educational staffing services that The Aptus Group Inc. provides. The Aptus Group Inc. will not use such information for any other purpose without Client's prior written consent.

Information in reports that The Aptus Group Inc. furnishes to Client which are generated based on the IVR/web program will contain information that Client's personnel provides upon accessing and using the IVR/web program. Accordingly, the accuracy of such information depends on the accuracy of the information provided by Client's personnel. Client will be solely responsible for

verifying the accuracy of such information. The Aptus Group Inc. shall not be responsible for the accuracy of such information.

17. NOTIFICATION OF CLAIMS

Client and The Aptus Group Inc. agree (a) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (b) to permit The Aptus Group Inc. or Client, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused. Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of The Aptus Group Inc. must be obtained from Chief Executive Officer of The Aptus Group Inc.

18. PERMITS AND LICENSES

Each party will maintain in effect during the term of this Agreement any and all Federal, state and/or local licenses and permits which may be required with respect to the respective business in which each party is engaged.

19. FORCE MAJEURE

The Aptus Group Inc. will not be responsible for failure or delay in assigning its employees to Client if the failure or delay is due to labor disputes and strikes, fire, riot, war, earthquake, acts of god, or any other causes beyond the control of The Aptus Group Inc.

20. NOTICES

Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by telecopy, email, or other wire transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.

Unless otherwise stated in this Agreement, notices, consents, or other communications will be deemed received (a) on the date delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

21. SECTION HEADINGS

The section heading of this Agreement is for the convenience of the parties only and in no way alter, modify, amend, limit, or restrict the contractual obligations of the parties.

22. SEVERABILITY; WAIVER

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

23. ASSIGNMENT

Neither The Aptus Group Inc. nor Client may assign this Agreement without prior written consent of the other party; provided that The Aptus Group Inc. may use secondary vendors to fulfill any or all of its obligations hereunder without securing Client's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

24. INDEPENDENT CONTRACTOR

In its performance of this Agreement, The Aptus Group Inc. will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make The Aptus Group Inc. an agent, partner or joint venture of/with Client.

25. AUTHORITY TO CONTRACT

The Client represents and warrants that it has the right, power, and all requisite authorization to enter into this Agreement. The Client represents that it has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement. The Client representative who is signing this Agreement represents that he/she has been delegated authority by the subject school board to execute this Agreement for the school board/district.

26. LEGAL REVIEW

The Aptus Group Inc. and Client represent that they have each read this Agreement in its entirety, had the opportunity to consult with legal counsel and exercised their own discretion in having their respective legal counsel review this Agreement. Both parties represent that they agree to the terms of this Agreement without relying on representations of the other party or the other party's officers, directors, employees, or legal counsel which are not expressly stated in this Agreement. Both parties further represent that the Agreement's terms are clear and unambiguous. To the extent that in the future any term of the Agreement is deemed ambiguous, the parties expressly agree that neither party shall be deemed the drafter of the Agreement such that the ambiguity would be interpreted in favor of the other party.

27. ARBITRATION OF DISPUTES
In the event a dispute shall arise between The Aptus Group Inc. and the Client to this contract, it is hereby agreed that the dispute shall be referred to arbitration in accordance with Exhibit B.

28. ENTIRETY
This Agreement and its Exhibit(s) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded. This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Preparatory Elementary

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

THE APTUS GROUP, INC.
EXHIBIT A: BILLING TERMS

1. BILLING/INVOICES/TERMS & CONDITIONS OF PAYMENT
The Aptus Group ("APTUS") will invoice Client on a weekly basis for hours worked by temporary employees at agreed-upon hourly bill rates and other expenses. Client will pay for all hours worked by the Aptus Temporary Employees ("ATEs") as follows:

1) Substitute teachers $38/hr.

An itemized invoice for ATEs, based on hours shown on ATEs time cards or associate detail reports from time and attendance systems, will be sent to Client. Such an invoice is due within 30 business days. A 1% late charge will be added if payments are not received within 30 days of the date of invoice.

Any sales or use taxes that apply to sales to Client will be added to Client's invoices as a separate item. APTUS will adjust pricing annually and, additionally, to reflect periodic increases in wage and/or related tax, benefit, and other costs as the result of an action by a governmental authority, collective bargaining unit or insurance or benefit program (e.g., annual SUTA adjustment) per Section 10 of the Agreement. ATEs are presumed to be "nonexempt" employees - they are paid overtime if APTUS determines overtime pay is legally required (or when Client has requested payment of overtime).

APTUS will charge Client overtime rate only when Client has requested an ATE work overtime. Overtime rates will be calculated by applying to The Aptus Group bill rate the same overtime multiplier as APTUS is required to apply to the ATE's pay rate. Client will have 10 business days to notify APTUS in writing of any apparent discrepancies of recorded time worked by ATEs.

2. PAYMENT TERMS
Payment for services is due within thirty (30) business days Client's receipt of APTUS's invoice.

3. PAST DUE ACCOUNTS
If any account becomes past due, the entire unpaid balance of the invoice becomes immediately due and payable. APTUS shall have the right to demand an immediate arbitration on all debt-collection matters. In the event collection action is initiated by APTUS to collect such debt, or any portion thereof, Client agrees to pay any additional sums, including but not limited to, collection costs, arbitration costs, interest at the rate of 12% per annum, and attorney's fees.

4. CONVERSION AND TRANSITION OF TEMPORARY STAFF
Client acknowledges that APTUS incurs substantial expenses for recruiting, screening, qualifying, training, and retraining its employees. Client agrees not to, directly or indirectly, hire, engage as an independent contractor, or permit or cause any ATEs assigned to Client to be placed on the payroll of another entity without written consent from APTUS. Client agrees to obtain the services of each

APTUS employee only through an order with APTUS. Unless otherwise agreed in a writing and signed by both parties, Client will pay APTUS an amount equal to $10,000 if:

a. APTUS introduces an ATE to Client and Client hires or retains the ATE in any capacity either during the assignment or within three months after the last day of the assignment (a "conversion"); or

b. Client receives the services of the ATE by assignment, arrangement, or contact through another staffing provider (a "transition"). Payment is due upon receipt of the Invoice.

Once an ATE has worked for the Client for a minimum of 1,000 hours the conversion/transition fee is reduced to $3,000. Conversion/transition charges are due and payable at the time of conversion/transition. No ATE may be converted/transitioned if Client's account balance is past due.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Preparatory Elementary

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

THE APTUS GROUP, INC.
EXHIBIT B: ARBITRATION AGREEMENT

The Aptus Group, and the Client (collectively, the "Parties") hereby agree that, to the fullest extent permitted by law, any and all claims or controversies between the parties (or between Client and any present or former officer, director, agent, or Client of The Aptus Group relating in any manner to the employment or the termination of the employment of Client) shall be resolved by final and binding arbitration in accordance with the procedures set forth in this agreement. Claims subject to arbitration include, but are not limited to, claims based on any federal, state, or local law, statue or regulation (including but not limited to any claims of discrimination, harassment, retaliation or other conduct in violation of or arising under Title VII of the 1964 Civil Rights Act (as amended by the Civil Rights Act of 1991), The Age Discrimination in Employment Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the California Fair Employment and Housing Act, and the California Family Rights Act, any claims for unpaid wages, commissions, bonuses, stock options or other employment compensation, any claims for breach of contract or covenant (express or implied), any claims of wrongful termination in violation of contract or public policy, any claims arising under common law, and any tort claims. Notwithstanding the foregoing, claims for unemployment benefits, claims for worker's compensation benefits, and claims under the National Labor Relations Act shall not be subject to arbitration under this agreement. Moreover, this agreement should not be construed as preventing Client from filing an administrative charge of discrimination with any federal, state, or local agency, or cooperating with any federal, state, or local agency in its investigation of any such charge.

A neutral and impartial arbitrator shall be chosen by mutual agreement of the parties; however, if the parties are unable to agree upon an arbitrator within a reasonable period of time, then a neutral and impartial arbitrator shall be appointed in accordance with the arbitrator nomination and selection procedure set forth in the National Rules for the Resolution of Employment Disputes of the American Arbitration Association or rules of other major private dispute resolution service. The costs and fees of the arbitrator shall be paid in equal parts by The Aptus Group and the Client, including the costs of the arbitration forum that the Client would not otherwise have to pay in court.

Client and The Aptus Group shall have the right to be represented by an Attorney during any proceeding under this agreement. Each Party shall pay its own costs and Attorney fees, unless a party prevails on a statutory claim, and the statute provides that the prevailing party is entitled to payment of its Attorney's fees and or costs. In that case, the arbitrator may award reasonable Attorney's fees and costs to the prevailing party as provided by law.

All arbitration hearings under this Agreement shall be conducted in Los Angeles County, California. Except as specifically provided herein, any arbitration proceedings shall be conducted in accordance with the then-applicable National Rules for the Resolution of Employment Disputes of the American Arbitration Association.

the aptus group

The Arbitrator may grant any remedy or relief to which the parties would have otherwise been entitled to had the matter been heard in a court of law and shall not grant any remedy or relief that could not have been granted had the matter been heard in a court of law.

The arbitrator shall prepare a written decision containing the essential findings and conclusions on which the award is based so as to ensure meaningful judicial review of the decision.

Either The Aptus Group or Client may bring an action in court to compel arbitration under this agreement and to enforce an arbitration award. Except as otherwise provided in this agreement, neither party shall initiate or prosecute any lawsuit or administrative action (other than an administrative charge of discrimination) in any way related to any claim covered by this Agreement, including without limitation any claim as to the making, existence, validity, or enforceability of this Agreement. Notwithstanding the foregoing, either party may, at its option, seek injunctive relief pursuant to section 1281.8 of the California Code of Civil Procedure.

This arbitrator and the parties shall maintain the confidentiality of any proceedings under this Agreement, including but not limited to, any and all information gathered, prepared, and presented for purposes of the arbitration or related to the claims therein. The arbitrator shall have the authority to make appropriate rulings to safeguard that confidentiality, unless the law provides to the contrary.

This agreement shall be governed by and construed in accordance with the laws of the State of California, including the California Arbitration Act without reference to conflicts of law principles.

If any provision of this agreement shall be held by a court or the arbitrator to be invalid, unenforceable, or void, such provision shall be enforced to the fullest extent permitted by law, and the remainder of this Agreement shall remain in full force and effect.

The obligations of Client and The Aptus Group under this Agreement shall survive the expiration of this agreement.

The Aptus Group and Client understand and agree that this Agreement contains a full and complete statement of any agreements and understandings regarding resolution of disputes between the parties, and the parties agree that this Agreement supersedes all previous agreements, whether written or oral, express or implied, relating to the subjects covered in this Agreement. The parties also agree that the terms of this Agreement cannot be revoked or modified except in a written document signed by both Client and The Aptus Group President.

This Agreement is not, and shall not be construed to create any contract of employment, express or implied. Furthermore this Agreement does not alter the at-will employment status of The Aptus Group personnel assigned to work for Client. Either Client or The Aptus Group may terminate the employment of staff assigned to the Client at any time, for any reason, with or without prior notice. The parties further acknowledge that they have been given the opportunity to discuss this agreement with their legal counsel and have availed themselves of that opportunity to the extent they wish to do so.

The parties acknowledge that they have carefully read this agreement. That they understand its terms, that all understandings and agreements between The Aptus Group and Client relating to the subjects covered in the agreement are contained in it, and that the parties have entered into the agreement voluntarily and not in reliance on any other promises or representations by the other party other than those contained in the agreement itself.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Preparatory Elementary

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

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

If to Client: TEACH Preparatory Elementary
8505 S. Western Ave
Los Angeles, CA 90047
Attention: Raul Carranza, CEO/Executive Director
E-mail: rcarranza@teachps.org
Phone: (323) 872-0808

The Aptus Group, Inc.

Agreement for Educational Staffing Services

THIS AGREEMENT FOR EDUCATIONAL STAFFING ("Agreement"), dated 9/27/2021, is between The Aptus Group Inc., a California Corporation located at: 1933 S. Broadway, Suite #1120, Los Angeles, CA 90007 (hereinafter, "APTUS") and TEACH Academy of Technologies located at: 10045 S. Western Ave, Los Angeles, CA 90047 (hereinafter, "Client").

1. DESCRIPTION, LOCATION AND PRICING OF SERVICES

The Aptus Group Inc. will assign its employees to Client to provide education-related services at the location(s) and for the pricing described in Exhibit A. The pricing structure in Exhibit A is intended to be between The Aptus Group Inc. and Client. Client will be permitted to use Exhibit A in connection with its business operations, response to California Public Records Act requests, and other uses as required by law.

2. THE APTUS GROUP INC.'S RESPONSIBILITIES

a) Generally

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

The Aptus Group Inc. and Client hereby expressly agree that The Aptus Group Inc. will provide Client with staff which have appropriate licenses, certifications, qualifications, and other requirements necessary to perform the services, including but not limited to, criminal background checks and tuberculosis test consistent with applicable law and Client's Vendor Certification form, which shall be submitted to Client before any The Aptus Group Inc. employee is allowed on Client premises. The Aptus Group Inc. will request and receive subsequent arrest notifications for its employees from the California Department of Justice ("DOJ") to ensure no employee assigned to Client has committed a serious or violent felony and to ensure ongoing safety of students.

As the employer, The Aptus Group Inc, will: (i) maintain all necessary personnel and payroll records for its employees; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, (i.e., sick pay and holiday pay, or any other(s) specified in exhibit A) directly to its employees; (v) provide for liability and fidelity insurance as specified in Section 12 below; (vi) pay necessary unemployment insurance taxes; and (vii) provide workers' compensation insurance coverage in amounts as required by law.

Client remains sole discretion to remove The Aptus Group Inc. employees. At Client's request, The Aptus Group Inc. will promptly replace any of its employees assigned to Client deemed

unsatisfactory by Client; and if Aptus unable to do so, Client will deduct from Aptus costs provided, that this Agreement will in no way affect the right of The Aptus Group Inc., in its sole discretion as employer, to hire, assign, reassign, discipline and/or terminate its own employees.

b) Compliance

In connection with the performance of this Agreement, The Aptus Group Inc. will comply with all applicable laws, regulations and orders, including, but not limited to, Equal Employment Opportunity Commission and Fair Employment and Housing Act laws and regulations, the Fair Labor Standards Act, the Immigration Reform and Control Act, California Labor Code, and criminal history record check laws.

c) Employees on Assignment

The employees assigned to Client under this Agreement shall remain employees of The Aptus Group Inc. The Aptus Group Inc.'s employees shall not be eligible for tenure with Client or be entitled to participate in any of Client's employee benefit plans, including pension, 401(k), profit sharing, retirement, deferred compensation, welfare, insurance, disability, bonus, vacation pay, severance pay or other similar plans, programs and agreements, whether reduced to writing or not.

d) The Aptus Group Inc. Guaranty

The Aptus Group Inc. guarantees that the employees it assigns to Client will satisfactorily perform the services ordered by Client. If such services are not performed satisfactorily, The Aptus Group Inc. will, upon reasonable written notice from Client, furnish a replacement as soon as possible, which shall be Client's sole and exclusive remedy, except for The Aptus Group Inc.'s indemnity obligations under Section 15 below.

CLIENT'S RESPONSIBILITIES

a) Generally

The services to be performed by employees provided by The Aptus Group Inc. will be performed under the direction, supervision and control of Client. Client will provide The Aptus Group Inc.'s employees with: (i) a suitable workplace which complies with all applicable safety and health standards, statutes and ordinances, (ii) all necessary information, training and safety equipment with respect to hazardous substances, and (iii) adequate instructions, assistance, supervision and time to perform the services requested of them. Client shall ensure that The Aptus Group Inc. employees shall not have sole supervision of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications. Client shall also provide The Aptus Group Inc. employees with all necessary site- specified information and training, including but not limited to emergency procedures, school rules and protocols, policies and procedures regarding student disciplinary action, and confidentiality of student records and information. Client shall be responsible for The Aptus Group Inc. employees: (i) working in situations lacking inappropriate internal controls and safeguards, or (ii) handling cash, negotiables, valuables, merchandise, credit cards, check-writing materials, keys or similar property, merchandise, credit cards, check-writing materials, keys or similar property.

Client remains sole custodian of its educational facilities and premises to which The Aptus Group Inc. employees are assigned to work hereunder.

Client shall be solely responsible for any bodily claims asserted against The Aptus Group Inc. or its employees by students, their parents or representatives, Client personnel or business invitees, or other third parties, except to the extent that such claims are based on the negligence or intentional acts of The Aptus Group Inc. or the failure of The Aptus Group Inc. full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of The Aptus Group Inc. employees assigned to Client.

Where an Aptus employee is assigned to perform work involving any Client's computer systems, Client will be responsible for maintaining a current backup copy of any data associated with those systems. All records concerning Client's students to which The Aptus Group Inc. employees have access while assigned to Client shall be owned by Client to extent permitted by law. Client shall have appropriate written internal control procedures for ensuring the confidentiality of all Client's student records and appropriately limiting The Aptus Group Inc. employees' access to such records.

Client agrees to provide The Aptus Group Inc. with detailed information about the assignment duties that The Aptus Group Inc. employees will have and also agrees to use The Aptus Group Inc. employees only in the capacities for which Client has requested them to. Client agrees not to substantially change any The Aptus Group Inc. employee's assignment duties without giving The Aptus Group Inc.'s prior written notice and receiving their consent. Client agrees that The Aptus Group Inc. employees shall not be given any duties to be performed outside of Client's premises without The Aptus Group Inc.'s prior notice and consent. Further, Client agrees to comply with any restrictions The Aptus Group Inc. advises Client of regarding any restrictions on the responsibilities Client assigns to The Aptus Group Inc. employees.

Client agrees to give The Aptus Group Inc. prompt written notice of any concern or complaint about the conduct of an The Aptus Group Inc. employee assigned to Client. Client will give such notice no later than the end of the same day that it learns of the concern or complaint. Client also agrees to permit The Aptus Group Inc. to actively participate in Client's investigation of such a concern or complaint.

b) Compliance

In connection with the performance of this Agreement, Client will comply with its obligations under all applicable laws, regulations and orders, including, but not limited to, laws relating to employment discrimination. Further, Client represents that its actions under this Agreement so not violate its obligations under any agreement that Client has with any labor union.

Client represents that The Aptus Group Inc. responsibilities set forth in this Agreement regarding substitute teacher screening, compensation, and the like are consistent with or do not violate any state or municipal requirement, or school board, or school district policy or practices that the Client is subject to when the Client directly employs substitute teachers. Client also represents that it has

disclosed to The Aptus Group Inc. all screening requirements that Client would use for the position covered by this Agreement if the Client were directly employing individuals in such positions.

4. PAYMENT FOR SERVICES

In consideration of The Aptus Group Inc.'s performance, Client will pay The Aptus Group Inc. in accordance with the pricing set forth in Exhibit A. The Aptus Group Inc. will invoice Client weekly at the address set forth above or at any other address that Client designates. Payment will be due upon Client's receipt of The Aptus Group Inc. invoice. In the event of termination of this Agreement, Client will pay The Aptus Group Inc. promptly for services performed up to the time of termination. The Aptus Group Inc. time cards signed as provided in Section 9 below will be conclusive as to the number of compensable hours worked by each The Aptus Group Inc. employees assigned to Client.

5. TERM; TERMINATION

The term of this Agreement begins as of the date first shown above and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. The Aptus Group Inc. reserves the right, however, to terminate this Agreement immediately in the event of nonpayment for services rendered. In the event of termination, this Agreement will continue to govern the parties and obligations with respect to services performed prior to termination.

6. THE APTUS GROUP INC. TEMP-TO-PERM OPTION

At Client's request, The Aptus Group Inc. will provide The Aptus Group Inc. Temp-To-Perm Option in which The Aptus Group Inc. will provide candidates for employment on a full or part-time basis by Client for consideration by Client for up to a 90 work day (6 hours per day) trial period. During the trial period, candidates will be placed on The Aptus Group Inc.'s payroll and provided pursuant to the terms of this Agreement. At or after the end of the 90 work day trial period, Client may hire the candidate. Pricing for this service is provided in Exhibit A.

7. THE APTUS GROUP INC. EXPRESS SERVICE

The Aptus Group Inc. will provide candidates to be considered for immediate hire by Client on a full or part-time basis. Upon employment of an The Aptus Group Inc. furnished candidate, Client agrees to pay a direct fee as provided in Exhibit A.

8. HIRING OF TEMPORARY EMPLOYEES

If Client directly or indirectly hires an The Aptus Group Inc. temporary employee outside of The Aptus Group Inc. Temp-to-Perm service, Client will pay a fee to The Aptus Group Inc. as provided in Exhibit A.

9. INVOICE REVIEW

Client agrees to review documentation of time worked by The Aptus Group Inc.'s employees with invoice billing for corresponding hours. Client will have thirty (30) business days to notify The Aptus Group Inc. in writing of any apparent discrepancies. Invoices will be presumed accurate if written notification is not received from Client within thirty (30) business days of receipt of invoice.

10. ADJUSTMENT TO PRICING

At least annually during the term of this Agreement the parties will review the pricing provided in Exhibit A and agree upon such adjustments as may be necessary to meet market conditions and the level of services requested by Client. If The Aptus Group Inc. increases the pricing provided in Exhibit A, Client reserves the right to terminate the Agreement before the increased prices become effective. The pricing in Exhibit A will be adjusted by The Aptus Group Inc. to reflect increases in wage and/or related tax, benefit and other costs incurred by The Aptus Group Inc. during the term of this Agreement as the direct result of any determination, order or action by or under any applicable governmental authority, collective bargaining agreement or insurance or benefit program. If recalculation is required because Client failed to disclose to The Aptus Group Inc. information about Client's business which impacts The Aptus Group Inc.'s obligation to pay wages, taxes, or benefits with respect to its employees, Client will be responsible for The Aptus Group Inc.'s reasonable administrative costs in connection with the recalculation. Unless otherwise provided by law, any sales or use tax on the services provided under this Agreement or prices set forth in Exhibit A will be added to the invoiced amount and paid by Client to The Aptus Group Inc.

11. OVERTIME PAY

The Aptus Group Inc. temporary employees in California are paid on an hourly basis and are presumed to be "nonexempt"- - they are paid overtime if The Aptus Group Inc. determines overtime pay is legally required (or when Client has requested payment of overtime). Under California law, eight hours of labor constitutes a day's work. The Aptus Group Inc. will pay its temporary employees overtime as follows:

a) One and one-half times the temporary employee's regular hourly pay rate for all hours worked in excess of eight hours up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and

b) Double the temporary employee's regular pay rate for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.

Client agrees to submit any and all overtime hour requests to The Aptus Group Inc. for approval prior to the temporary employee working any overtime hours. The Aptus Group Inc. will bill the Client for a temporary employee's overtime by applying to The Aptus Group Inc.'s bill rate the same

overtime multiple as The Aptus Group Inc. is required to apply to The Aptus Group Inc. temporary employee's hourly pay rate.

12. REPORTING TIME PAY

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

b) The specific requirements for reporting time pay are:

1) Each workday an The Aptus Group Inc. employee is required to report to work, but is not put to work or is furnished with less than half of his or her usual or scheduled day's work, The Aptus Group Inc.'s employee must be paid for half the usual or scheduled day's work, but in no event no less than two hours nor more than four hours, at his or her regular rate of pay.

2) If an Aptus employee is required to report to work a second time in any workday (split shift) and is furnished less than two hours of work on the second reporting, he or she must be paid for two hours at his or her regular rate of pay.

c) No reporting time pay is due:

1) When the Client's operations cannot begin or continue due to threats to employees or property, or when civil authorities recommend that work not begin or continue.

2) When public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system.

3) When the interruption of work is caused by an Act of God or other cause not within the employer's control, for example, an earthquake.

4) If The Aptus Group Inc. employee is not fit to work.

5) If The Aptus Group Inc. employee has not reported to work on time and is fired or sent home as a disciplinary action.

6) If an unexpected or unusual occurrence during off hours makes it impossible for the Client to open for business and the Client has made every reasonable effort to notify employees not to report to work.

13) REST AND MEAL PERIODS

a) The Aptus Group Inc. temporary employees in California are covered by the rest period provisions of the Industrial Welfare Commission Wage Orders and must be authorized and permitted to take a net 10-minute paid rest period for every four hours worked or major fraction thereof. Insofar as is practicable, the rest period should be in the middle of the work period. The Client shall not prevent an The Aptus Group Inc. employee from taking the rest periods required by law. If the Client does not authorize or permit a rest period, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the rest period is not provided.

b) Under California law (IWC Orders and Labor Code Section 512), employees must be provided with no less than a thirty-minute meal period when the work period is more than five hours. Unless the employee is relieved of all duty during the entire thirty-minute meal period and is free to leave the workplace, the meal period shall be considered "on duty," counted as hours worked, and paid for at the temporary employee's contracted rate of pay. If the Client does not authorize or permit a meal period, in addition to all other penalties imposed by law, the Client shall be billed for one additional hour of pay by applying The Aptus Group Inc.'s bill rate for each workday that the meal period is not provided.

14. WORKERS' COMPENSATION AND LIABILITY INSURANCE

The Aptus Group Inc. will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

a) Workers' Compensation. Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed;

b) General Liability. Commercial general liability insurance, including personal injury, blanket contractual liability and broad form property damage, with a $2,000,000.00 combined single limit per occurrence;

c) Umbrella Liability Insurance. $5,000,000.00 combined single limit per occurrence. The Aptus Group Inc. will furnish Client with certificates evidencing such insurance coverage, upon request.

15. INDEMNIFICATION BY THE APTUS GROUP INC.

The Aptus Group Inc. will indemnify, defend and hold harmless Client and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 12, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Client to the extent arising out of any of the following:

a) The Aptus Group Inc.'s failure to comply with its obligations under any applicable laws, regulations or orders;

b) Breach of any obligations of The Aptus Group Inc. contained in this Agreement; or

c) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Client by any The Aptus Group Inc. employees or, in the event of death, by their personal representatives.

The Aptus Group Inc.'s obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Client's failure to fulfill its duties under Section 3, (iii) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Client, its officers, employees or agents, or (iv) the extent that Client is required to indemnify The Aptus Group Inc. against such Damages under Section 14.

16. INDEMNIFICATION BY CLIENT

To the extent permitted by law, Client will indemnify, defend and hold harmless The Aptus Group Inc. and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by The Aptus Group Inc., other than for job-related bodily injury or death of The Aptus Group Inc.'s employees on assignment to Client, arising out of any of the following:

a) Client's failure to comply with its obligations under applicable laws, regulations or orders; or

b) Breach of any obligation of Client contained in this Agreement;

Client's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of The Aptus Group Inc., its officers, employees or agents.
Implementation of the interactive voice response (IVR)/internet program would require that Client provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.

Any information that Client provides The Aptus Group Inc. for purposes of implementing the IVR/web program will be used in connection with the educational staffing services that The Aptus Group Inc. provides. The Aptus Group Inc. will not use such information for any other purpose without Client's prior written consent.

Information in reports that The Aptus Group Inc. furnishes to Client which are generated based on the IVR/web program will contain information that Client's personnel provides upon accessing and using the IVR/web program. Accordingly, the accuracy of such information depends on the accuracy of the information provided by Client's personnel. Client will be solely responsible for

verifying the accuracy of such information. The Aptus Group Inc. shall not be responsible for the accuracy of such information.

17. NOTIFICATION OF CLAIMS

Client and The Aptus Group Inc. agree (a) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (b) to permit The Aptus Group Inc. or Client, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused. Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of The Aptus Group Inc. must be obtained from Chief Executive Officer of The Aptus Group Inc.

18. PERMITS AND LICENSES

Each party will maintain in effect during the term of this Agreement any and all Federal, state and/or local licenses and permits which may be required with respect to the respective business in which each party is engaged.

19. FORCE MAJEURE

The Aptus Group Inc. will not be responsible for failure or delay in assigning its employees to Client if the failure or delay is due to labor disputes and strikes, fire, riot, war, earthquake, acts of god, or any other causes beyond the control of The Aptus Group Inc.

20. NOTICES

Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by telecopy, email, or other wire transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.

Unless otherwise stated in this Agreement, notices, consents, or other communications will be deemed received (a) on the date delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

21. SECTION HEADINGS

The section heading of this Agreement is for the convenience of the parties only and in no way alter, modify, amend, limit, or restrict the contractual obligations of the parties.

22. SEVERABILITY; WAIVER

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

23. ASSIGNMENT

Neither The Aptus Group Inc. nor Client may assign this Agreement without prior written consent of the other party; provided that The Aptus Group Inc. may use secondary vendors to fulfill any or all of its obligations hereunder without securing Client's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

24. INDEPENDENT CONTRACTOR

In its performance of this Agreement, The Aptus Group Inc. will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be constructed to make The Aptus Group Inc. an agent, partner or joint venture of/with Client.

25. AUTHORITY TO CONTRACT

The Client represents and warrants that it has the right, power, and all requisite authorization to enter into this Agreement. The Client represents that it has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement. The Client representative who is signing this Agreement represents that he/she has been delegated authority by the subject school board to execute this Agreement for the school board/district.

26. LEGAL REVIEW

The Aptus Group Inc. and Client represent that they have each read this Agreement in its entirety, had the opportunity to consult with legal counsel and exercised their own discretion in having their respective legal counsel review this Agreement. Both parties represent that they agree to the terms of this Agreement without relying on representations of the other party or the other party's officers, directors, employees, or legal counsel which are not expressly stated in this Agreement. Both parties further represent that the Agreement's terms are clear and unambiguous. To the extent that in the future any term of the Agreement is deemed ambiguous, the parties expressly agree that neither party shall be deemed the drafter of the Agreement such that the ambiguity would be interpreted in favor of the other party.

27. ARBITRATION OF DISPUTES
In the event a dispute shall arise between The Aptus Group Inc. and the Client to this contract, it is hereby agreed that the dispute shall be referred to arbitration in accordance with Exhibit B.

28. ENTIRETY
This Agreement and its Exhibit(s) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded. This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Academy of Technologies

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

THE APTUS GROUP, INC.
EXHIBIT A: BILLING TERMS

1. BILLING/INVOICES/TERMS & CONDITIONS OF PAYMENT
The Aptus Group ("APTUS") will invoice Client on a weekly basis for hours worked by temporary employees at agreed-upon hourly bill rates and other expenses. Client will pay for all hours worked by the Aptus Temporary Employees ("ATEs") as follows:

1) Substitute teachers $38/hr.

An itemized invoice for ATEs, based on hours shown on ATEs time cards or associate detail reports from time and attendance systems, will be sent to Client. Such an invoice is due within 30 business days. A 1% late charge will be added if payments are not received within 30 days of the date of invoice.

Any sales or use taxes that apply to sales to Client will be added to Client's invoices as a separate item. APTUS will adjust pricing annually and, additionally, to reflect periodic increases in wage and/or related tax, benefit, and other costs as the result of an action by a governmental authority, collective bargaining unit or insurance or benefit program (e.g., annual SUTA adjustment) per Section 10 of the Agreement. ATEs are presumed to be "nonexempt" employees - they are paid overtime if APTUS determines overtime pay is legally required (or when Client has requested payment of overtime).

APTUS will charge Client overtime rate only when Client has requested an ATE work overtime. Overtime rates will be calculated by applying to The Aptus Group bill rate the same overtime multiplier as APTUS is required to apply to the ATE's pay rate. Client will have 10 business days to notify APTUS in writing of any apparent discrepancies of recorded time worked by ATEs.

2. PAYMENT TERMS
Payment for services is due within thirty (30) business days Client's receipt of APTUS's invoice.

3. PAST DUE ACCOUNTS
If any account becomes past due, the entire unpaid balance of the invoice becomes immediately due and payable. APTUS shall have the right to demand an immediate arbitration on all debt-collection matters. In the event collection action is initiated by APTUS to collect such debt, or any portion thereof, Client agrees to pay any additional sums, including but not limited to, collection costs, arbitration costs, interest at the rate of 12% per annum, and attorney's fees.

4. CONVERSION AND TRANSITION OF TEMPORARY STAFF
Client acknowledges that APTUS incurs substantial expenses for recruiting, screening, qualifying, training, and retraining its employees. Client agrees not to, directly or indirectly, hire, engage as an independent contractor, or permit or cause any ATEs assigned to Client to be placed on the payroll of another entity without written consent from APTUS. Client agrees to obtain the services of each

APTUS employee only through an order with APTUS. Unless otherwise agreed in a writing and signed by both parties, Client will pay APTUS an amount equal to $10,000 if:

a. APTUS introduces an ATE to Client and Client hires or retains the ATE in any capacity either during the assignment or within three months after the last day of the assignment (a "conversion"); or

b. Client receives the services of the ATE by assignment, arrangement, or contact through another staffing provider (a "transition"). Payment is due upon receipt of the Invoice.

Once an ATE has worked for the Client for a minimum of 1,000 hours the conversion/transition fee is reduced to $3,000. Conversion/transition charges are due and payable at the time of conversion/transition. No ATE may be converted/transitioned if Client's account balance is past due.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Academy of Technologies

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

the aptus group

THE APTUS GROUP, INC.
EXHIBIT B: ARBITRATION AGREEMENT

The Aptus Group, and the Client (collectively, the "Parties") hereby agree that, to the fullest extent permitted by law, any and all claims or controversies between the parties (or between Client and any present or former officer, director, agent, or Client of The Aptus Group relating in any manner to the employment or the termination of the employment of Client) shall be resolved by final and binding arbitration in accordance with the procedures set forth in this agreement. Claims subject to arbitration include, but are not limited to, claims based on any federal, state, or local law, statue or regulation (including but not limited to any claims of discrimination, harassment, retaliation or other conduct in violation of or arising under Title VII of the 1964 Civil Rights Act (as amended by the Civil Rights Act of 1991), The Age Discrimination in Employment Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the California Fair Employment and Housing Act, and the California Family Rights Act, any claims for unpaid wages, commissions, bonuses, stock options or other employment compensation, any claims for breach of contract or covenant (express or implied), any claims of wrongful termination in violation of contract or public policy, any claims arising under common law, and any tort claims. Notwithstanding the foregoing, claims for unemployment benefits, claims for worker's compensation benefits, and claims under the National Labor Relations Act shall not be subject to arbitration under this agreement. Moreover, this agreement should not be construed as preventing Client from filing an administrative charge of discrimination with any federal, state, or local agency, or cooperating with any federal, state, or local agency in its investigation of any such charge.

A neutral and impartial arbitrator shall be chosen by mutual agreement of the parties; however, if the parties are unable to agree upon an arbitrator within a reasonable period of time, then a neutral and impartial arbitrator shall be appointed in accordance with the arbitrator nomination and selection procedure set forth in the National Rules for the Resolution of Employment Disputes of the American Arbitration Association or rules of other major private dispute resolution service. The costs and fees of the arbitrator shall be paid in equal parts by The Aptus Group and the Client, including the costs of the arbitration forum that the Client would not otherwise have to pay in court.

Client and The Aptus Group shall have the right to be represented by an Attorney during any proceeding under this agreement. Each Party shall pay its own costs and Attorney fees, unless a party prevails on a statutory claim, and the statute provides that the prevailing party is entitled to payment of its Attorney's fees and or costs. In that case, the arbitrator may award reasonable Attorney's fees and costs to the prevailing party as provided by law.

All arbitration hearings under this Agreement shall be conducted in Los Angeles County, California. Except as specifically provided herein, any arbitration proceedings shall be conducted in accordance with the then-applicable National Rules for the Resolution of Employment Disputes of the American Arbitration Association.

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The Arbitrator may grant any remedy or relief to which the parties would have otherwise been entitled to had the matter been heard in a court of law and shall not grant any remedy or relief that could not have been granted had the matter been heard in a court of law.

The arbitrator shall prepare a written decision containing the essential findings and conclusions on which the award is based so as to ensure meaningful judicial review of the decision.

Either The Aptus Group or Client may bring an action in court to compel arbitration under this agreement and to enforce an arbitration award. Except as otherwise provided in this agreement, neither party shall initiate or prosecute any lawsuit or administrative action (other than an administrative charge of discrimination) in any way related to any claim covered by this Agreement, including without limitation any claim as to the making, existence, validity, or enforceability of this Agreement. Notwithstanding the foregoing, either party may, at its option, seek injunctive relief pursuant to section 1281.8 of the California Code of Civil Procedure.

This arbitrator and the parties shall maintain the confidentiality of any proceedings under this Agreement, including but not limited to, any and all information gathered, prepared, and presented for purposes of the arbitration or related to the claims therein. The arbitrator shall have the authority to make appropriate rulings to safeguard that confidentiality, unless the law provides to the contrary.

This agreement shall be governed by and construed in accordance with the laws of the State of California, including the California Arbitration Act without reference to conflicts of law principles.

If any provision of this agreement shall be held by a court or the arbitrator to be invalid, unenforceable, or void, such provision shall be enforced to the fullest extent permitted by law, and the remainder of this Agreement shall remain in full force and effect.

The obligations of Client and The Aptus Group under this Agreement shall survive the expiration of this agreement.

The Aptus Group and Client understand and agree that this Agreement contains a full and complete statement of any agreements and understandings regarding resolution of disputes between the parties, and the parties agree that this Agreement supersedes all previous agreements, whether written or oral, express or implied, relating to the subjects covered in this Agreement. The parties also agree that the terms of this Agreement cannot be revoked or modified except in a written document signed by both Client and The Aptus Group President.

This Agreement is not, and shall not be construed to create any contract of employment, express or implied. Furthermore this Agreement does not alter the at-will employment status of The Aptus Group personnel assigned to work for Client. Either Client or The Aptus Group may terminate the employment of staff assigned to the Client at any time, for any reason, with or without prior notice. The parties further acknowledge that they have been given the opportunity to discuss this agreement with their legal counsel and have availed themselves of that opportunity to the extent they wish to do so.

The parties acknowledge that they have carefully read this agreement. That they understand its terms, that all understandings and agreements between The Aptus Group and Client relating to the subjects covered in the agreement are contained in it, and that the parties have entered into the agreement voluntarily and not in reliance on any other promises or representations by the other party other than those contained in the agreement itself.

The Aptus Group, Inc.

Signature: _____ Date: _____
Cinthya Vodanovich, Director

TEACH Academy of Technologies

Signature: _____ Date: _____
Raul Carranza, CEO/Executive Director

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

If to Client: TEACH Academy of Technologies
10045 S. Western Ave
Los Angeles, CA 90047
Attention: Raul Carranza, CEO/Executive Director
E-mail: rcarranza@teachps.org
Phone: (323) 872-0808

Coversheet

TEACH Public Schools Fiscal Report

Section: III. Items Scheduled for Information and Potential Action
Item: A. TEACH Public Schools Fiscal Report
Purpose: Discuss
Submitted by:
Related Material:
TEACH_New PPT Template for Monthly Board Presentations - September 2021-Final Version.pdf

CHARTER IMPACT

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

Monthly Financial Presentation – September 2021

September Highlights

- TEACH Academy , TEACH Tech, TEACH Prep & TPS projected surplus, positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either met or exceeded Debt Service Reserve Requirements of 1.20 and 45-Day Cash on Hand Requirement

TEACH Inc. Board Summaries September 2021				
	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Forecasted Revenue @ 6/30/2022	$ 8,146,410	$ 9,280,544	$ 4,574,225	$ 2,202,144
Forecasted Expenses @ 6/30/2022	7,624,242	8,120,435	4,240,720	1,747,338
Surplus/Deficit	522,168	1,160,109	333,505	454,806
Beginning Fund Balance	4,683,995	4,027,093	1,206,369	617,037
Ending Fund Balance	$ 5,206,163	$ 5,187,202	$ 1,539,874	$ 1,071,843
Forecasted Cash @ 6/30/2022	$ 2,964,790.00	$ 3,042,456.00	376,011.00	1,208,915.00
Average Daily Cash On Hand (45 req)	$ 185.00	168	85	
Debt Service Coverage (1.2 req)	2.328	2.82	2.15	
Current Operating Cash Balance October 18, 2021	2,097,404.59	3,201,316.00	696,762.15	645,927.74

September Highlights

- Fiscal Year 20/21 Audit began on August 23, 2021- still in progress
- The Concentration Grant Component of the LCFF has been increased from 50% to 65%- the additional funds must be expended to increase the number of staff providing direct services which can include custodial staff. This increase is approximately **TAT** $159,395, **TTHS**-206,782 **TES**- $102, 331 with all variables consistent

- Additional Funding on the horizon- funds are not included in the forecast at this time
  - California Pre-Kindergarten Planning and Implementation Grant **TES**-$101,914
  - Expanded Learning Opportunities Program -(not to be confused with the ELO "GRANT") This is a three- year grant and the amount shows the 1st year of funding. If your Unduplicated Rate is above 80% you will receive at least 3 years of funding. **TAT**,$206,912- . **TES** -$201,836
  - A-G and College Readiness Grant Program- **TTHS** $396,081-Funds first must be used to allow students who receive a "D," "F," or "Fail" grade in an A-G course in the spring semester of 2020 or the 2020-21 school year to retake those courses. If funds are remaining, an LEA may use them to offer credit recovery opportunities to all students to ensure they are able to graduate high school on time.

TEACH Academy of Technologies
Board Summary
FY21/22

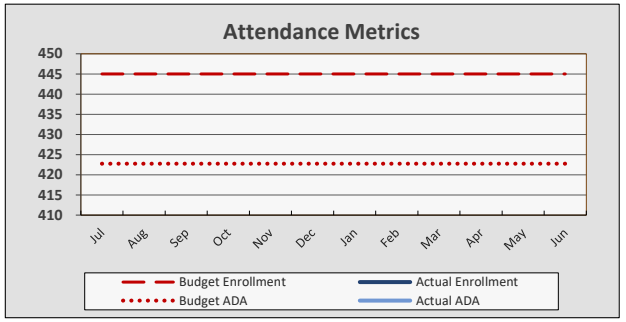
CHARTER IMPACT

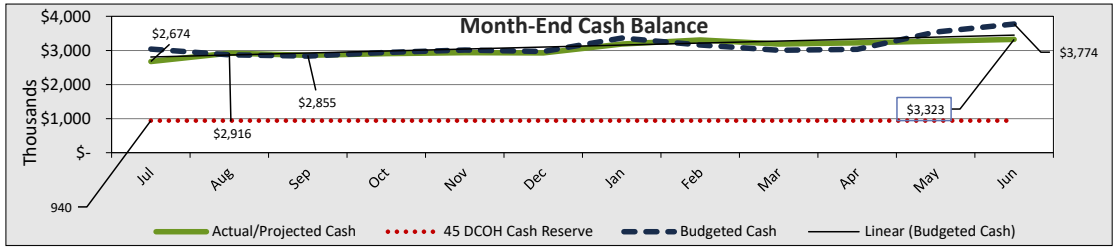
	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 607,749	$ 502,328	$ 105,421	$ 4,925,094	$ 4,765,466	$ 159,628
Federal Revenue	414,816	64,192	350,623	1,849,465	1,751,199	98,266
Other State Revenue	89,349	349,613	(260,264)	1,369,136	1,318,564	50,572
Other Local Revenue	2,715	-	2,715	2,715	-	2,715
Total Revenue	**$ 1,114,628**	**$ 916,133**	**$ 198,495**	**$ 8,146,410**	**$ 7,835,229**	**$ 311,181**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 328,224	$ 376,103	$ 47,879	$ 1,684,068	$ 1,668,437	$ (15,631)
Classified Salaries	115,301	180,660	65,359	711,700	770,794	59,094
Benefits	125,476	180,181	54,705	786,124	777,501	(8,623)
Books and Supplies	158,277	217,953	59,676	819,953	776,730	(43,223)
Subagreement Services	60,663	114,707	54,045	992,298	975,772	(16,526)
Operations	46,623	44,175	(2,448)	180,948	178,500	(2,448)
Facilities	236,141	232,432	(3,709)	933,437	929,728	(3,709)
Professional Services	228,808	261,611	32,803	1,376,767	1,330,940	(45,827)
Depreciation	33,634	28,875	(4,759)	135,082	115,500	(19,582)
Interest	3,865	-	(3,865)	3,865	-	(3,865)
Total Expenses	**$ 1,337,012**	**$ 1,636,697**	**$ 299,685**	**$ 7,624,242**	**$ 7,523,902**	**$ (100,341)**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (222,384)**	**$ (720,564)**	**$ 498,180**	**$ 522,168**	**$ 311,327**	**$ 210,841**
Beginning Fund Balance	4,683,995	4,683,995		4,683,995	4,683,995	
Ending Fund Balance	**$ 4,461,611**	**$ 3,963,431**		**$ 5,206,163**	**$ 4,995,322**	
As a % of Annual Expenses	*58.5%*	*52.7%*		*68.3%*	*66.4%*	

Enrollment & Per Pupil Data	*Actual*	*Forecast*	*Budget*
Average Enrollment	*n/a*	*445*	*445*
ADA	*n/a*	*423*	*423*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*98.9%*	*98.9%*	*98.9%*
Revenue per ADA		*$19,270*	*$18,534*
Expenses per ADA		*$18,035*	*$17,798*





TEACH Tech Charter High

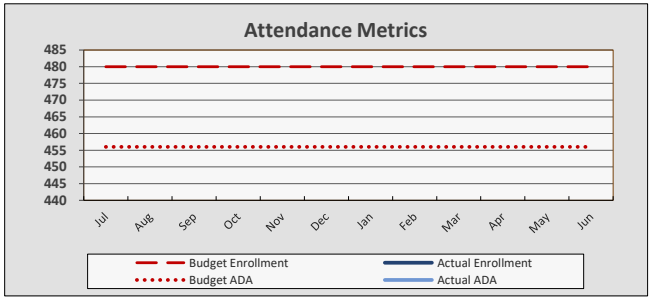
FY21/22 Budget Board Summary

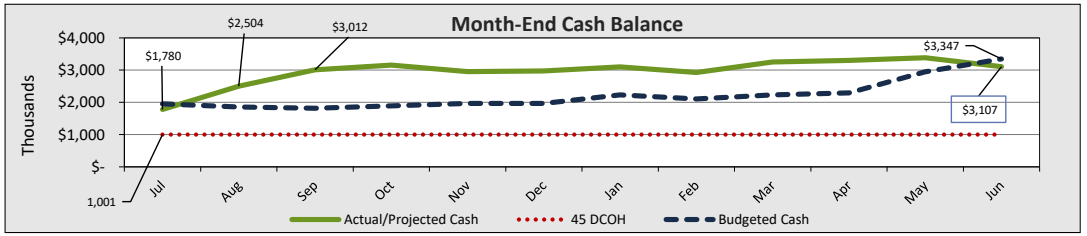
	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 729,619	$ 625,593	$ 104,026	$ 6,360,450	$ 6,153,668	$ 206,782
Federal Revenue	392,261	53,072	339,189	1,587,076	1,522,276	64,800
Other State Revenue	73,984	383,127	(309,143)	1,333,018	1,287,555	45,463
Total Revenue	**$ 1,195,865**	**$ 1,061,792**	**$ 134,073**	**$ 9,280,544**	**$ 8,963,499**	**$ 317,045**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 374,635	$ 450,114	$ 75,479	$ 2,046,829	$ 2,057,481	$ 10,652
Classified Salaries	115,243	173,005	57,762	673,529	725,272	51,742
Benefits	133,766	166,156	32,389	755,666	729,834	(25,832)
Books and Supplies	202,703	396,887	194,184	1,249,935	1,260,800	10,866
Subagreement Services	25,485	80,393	54,908	584,865	578,517	(6,348)
Operations	60,298	69,077	8,779	268,621	277,400	8,779
Facilities	203,535	223,294	19,759	873,418	893,177	19,759
Professional Services	231,940	300,982	69,041	1,619,936	1,583,052	(36,883)
Depreciation	11,636	13,875	2,239	47,636	55,500	7,864
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,359,241**	**$ 1,873,782**	**$ 514,541**	**$ 8,120,435**	**$ 8,161,034**	**$ 40,599**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (163,376)**	**$ (811,990)**	**$ 648,613**	**$ 1,160,109**	**$ 802,465**	**$ 357,644**
Beginning Fund Balance	4,027,093	4,027,093		4,027,093	4,027,093	
Ending Fund Balance	**$ 3,863,716**	**$ 3,215,103**		**$ 5,187,201**	**$ 4,829,557**	
As a % of Annual Expenses	*47.6%*	*39.4%*		*63.9%*	*59.2%*	

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*480*	*480*
ADA	*n/a*	*456*	*456*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*95.8%*	*95.8%*	*95.8%*
Revenue per ADA		*$20,352*	*$19,657*
Expenses per ADA		*$17,808*	*$17,897*





TEACH Prep

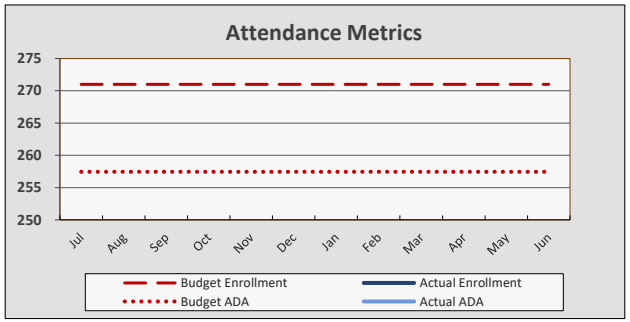
FY21/22 Board Summary

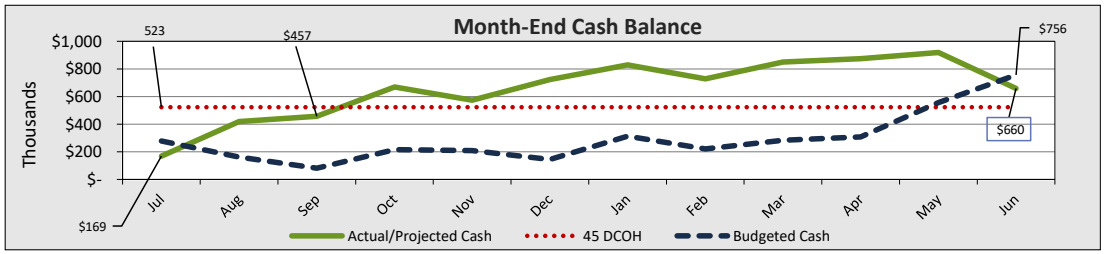
	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 313,218	$ 256,669	$ 56,549	$ 3,154,391	$ 3,050,851	$ 103,540
Federal Revenue	191,745	18,381	173,364	733,229	685,618	47,611
Other State Revenue	36,963	154,467	(117,504)	686,605	660,527	26,078
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$ 541,926**	**$ 429,517**	**$ 112,409**	**$ 4,574,225**	**$ 4,396,996**	**$ 177,229**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 180,777	$ 201,087	$ 20,310	$ 974,783	$ 938,252	$ (36,532)
Classified Salaries	73,787	101,019	27,232	390,355	415,511	25,157
Benefits	65,759	80,338	14,579	379,073	355,342	(23,731)
Books and Supplies	89,658	238,068	148,410	750,139	768,341	18,202
Subagreement Services	8,011	25,940	17,929	144,874	145,100	226
Operations	27,252	28,013	760	111,640	112,400	760
Facilities	153,947	153,218	(729)	613,601	612,872	(729)
Professional Services	112,783	154,080	41,297	841,817	821,200	(20,617)
Depreciation	8,716	9,575	859	33,925	38,300	4,375
Interest	513	-	(513)	513	-	513
Total Expenses	**$ 721,204**	**$ 991,338**	**$ 270,133**	**$ 4,240,720**	**$ 4,207,318**	**$ (32,376)**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (179,278)**	**$ (561,821)**	**$ 382,543**	**$ 333,505**	**$ 189,678**	**$ 144,853**
Beginning Fund Balance	1,206,369	1,206,369		1,206,369	1,206,369	
Ending Fund Balance	**$ 1,027,091**	**$ 644,547**		**$ 1,539,873**	**$ 1,396,047**	
As a % of Annual Expenses	*24.2%*	*15.3%*		*36.3%*	*33.2%*	

Enrollment & Per Pupil Data			
	Actual	***Forecast***	***Budget***
Average Enrollment	*n/a*	*271*	*271*
ADA	*n/a*	*257*	*257*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*97.3%*	*97.3%*	*97.3%*
Revenue per ADA		*$17,767*	*$17,079*
Expenses per ADA		*$16,472*	*$16,342*





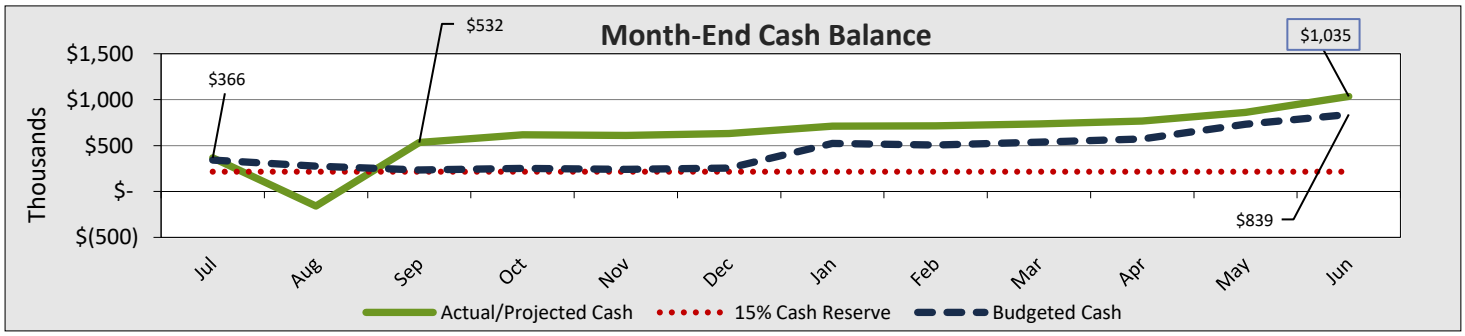
TEACH Public Schools

FY21-22 Board Summary

	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unf)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
Other Local Revenue	270,722	253,660	17,062	2,202,144	2,150,837	51,307
Total Revenue	**$ 270,722**	**$ 253,660**	**$ 17,062**	**$ 2,202,144**	**$ 2,150,837**	**$ 51,307**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unf)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 169,992	$ 182,251	$ 12,259	$ 650,473	$ 637,879	$ (12,593)
Classified Salaries	120,133	128,950	8,817	478,729	476,950	(1,779)
Benefits	71,931	80,535	8,604	294,978	298,922	3,944
Books and Supplies	13,486	23,250	9,764	71,236	81,000	9,764
Subagreement Services	6,300	745	(5,555)	9,655	4,100	(5,555)
Operations	7,554	14,886	7,332	57,668	65,000	7,332
Facilities	16,554	21,218	4,664	80,208	84,872	4,664
Professional Services	16,279	18,500	2,221	91,719	93,940	2,221
Depreciation	2,924	3,250	326	12,674	13,000	326
Interest	-	-	-	-	-	-
Total Expenses	**$ 425,153**	**$ 473,586**	**$ 48,433**	**$ 1,747,338**	**$ 1,755,663**	**$ 8,325**

	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unf)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (154,431)**	**$ (219,926)**	**$ 65,494**	**$ 454,806**	**$ 395,174**	**$ 59,632**
Beginning Fund Balance	617,037	617,037		617,037	617,037	
Ending Fund Balance	**$ 462,606**	**$ 397,111**		**$ 1,071,843**	**$ 1,012,211**	
As a % of Annual Expenses	*26.5%*	*22.6%*		*61.3%*	*57.7%*	



TPS, Inc. – Financial Position

TEACH, Inc.

Statement of Financial Position

September 30, 2021

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 2,438,255	$ 2,748,339	$ 331,568	$ 532,289	$ 90,823	$ 266,551	$ -		$ 6,407,826
Restricted Cash	416,897	263,530	125,493	-	-	-	-		805,920
Accounts Receivable	425,877	208,037	105,071	-	-	-	2,337		741,322
Interest Receivable	-	-	-	-	854	2,465	-		3,319
Public Funding Receivables	590,580	693,906	537,844	-	-	-	-		1,822,330
Due To/From Related Parties	270,286	(150,748)	(193,487)	73,949	-	-	-		(0)
Prepaid Expenses	123,167	78,885	72,700	14,552	-	-	-		289,304
Total Current Assets	**4,265,061**	**3,841,949**	**979,189**	**620,790**	**91,677**	**269,016**	**2,337**		**10,070,019**
Long-Term Assets									
Property & Equipment, Net	1,192,415	161,932	174,578	53,733	9,679,991	19,931,500	-		31,194,149
Deposits	5,000	162,517	99,750	20,895	-	3,625	-	(141,967)	149,820
Deferred Lease Asset	-	-	-	-	210,842	(57,027)	-	(153,814)	-
Investments	-	-	-	-	706,530	2,125,798	-		2,832,329
Securities	-	-	-	-	575,476	865,197	-		1,440,672
Securities Premium	-	-	-	-	2,018	(2,517)	-		(499)
Total Long Term Assets	**1,197,415**	**324,449**	**274,328**	**74,628**	**11,174,856**	**22,866,575**	**-**	**(295,781)**	**35,616,470**
Total Assets	**$ 5,462,476**	**$ 4,166,398**	**$ 1,253,517**	**$ 695,418**	**$ 11,266,533**	**$ 23,135,591**	**$ 2,337**	**$ (295,781)**	45,686,489
Liabilities									

Note- Current Assets 4.89 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due

TPS, Inc. – Financial Position

TEACH, Inc.

Statement of Financial Position

September 30, 2021

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Liabilities									
Current Liabilities									
Accounts Payable	$ -	$ -	$ (190)	$ 1	$ -	$ -	$ -		$ (189)
Accrued Liabilities	164,781	95,782	64,853	232,812	-	-	-		558,228
Interest Payable	-	-	-	-	236,869	277,000	-		513,869
Deferred Revenue	416,897	263,530	125,493	-	-	108,416	-		914,336
Deferred Rent, Current Portio	9,382	-	(398)	-	-	-	-	(8,984)	-
Notes Payable, Current Portio	53,194	-	16,665	-	-	-	-		69,859
Total Current Liabilities	**644,254**	**359,312**	**206,423**	**232,813**	**236,869**	**385,416**	**-**	**(8,984)**	**2,056,103**
Long-Term Liabilities									
Deferred Rent, Net of Curren	201,460	(56,630)	-	-	-	-	-	(144,830)	-
Notes Payable, Net of Currer	155,150	-	20,004	-	-	-	-		175,154
Bonds Payable	-	-	-	-	12,220,000	22,185,000	-		34,405,000
Bond Issue Costs	-	-	-	-	(249,382)	(463,165)	-		(712,546)
Discount on Bonds	-	-	-	-	(201,288)	-	-		(201,288)
Premium on Bonds					-	1,847,390			1,847,390
Other Long-Term Liabilities	-	-	-	-	-	141,967	-	(141,967)	-
Total Long-Term Liabilities	**356,610**	**(56,630)**	**20,004**	**-**	**11,769,330**	**23,711,193**	**-**	**(286,797)**	**35,513,710**
Total Liabilities	**$ 1,000,864**	**$ 302,683**	**$ 226,427**	**$ 232,813**	**$ 12,006,199**	**$ 24,096,609**	**$ -**	**$ (295,781)**	**$ 37,569,813**
Total Net Assets	4,461,612	3,863,716	1,027,090	462,605	(739,666)	(961,018)	2,337	-	8,116,677
Total Liabilities and Net Assets	**$ 5,462,476**	**$ 4,166,398**	**$ 1,253,517**	**$ 695,418**	**$ 11,266,533**	**$ 23,135,591**	**$ 2,337**	**$ (295,781)**	**$ 45,686,489**

Note- Current Assets 4.89 times more than Current Liabilities – organization is does not have significant current debt and is able to meet financial obligations when due

Use of Elementary and Secondary School Emergency Relief Fund

Resource	Resource 3210	Resource 3212	Resource TBD
Resource Name	Elementary & Secondary School Emergency Relief (ESSER) I	Elementary & Secondary School Emergency Relief (ESSER) II	Elementary & Secondary School Emergency Relief (ESSER) III
Spending Timeline	March 13, 2020 to September 30, 2022	March 13, 2020 to September 30, 2023	March 13, 2020 to September 30, 2024
Allocation Amount- TEACH ACADEMY	136,603.00	$ 627,399.00	$ 1,410,061.00
Allocation Amount- TEACH TECH	110,960.00	508,063.00	1,141,856.00
Allocation Amount- TEACH Prep	-	173,292.00	389,468.00

Use of Elementary and Secondary School Emergency Relief Fund

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

FY21 Expanded Learning Grant

Resource	**Resource 7425/7426**
Resource Name	Expanded Learning Opportunities Grant
Spending Timeline	**July 1, 2020 to August 31, 2022**
Allocation Amount- TEACH ACADEMY	**$ 323,151.00**
Allocation Amount- TEACH TECH	**$ 353,734.00**
Allocation Amount- TEACH Prep	**$ 141,710.00**

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

CHARTER IMPACT

TEACH Academy of Technologies

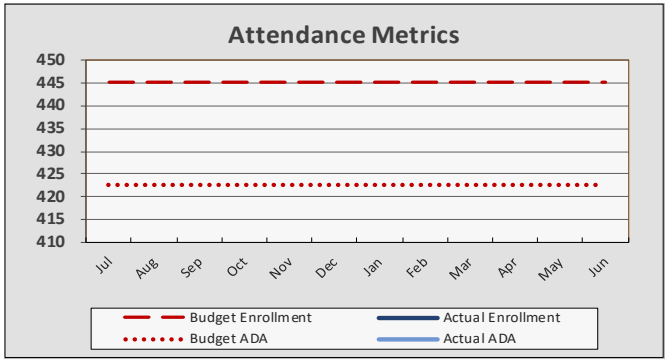
Monthly Financial Presentation – September 2021

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*445*	*445*
ADA	*n/a*	*423*	*423*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*98.9%*	*98.9%*	*98.9%*
Revenue per ADA		*$19,270*	*$18,534*
Expenses per ADA		*$18,035*	*$17,798*

Attendance Metrics



Apportionments from July 2021-January 2022 will be funded based on Spring 2021 P2 amounts of 434.48. Apportionments from February- May 2022 will be funded based on Fall P1 ADA projected @ 423

TAT - Revenue

	Year-to-Date			*Annual/Full Year*		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 607,749	$ 502,328	$ 105,421	$ 4,925,094	$ 4,765,466	$ 159,628
Federal Revenue	414,816	64,192	350,623	1,849,465	1,751,199	98,266
Other State Revenue	89,349	349,613	(260,264)	1,369,136	1,318,564	50,572
Other Local Revenue	2,715	-	2,715	2,715	-	2,715
Total Revenue	**$ 1,114,628**	**$ 916,133**	**$ 198,495**	**$ 8,146,410**	**$ 7,835,229**	**$ 311,181**

Note: Variance(s) explanation on next slide

TAT - Revenue

- **State Aid-Rev: Projected increase of $159.6.K:** as Concentration Grant Component of the LCFF has been increased from 50% to 65%- the additional funds must be expended to increase the number of staff providing direct services which can include custodial staff
- **Federal Revenue: projected increase of $98K-** consist of the following:
  - **Child Nutrition projected increase of $64K-** as per increase in reimbursement rates
  - **Title I projected increase of $19.2K-** updated to agree to latest schedule from CDE
  - **Other Federal Revenue projected increase -**of $13.2K as remaining ESSER I funds recognized in FY21/22

- **Other State Revenue projected to increase by $50.5K-**mainly due to projected increase in Special Education by $42.2K due to reimbursement rate raised from 625 to 725 per ADA. Revenue increase does not include fees charged

TAT – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 328,224	$ 376,103	$ 47,879	$ 1,684,068	$ 1,668,437	$ (15,631)
Classified Salaries	115,301	180,660	65,359	711,700	770,794	59,094
Benefits	125,476	180,181	54,705	786,124	777,501	(8,623)
Books and Supplies	158,277	217,953	59,676	819,953	776,730	(43,223)
Subagreement Services	60,663	114,707	54,045	992,298	975,772	(16,526)
Operations	46,623	44,175	(2,448)	180,948	178,500	(2,448)
Facilities	236,141	232,432	(3,709)	933,437	929,728	(3,709)
Professional Services	228,808	261,611	32,803	1,376,767	1,330,940	(45,827)
Depreciation	33,634	28,875	(4,759)	135,082	115,500	(19,582)
Interest	3,865	-	(3,865)	3,865	-	(3,865)
Total Expenses	**$ 1,337,012**	**$ 1,636,697**	**$ 299,685**	**$ 7,624,242**	**$ 7,523,902**	**$ (100,341)**

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

TAT - Expense

- **Certificated Salaries: Projected increase of $15.6K:** mainly due to Administrator Salaries projected increase by $45K and includes potential hires of Chief Academic Officer, SPED Coordinator and SST Coordinator to be split between 3 sites

- **Classified Salaries: Projected decrease by $59K-** mainly due to projected decrease in Instructional salaries by $48K as only 8 positions filled out of 10 positions that were budgeted- still forecasting 10 positions

- **Books and Supplies: Projected increase of $43K** as per projected increase of child nutrition of $31K- subject to change as based vendor invoicing

- **Professional Services: Projected increase by $45K-** mainly due to projected management fee increase of $35K as fees are percentage of revenue

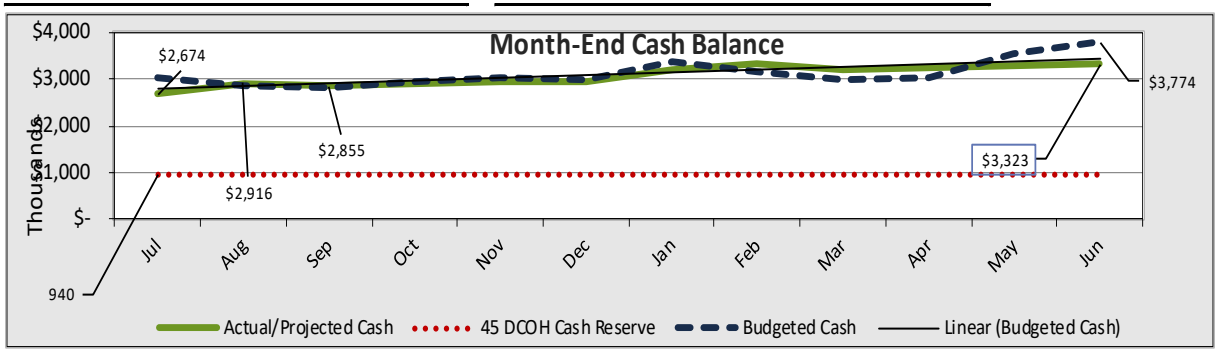
TAT – Fund Balance

- Net assets projected at year-end well over 3% reserve of $228K.
- Includes of combined intercompany receivables of $270K to be cleared by June 2022

	Year-to-Date			*Annual/Full Year*		
	Actual @ 09/31/2021	**Budget @ 09/31/2021**	**Fav/(Unfav)**	**Forecast @ 06/30/2022**	**Budget @ 06/30/2022**	**Fav/(Unfav)**
Total Surplus(Deficit)	**$ (222,384)**	**$ (720,564)**	**$ 498,180**	**$ 522,168**	**$ 311,327**	**$ 210,841**
Beginning Fund Balance	4,683,995	4,683,995		4,683,995	4,683,995	
Ending Fund Balance	**$ 4,461,611**	**$ 3,963,431**		**$ 5,206,163**	**$ 4,995,322**	
As a % of Annual Expenses	*58.5%*	*52.7%*		*68.3%*	*66.4%*	

TAT – Cash Balance

- Positive Cash Balance projected at year-end at $3.3M/159 DCOH- which is above $940K or 45-DCOH bond requirement- Bond calculation allows for current unrestricted receivables at year-end of approx. $535K (ADCOH is 185)
- The debt service coverage ratio is currently forecasted at 2.3, bond requirement is 1.20- (surplus plus rent expense divided by rent payments)
- Includes $270K of intercompany receivables to be transferred before year-end
- Includes $545K in State Deferral payments to be received September 2021



CHARTER IMPACT

TEACH Tech Charter High School

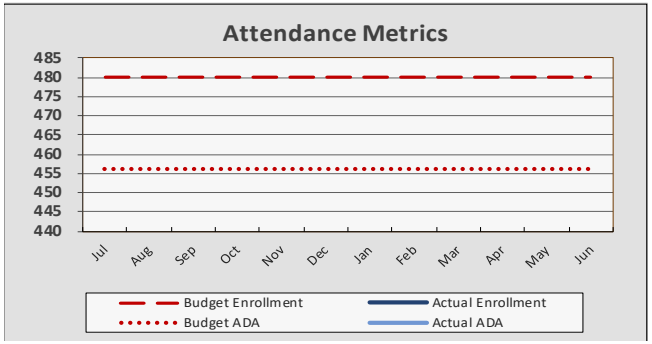
Monthly Financial Presentation – September 2021

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*480*	*480*
ADA	*n/a*	*456*	*456*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*95.8%*	*95.8%*	*95.8%*
Revenue per ADA		*$20,352*	*$19,657*
Expenses per ADA		*$17,808*	*$17,897*

Attendance Metrics



Apportionments from July 2021-January 2022 will be funded based on Spring 2021 P2 amounts of 396. Apportionments from February- May 2022 will be funded based on Fall P1 ADA projected @ 456

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 729,619	$ 625,593	$ 104,026	$ 6,360,450	$ 6,153,668	$ 206,782
Federal Revenue	392,261	53,072	339,189	1,587,076	1,522,276	64,800
Other State Revenue	73,984	383,127	(309,143)	1,333,018	1,287,555	45,463
Total Revenue	**$ 1,195,865**	**$ 1,061,792**	**$ 134,073**	**$ 9,280,544**	**$ 8,963,499**	**$ 317,045**

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue projected to decrease by $206.7-** as Concentration Grant Component of the LCFF has been increased from 50% to 65%- the additional funds must be expended to increase the number of staff providing direct services which can include custodial staff

Federal Revenue: projected increase of $64K- consist of the following:

- **Child Nutrition projected increase of $34K-** as per increase in reimbursement rates
- **Title I projected increase of $20.9K-** updated to agree to latest schedule from CDE
- **Other Federal Revenue projected increase -**of $7.3K as remaining ESSER I funds recognized in FY21/22

- **Other State Revenue projected to increase by $45K-**mainly due to projected increase in Special Education by $45.6K due to reimbursement rate raised from 625 to 725 per ADA. Revenue increase does not include fees charged.

TTHS - Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 374,635	$ 450,114	$ 75,479	$ 2,046,829	$ 2,057,481	$ 10,652
Classified Salaries	115,243	173,005	57,762	673,529	725,272	51,742
Benefits	133,766	166,156	32,389	755,666	729,834	(25,832)
Books and Supplies	202,703	396,887	194,184	1,249,935	1,260,800	10,866
Subagreement Services	25,485	80,393	54,908	584,865	578,517	(6,348)
Operations	60,298	69,077	8,779	268,621	277,400	8,779
Facilities	203,535	223,294	19,759	873,418	893,177	19,759
Professional Services	231,940	300,982	69,041	1,619,936	1,583,052	(36,883)
Depreciation	11,636	13,875	2,239	47,636	55,500	7,864
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,359,241**	**$ 1,873,782**	**$ 514,541**	**$ 8,120,435**	**$ 8,161,034**	**$ 40,599**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Classified Salaries- projected of decrease by $51.7K-** Classified Salaries: Projected decrease by $51.7K- mainly due to projected decrease in Instructional salaries by $43K as only 1 positions filled out of 10 positions that were budgeted

- **Benefits- projected increase of $25K-** mainly due to projected STRS increase of $24.5K as STRS rates increased to 16.92% vs. 16.02% per approved budget

- **Professional Services projected increase of $36K-**mainly due to projected increase in Management fees by $35K as fees are based on percentage of revenue.

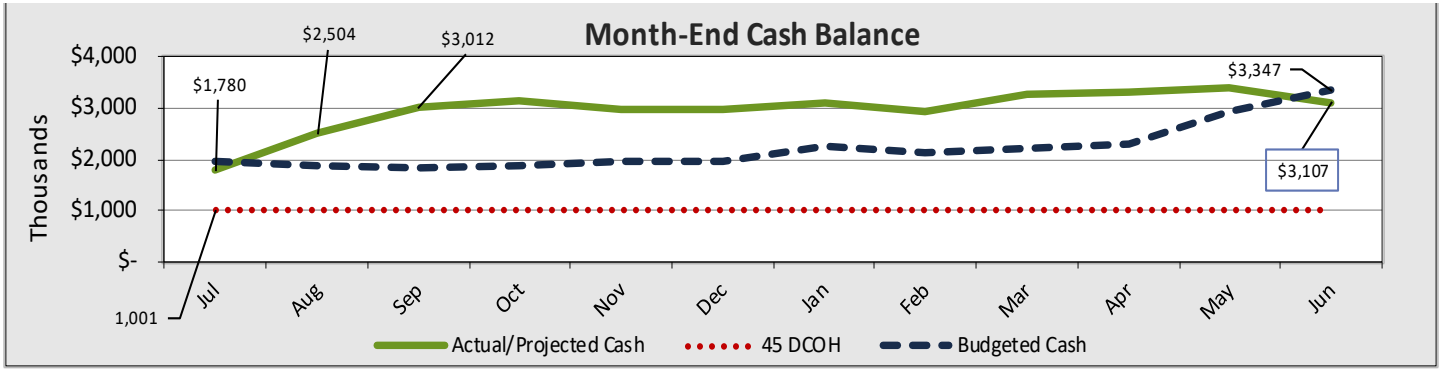
TTHS – Fund Balance

- Net asset projected to end positively above 3% reserve requirement of $243K
- Includes ($150.7K) of payables to be transferred before year-end

	Year-to-Date			*Annual/Full Year*		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (163,376)**	**$ (811,990)**	**$ 648,613**	**$ 1,160,109**	**$ 802,465**	**$ 357,644**
Beginning Fund Balance	4,027,093	4,027,093		4,027,093	4,027,093	
Ending Fund Balance	**$ 3,863,716**	**$ 3,215,103**		**$ 5,187,201**	**$ 4,829,557**	
As a % of Annual Expenses	*47.6%*	*39.4%*		*63.9%*	*59.2%*	

TTHS – Cash Balance

- Positive Cash Balance projected at year-end at $3.1M/140 DCOH- Bond Requirement is 45-DCOH-Bond calculation allows for unrestricted receivables at year end of $627K (ADCOH is 168)
- The debt service coverage ratio is currently forecasted at 2.8 Bond requirement is 1.20- (surplus (less deferred adjustments) plus rent payments divided by rent payments)
- Includes ($150K) of intercompany payables to be transferred September 2021
- Includes $903K in State Deferrals received in September 2021



CHARTER IMPACT

TEACH Prep Elementary School

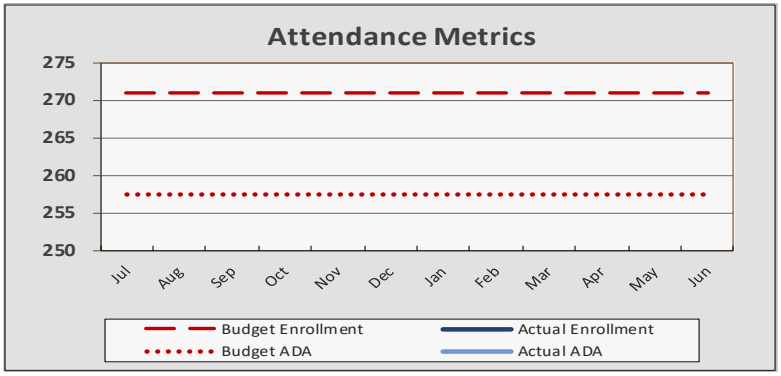
Monthly Financial Presentation – September 2021

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*n/a*	*271*	*271*
ADA	*n/a*	*257*	*257*
Attendance Rate	*n/a*	*95.0%*	*95.0%*
Unduplicated %	*97.3%*	*97.3%*	*97.3%*
Revenue per ADA		*$17,767*	*$17,079*
Expenses per ADA		*$16,472*	*$16,342*

Attendance Metrics



Apportionments from July 2021-January 2022 will be funded based on Spring 2021 P2 amounts of 179. Apportionments from February- May 2022 will be funded based on Fall P1 ADA projected @ 257

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 313,218	$ 256,669	$ 56,549	$ 3,154,391	$ 3,050,851	$ 103,540
Federal Revenue	191,745	18,381	173,364	733,229	685,618	47,611
Other State Revenue	36,963	154,467	(117,504)	686,605	660,527	26,078
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$ 541,926**	**$ 429,517**	**$ 112,409**	**$ 4,574,225**	**$ 4,396,996**	**$ 177,229**

- **State- Aid Revenue projected to decrease by $103.5-** as Concentration Grant Component of the LCFF has been increased from 50% to 65%- the additional funds must be expended to increase the number of staff providing direct services which can include custodial staff
- **Federal Revenue: projected increase of $47.6K-** consist of the following:
  - **Child Nutrition projected increase of $12.3K-** as per increase in reimbursement rates
  - **Title I projected increase of $31.9K-** updated to agree to latest schedule from CDE
- **Other State Revenue projected to increase by $26K-**mainly due to projected increase in Special Education by $25.7K due to reimbursement rate raised from 625 to 725 per ADA. Revenue increase does not include fees charged.

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 180,777	$ 201,087	$ 20,310	$ 974,783	$ 938,252	$ (36,532)
Classified Salaries	73,787	101,019	27,232	390,355	415,511	25,157
Benefits	65,759	80,338	14,579	379,073	355,342	(23,731)
Books and Supplies	89,658	238,068	148,410	750,139	768,341	18,202
Subagreement Services	8,011	25,940	17,929	144,874	145,100	226
Operations	27,252	28,013	760	111,640	112,400	760
Facilities	153,947	153,218	(729)	613,601	612,872	(729)
Professional Services	112,783	154,080	41,297	841,817	821,200	(20,617)
Depreciation	8,716	9,575	859	33,925	38,300	4,375
Interest	513	-	(513)	513	-	513
Total Expenses	**$ 721,204**	**$ 991,338**	**$ 270,133**	**$ 4,240,720**	**$ 4,207,318**	**$ (32,376)**

Note: Variance explanation(s) on next slide

TES - Expense

- **Certificated Salaries- projected of increase by $36K**-mainly due to Administrator Salaries projected increase by $46K and includes potential hires of Chief Academic Officer, SPED Coordinator and SST Coordinator to be split between 3 sites

- **Benefits- projected increase of $23.7K-** mainly due to projected STRS increase of $16K as STRS rates increased to 16.92% vs. 16.02% per approved budget

- **Professional Services projected increase of $20.6K**-mainly due to projected increase in Management fees by $19K as fees are based on percentage of revenue.

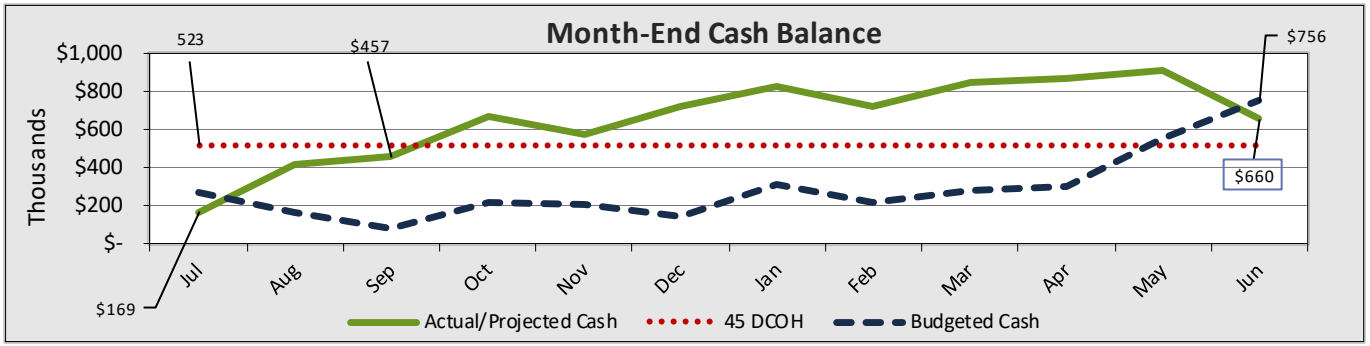
TES – Fund Balance

- Surplus $333K forecasted at year-end.
- Net asset projected to end positively above 5% reserve requirement of $213K

	Year-to-Date			*Annual/Full Year*		
	Actual @ 09/30/2021	Budget @ 09/30/2021	Fav/(Unfav)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (179,278)**	**$ (561,821)**	**$ 382,543**	**$ 333,505**	**$ 189,678**	**$ 144,853**
Beginning Fund Balance	1,206,369	1,206,369		1,206,369	1,206,369	
Ending Fund Balance	**$ 1,027,091**	**$ 644,547**		**$ 1,539,873**	**$ 1,396,047**	
As a % of Annual Expenses	*24.2%*	*15.3%*		*36.3%*	*33.2%*	

TES – Cash Balance

- Positive Cash Balance projected at year-end at $660K/57 DCOH- Bond Requirement is $522K or 45-DCOH. Bond calculation allows for unrestricted receivables at year end of $333K (ADCOH is 85)
- The debt service coverage ratio is currently forecasted at 2.15 Bond requirement is 1.20- (surplus (less deferred adjustments) plus rent payments divided by rent payments)
- Includes $20K of repayments of Charter School Financing Loan funds
- Includes $416K in Cash State Funding Deferrals received in September 2021
- Includes ($193K) inter company payable amounts to be transferred by June 30, 2022



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – September 2021

TPS – Revenue

- Revenue projected to increase by $51K

	Year-to-Date			*Annual/Full Year*		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unf)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Revenue						
Other Local Revenue	270,722	253,660	17,062	2,202,144	2,150,837	51,307
Total Revenue	**$ 270,722**	**$ 253,660**	**$ 17,062**	**$ 2,202,144**	**$ 2,150,837**	**$ 51,307**

Other Local Revenue projected to increase by $51K- due to increase in revenue for school locations

TPS – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unf)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 169,992	$ 182,251	$ 12,259	$ 650,473	$ 637,879	$ (12,593)
Classified Salaries	120,133	128,950	8,817	478,729	476,950	(1,779)
Benefits	71,931	80,535	8,604	294,978	298,922	3,944
Books and Supplies	13,486	23,250	9,764	71,236	81,000	9,764
Subagreement Services	6,300	745	(5,555)	9,655	4,100	(5,555)
Operations	7,554	14,886	7,332	57,668	65,000	7,332
Facilities	16,554	21,218	4,664	80,208	84,872	4,664
Professional Services	16,279	18,500	2,221	91,719	93,940	2,221
Depreciation	2,924	3,250	326	12,674	13,000	326
Interest	-	-	-	-	-	-
Total Expenses	**$ 425,153**	**$ 473,586**	**$ 48,433**	**$ 1,747,338**	**$ 1,755,663**	**$ 8,325**

- No large variances to note for explanations

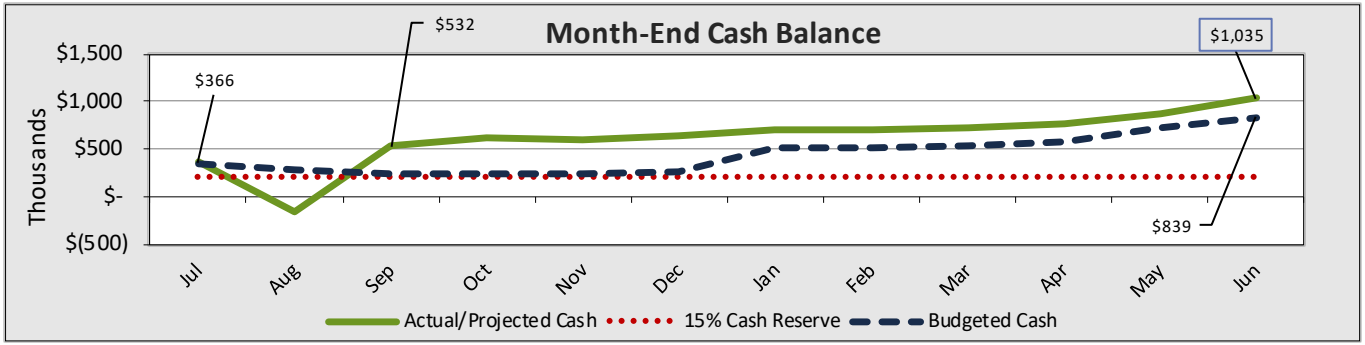
TPS – Fund Balance

- Projected surplus at year-end $454K with ending positive fund balance of $1.07M

	Year-to-Date			*Annual/Full Year*		
	Actual @ 09/31/2021	Budget @ 09/31/2021	Fav/(Unf)	Forecast @ 06/30/2022	Budget @ 06/30/2022	Fav/(Unfav)
Total Surplus(Deficit)	**$ (154,431)**	**$ (219,926)**	**$ 65,494**	**$ 454,806**	**$ 395,174**	**$ 59,632**
Beginning Fund Balance	617,037	617,037		617,037	617,037	
Ending Fund Balance	**$ 462,606**	**$ 397,111**		**$ 1,071,843**	**$ 1,012,211**	
As a % of Annual Expenses	*26.5%*	*22.6%*		*61.3%*	*57.7%*	

TPS – Cash Balance

- Positive Cash Balance projected at year-end at $1M
- Includes $73K in net intercompany receivables/payable to clear before June 30, 2022



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 21/22
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 60-Day Compliance Calendar
- Budget Updates Detailing Additional One-Time Funds and Programs

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY21-22

Revised 10/20/21

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA =	422.75
State Aid - Revenue Limit																
8011 LCFF State Aid	-	138,206	138,206	266,554	266,554	266,554	266,554	266,554	254,514	254,514	254,514	254,514	254,746	**2,881,984**	2,722,357	159,627
8012 Education Protection Account	-	-	-	210,040	-	-	210,040	-	-	210,040	-	-	210,040	**840,161**	840,161	-
8019 State Aid - Prior Year	-	-	1	-	-	-	-	-	-	-	-	-	-	**1**	-	1
8096 In Lieu of Property Taxes	76,462	152,924	101,950	98,906	98,906	98,906	98,906	98,906	125,694	62,847	62,847	62,847	62,847	**1,202,948**	1,202,948	-
	76,462	291,130	240,157	575,500	365,460	365,460	575,500	365,460	380,208	527,401	317,361	317,361	527,633	**4,925,094**	**4,765,466**	**159,628**
Federal Revenue																
8181 Special Education - Entitlement	6,968	13,936	9,291	7,625	7,625	7,625	7,625	7,625	2,823	2,823	2,823	2,823	2,823	**82,436**	82,436	-
8220 Federal Child Nutrition	-	-	59,461	37,996	39,220	39,220	39,220	39,220	39,220	39,220	39,220	39,220	-	**411,215**	347,078	64,137
8290 Title I, Part A - Basic Low Income	-	-	54,526	-	-	163,577	-	-	-	-	-	-	(1)	**218,102**	198,803	19,299
8291 Title II, Part A - Teacher Quality	-	-	0	6,424	-	19,271	-	-	-	-	-	-	-	**25,694**	24,076	1,618
8296 Other Federal Revenue	-	-	270,634	-	-	-	-	-	-	-	371,700	469,683	-	**1,112,017**	1,098,805	13,212
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	6,968	13,936	393,912	52,045	46,845	229,692	46,845	46,845	42,043	42,043	413,743	511,726	2,823	**1,849,465**	**1,751,199**	**98,266**
Other State Revenue																
8311 State Special Education	17,959	35,918	23,945	28,350	28,350	28,350	28,350	28,350	17,385	17,385	17,385	17,385	17,385	**306,494**	264,219	42,275
8520 Child Nutrition	-	-	4,362	1,643	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	6,242	**37,214**	32,852	4,362
8545 School Facilities (SB740)	-	-	-	-	-	-	230,378	-	-	-	115,189	-	115,189	**460,755**	460,755	-
8550 Mandated Cost	-	-	-	-	-	7,477	-	-	-	-	-	-	-	**7,477**	7,325	152
8560 State Lottery	-	-	-	-	-	-	21,615	-	-	21,615	-	-	40,896	**84,127**	87,509	(3,382)
8598 Prior Year Revenue	-	-	7,164	-	-	-	-	-	-	-	-	-	-	**7,164**	-	7,164
8599 Other State Revenue	-	-	-	161,229	93,240	-	-	161,229	-	35,862	-	-	14,345	**465,904**	465,904	-
	17,959	35,918	35,472	191,221	124,711	38,948	283,464	192,700	20,505	77,982	135,694	20,505	194,056	**1,369,136**	**1,318,564**	**50,572**
Other Local Revenue																
8689 Other Fees and Contracts	2,715	-	-	-	-	-	-	-	-	-	-	-	-	**2,715**	-	2,715
	2,715	-	-	-	-	-	-	-	-	-	-	-	-	**2,715**	**-**	**2,715**
Total Revenue	**104,104**	**340,984**	**669,540**	**818,766**	**537,016**	**634,100**	**905,809**	**605,005**	**442,756**	**647,426**	**866,798**	**849,593**	**724,512**	**8,146,410**	**7,835,229**	**311,181**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	37,210	119,908	103,194	105,516	105,516	105,516	105,516	105,516	105,516	105,516	105,516	105,516	-	**1,209,952**	1,211,511	1,559
1170 Teachers' Substitute Hours	-	-	-	10,295	10,295	10,295	10,295	10,295	10,295	10,295	10,295	10,295	-	**92,655**	99,971	7,316
1200 Pupil Support Salaries	9,417	12,374	12,374	14,736	14,736	14,736	14,736	14,736	14,736	14,736	14,736	14,736	-	**166,787**	176,828	10,041
1300 Administrators' Salaries	9,333	9,333	9,333	9,333	9,333	9,333	16,972	16,972	16,972	16,972	16,972	16,972	-	**157,833**	112,000	(45,833)
1900 Other Certificated Salaries	1,915	1,915	1,915	5,677	5,677	5,677	5,677	5,677	5,677	5,677	5,677	5,677	-	**56,841**	68,127	11,286
	57,875	143,531	126,817	145,557	145,557	145,557	153,196	153,196	153,196	153,196	153,196	153,196	-	**1,684,068**	**1,668,437**	**(15,631)**
Classified Salaries																
2100 Instructional Salaries	8,693	15,716	22,648	37,163	37,163	37,163	37,163	37,163	37,163	37,163	37,163	37,163	-	**381,527**	429,907	48,380
2200 Support Salaries	-	-	-	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	5,027	-	**45,240**	60,320	15,080
2300 Classified Administrators' Salaries	-	-	-	4,177	4,177	4,177	4,177	4,177	4,177	4,177	4,177	4,177	-	**37,590**	41,767	4,177
2400 Clerical and Office Staff Salaries	7,564	9,425	11,985	10,193	10,193	10,193	10,193	10,193	10,193	10,193	10,193	10,193	-	**120,714**	122,320	1,606
2900 Other Classified Salaries	14,813	11,602	12,854	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	9,707	-	**126,629**	116,480	(10,149)
	31,071	36,743	47,487	66,267	66,267	66,267	66,267	66,267	66,267	66,267	66,267	66,267	-	**711,700**	**770,794**	**59,094**
Benefits																
3101 STRS	9,793	24,285	21,457	25,113	25,113	25,113	26,431	26,431	26,431	26,431	26,431	26,431	-	**289,464**	267,284	(22,181)
3202 PERS	6,128	8,112	10,879	16,442	16,442	16,442	16,442	16,442	16,442	16,442	16,442	16,442	-	**173,099**	177,360	4,260
3301 OASDI	1,918	2,269	2,936	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	-	**47,170**	47,789	619
3311 Medicare	1,287	2,611	2,524	3,190	3,190	3,190	3,305	3,305	3,305	3,305	3,305	3,305	-	**35,820**	35,369	(451)
3401 Health and Welfare	7,562	8,022	5,712	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	-	**167,545**	175,500	7,955
3501 State Unemployment	181	2,949	1,425	1,176	1,176	1,176	5,880	4,704	2,352	1,176	1,176	1,176	-	**24,546**	22,050	(2,496)
3601 Workers' Compensation	1,175	1,175	1,175	3,080	3,080	3,080	3,191	3,191	3,191	3,191	3,191	3,191	-	**31,909**	34,149	2,241
3901 Other Benefits	387	766	750	1,591	1,591	1,591	1,649	1,649	1,649	1,649	1,649	1,649	-	**16,570**	18,000	1,430
	28,429	50,189	46,858	71,292	71,292	71,292	77,598	76,422	74,070	72,894	72,894	72,894	-	**786,124**	**777,501**	**(8,623)**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY21-22

Revised 10/20/21

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	59,022	5,366	2,506	2,506		-	-	-	-	-	-	-	**69,400**	69,400	(0)
4200	Books and Reference Materials	-	-	-	120	120	-	-	-	-	-	-	-	-	**240**	600	360
4302	School Supplies	-	3,368	1,245	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	-	**19,313**	19,600	287
4305	Software	9,711	5,251	7,469	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	**78,681**	75,000	(3,681)
4310	Office Expense	177	7,609	5,049	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	**26,335**	18,000	(8,335)
4311	Business Meals	-	-	-	8	8	8	8	8	8	8	8	8	-	**75**	100	25
4400	Noncapitalized Equipment	728	2,192	7,820	42,820	42,820	42,820	39,900	35,000	-	-	-	-	-	**214,100**	214,100	(0)
4700	Food Services	-	21,245	22,025	62,791	40,766	40,766	40,766	40,766	40,766	40,766	40,766	20,383	-	**411,808**	379,930	(31,878)
		10,616	98,686	48,975	117,629	95,604	92,978	90,058	85,158	50,158	50,158	50,158	29,775	-	**819,953**	**776,730**	**(43,223)**
Subagreement Services																	
5101	Nursing	-	-	-	17	17	17	17	17	17	17	17	17	-	**150**	200	50
5102	Special Education	-	7,215	19,791	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	25,275	-	**182,245**	178,700	(3,545)
5103	Substitute Teacher	-	-	10,891	64	64	64	64	64	64	64	64	64	-	**11,464**	700	(10,764)
5105	Security	1,625	1,075	4,950	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	-	**31,868**	29,600	(2,268)
5106	Other Educational Consultants	-	-	15,116	138,198	76,657	76,657	76,657	76,657	76,657	76,657	76,657	76,657	-	**766,572**	766,572	0
		1,625	8,290	50,748	157,215	95,674	95,674	95,674	95,674	95,674	95,674	95,674	104,704	-	**992,298**	**975,772**	**(16,526)**
Operations and Housekeeping																	
5300	Dues & Memberships	-	-	-	83	83	83	83	83	83	83	83	83	-	**750**	1,000	250
5400	Insurance	5,356	5,356	5,356	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	-	**69,167**	70,800	1,633
5501	Utilities	-	6,328	6,231	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	-	**42,259**	39,600	(2,659)
5502	Janitorial Services	1,469	2,350	1,469	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	-	**18,339**	17,400	(939)
5900	Communications	3,841	4,352	4,450	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	3,892	-	**47,668**	46,700	(968)
5901	Postage and Shipping	-	65	-	300	300	300	300	300	300	300	300	300	-	**2,765**	3,000	235
		10,666	18,451	17,506	14,925	14,925	14,925	14,925	14,925	14,925	14,925	14,925	14,925	-	**180,948**	**178,500**	**(2,448)**
Facilities, Repairs and Other Leases																	
5601	Rent	71,786	71,786	71,786	72,748	72,748	72,748	72,748	72,748	72,748	72,748	72,748	72,748	-	**870,086**	872,972	2,886
5602	Additional Rent	-	-	-	(962)	(962)	(962)	(962)	(962)	(962)	(962)	(962)	(962)	-	**(8,658)**	(11,544)	(2,886)
5603	Equipment Leases	-	4,470	3,745	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	-	**41,291**	44,100	2,809
5604	Other Leases	-	-	-	25	25	25	25	25	25	25	25	25	-	**225**	300	75
5605	Real/Personal Property Taxes	-	-	-	75	75	75	75	75	75	75	75	75	-	**675**	900	225
5610	Repairs and Maintenance	1,143	5,588	5,837	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	-	**29,818**	23,000	(6,818)
		72,929	81,845	81,368	77,477	77,477	77,477	77,477	77,477	77,477	77,477	77,477	77,477	-	**933,437**	**929,728**	**(3,709)**
Professional/Consulting Services																	
5801	IT	-	2,142	-	142	142	142	142	142	142	142	142	142	-	**3,417**	1,700	(1,717)
5802	Audit & Taxes	-	-	4,305	3,933	3,933	3,933	-	-	-	-	-	-	-	**16,105**	11,800	(4,305)
5803	Legal	-	-	875	433	433	433	433	433	433	433	433	433	-	**4,775**	5,200	426
5804	Professional Development	-	2,000	-	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	4,408	-	**41,668**	44,076	2,408
5805	General Consulting	-	1,538	-	630	630	630	630	630	630	630	630	630	-	**7,208**	6,300	(908)
5806	Special Activities/Field Trips	-	-	-	-	-	11,667	11,667	11,667	-	-	-	-	-	**35,000**	35,000	-
5807	Bank Charges	-	15	-	10	10	10	10	10	10	10	10	10	-	**105**	100	(5)
5808	Printing	3,546	-	2,320	460	460	460	460	460	460	460	460	460	-	**10,006**	4,600	(5,406)
5809	Other taxes and fees	-	810	407	500	500	500	500	500	500	500	500	500	-	**5,717**	5,000	(717)
5810	Payroll Service Fee	-	354	289	258	258	258	258	258	258	258	258	258	-	**2,968**	3,100	132
5811	Management Fee	16,842	39,754	70,816	76,373	76,373	76,373	76,373	76,373	76,373	76,373	76,373	76,373	$ 101,706	**916,471**	881,463	(35,008)
5812	District Oversight Fee	2,793	5,585	3,724	5,755	3,655	3,655	5,755	3,655	3,802	5,274	3,174	3,174	(748)	**49,251**	47,655	(1,596)
5813	County Fees	-	-	-	1,950	-	-	1,950	-	-	1,950	-	-	1,950	**7,800**	7,800	-
5814	SPED Encroachment	16,314	32,628	21,752	24,160	24,160	24,160	24,160	9,100	20,222	20,222	20,222	20,222	11,122	**268,446**	268,446	-
5815	Public Relations/Recruitment	-	-	-	870	870	870	870	870	870	870	870	870	-	**7,830**	8,700	870
		39,495	84,825	104,489	119,882	115,832	127,498	127,615	108,505	108,108	111,530	107,479	107,479	114,030	**1,376,767**	**1,330,940**	**(45,827)**

TEACH Prep

Monthly Cash Flow/Forecast FY21-22

Revised 10/20/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 257.45	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	82,877	82,877	301,582	152,715	152,715	225,137	152,715	243,940	243,940	243,940	243,940	243,940	**2,370,319**	2,266,779	103,540
8012 Education Protection Account	-	-	-	12,873	-	-	12,873	-	-	12,873	-	-	12,873	**51,490**	51,490	-
8019 State Aid - Prior Year	-	1	(1)	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	31,431	62,862	53,171	74,285	51,902	51,902	51,902	51,902	101,074	50,537	50,537	50,537	50,537	**732,582**	732,582	-
	31,431	145,740	136,047	388,739	204,618	204,618	289,912	204,618	345,015	307,350	294,477	294,477	307,350	**3,154,391**	**3,050,851**	**103,540**
Federal Revenue																
8181 Special Education - Entitlement	2,864	5,729	4,846	3,234	3,234	3,234	3,234	3,234	4,118	4,118	4,118	4,118	4,118	**50,203**	50,203	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	31,730	12,365	23,493	23,493	23,493	23,493	23,493	23,493	23,493	11,747	-	**220,294**	207,904	12,390
8290 Title I, Part A - Basic Low Income	-	-	21,081	-	-	63,242	-	-	-	-	-	-	(1)	**84,322**	52,400	31,922
8291 Title II, Part A - Teacher Quality	-	-	-	2,512	-	7,536	-	-	-	-	-	-	-	**10,048**	6,749	3,299
8296 Other Federal Revenue	-	-	125,495	-	-	-	-	-	-	-	48,273	194,595	-	**368,363**	368,363	-
	2,864	5,729	183,152	18,111	26,728	97,505	26,728	26,728	27,611	27,611	75,884	210,459	4,118	**733,229**	**685,618**	**47,611**
Other State Revenue																
8311 State Special Education	7,382	14,765	12,488	12,026	12,026	12,026	12,026	12,026	18,378	18,378	18,378	18,378	18,378	**186,651**	160,906	25,745
8520 Child Nutrition	-	-	2,328	984	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	3,739	**22,006**	19,679	2,328
8545 School Facilities (SB740)	-	-	-	-	-	-	140,297	-	-	-	70,149	-	70,149	**280,595**	280,595	-
8550 Mandated Cost	-	-	-	-	-	3,172	-	-	-	-	-	-	-	**3,172**	3,107	65
8560 State Lottery	-	-	-	-	-	-	9,169	-	-	9,169	-	-	32,895	**51,233**	53,292	(2,060)
8599 Other State Revenue	-	-	-	142,948	-	-	-	-	-	-	-	-	-	**142,948**	142,948	-
	7,382	14,765	14,816	155,958	13,895	17,067	163,361	13,895	20,247	29,416	90,396	20,247	125,160	**686,605**	**660,527**	**26,078**
Total Revenue	**41,677**	**166,234**	**334,015**	**562,808**	**245,240**	**319,189**	**480,000**	**245,240**	**392,873**	**364,377**	**460,758**	**525,184**	**436,628**	**4,574,225**	**4,396,996**	**177,229**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	34,687	56,922	56,922	60,465	60,465	60,465	60,465	60,465	60,465	60,465	60,465	60,465	-	**692,721**	680,951	(11,771)
1170 Teachers' Substitute Hours	-	-	-	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	-	**46,507**	48,695	2,188
1175 Teachers' Extra Duty/Stipends	-	-	-	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	-	**12,273**	15,000	2,727
1200 Pupil Support Salaries	-	-	-	2,361	2,361	2,361	2,361	2,361	2,361	2,361	2,361	2,361	-	**21,250**	28,333	7,083
1300 Administrators' Salaries	8,833	8,833	8,833	8,773	8,773	8,773	16,412	16,412	16,412	16,412	16,412	16,412	-	**151,288**	105,272	(46,015)
1900 Other Certificated Salaries	1,915	1,915	1,915	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**50,745**	60,000	9,255
	45,435	67,671	67,671	83,130	83,130	83,130	90,769	90,769	90,769	90,769	90,769	90,769	-	**974,783**	**938,252**	**(36,532)**
Classified Salaries																
2100 Instructional Salaries	8,760	11,899	17,150	18,078	18,078	18,078	18,078	18,078	18,078	18,078	18,078	18,078	-	**200,512**	215,431	14,919
2200 Support Salaries	-	6,720	3,630	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	-	**54,030**	58,240	4,210
2300 Classified Administrators' Salaries	-	-	-	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	2,536	-	**22,824**	25,360	2,536
2400 Clerical and Office Staff Salaries	3,940	4,915	5,720	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	-	**58,255**	58,240	(15)
2900 Other Classified Salaries	2,583	5,055	3,416	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	4,853	-	**54,734**	58,240	3,506
	15,283	28,589	29,916	35,174	35,174	35,174	35,174	35,174	35,174	35,174	35,174	35,174	-	**390,355**	**415,511**	**25,157**
Benefits																
3101 STRS	7,688	11,450	11,450	14,243	14,243	14,243	15,552	15,552	15,552	15,552	15,552	15,552	-	**166,626**	150,308	(16,318)
3202 PERS	-	929	(929)	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301 OASDI	940	1,765	1,847	2,321	2,321	2,321	2,321	2,321	2,321	2,321	2,321	2,321	-	**25,443**	25,762	319
3311 Medicare	867	1,377	1,396	1,762	1,762	1,762	1,876	1,876	1,876	1,876	1,876	1,876	-	**20,185**	19,630	(556)
3401 Health and Welfare	6,694	6,329	6,467	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	-	**116,990**	110,500	(6,490)
3501 State Unemployment	-	1,204	453	833	833	833	4,165	3,332	1,666	833	833	833	-	**15,818**	15,190	(628)
3601 Workers' Compensation	652	652	652	1,702	1,702	1,702	1,812	1,812	1,812	1,812	1,812	1,812	-	**17,930**	18,953	1,022
3901 Other Benefits	1,130	1,253	1,495	1,300	1,300	1,300	1,384	1,384	1,384	1,384	1,384	1,384	-	**16,081**	15,000	(1,081)
	17,970	24,959	22,831	32,995	32,995	32,995	37,943	37,110	35,444	34,611	34,611	34,611	-	**379,073**	**355,342**	**(23,731)**

TEACH Prep

Monthly Cash Flow/Forecast FY21-22

Revised 10/20/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	-	960	25,000	25,000	25,000	24,040	-	-	-	-	-	-	**100,000**	100,000	-
4200 Books and Reference Materials	-	-	-	8,000	8,000	8,000	8,000	-	-	-	-	-	-	**32,000**	40,000	8,000
4302 School Supplies	6,033	15,517	966	7,138	7,138	7,138	7,138	7,138	7,138	7,138	7,138	7,138	-	**86,760**	85,658	(1,101)
4305 Software	11,055	9,931	6,914	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	-	**121,649**	125,000	3,351
4310 Office Expense	-	1,843	4,674	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**36,517**	40,000	3,483
4311 Business Meals	-	-	-	8	8	8	8	8	8	8	8	8	-	**75**	100	25
4400 Noncapitalized Equipment	611	6,263	-	30,000	30,000	30,000	23,126	30,000	-	-	-	-	-	**150,000**	150,000	(0)
4700 Food Services	-	1,599	23,293	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	-	**223,138**	227,582	4,445
	17,698	35,152	36,808	105,924	105,924	105,924	98,090	72,924	42,924	42,924	42,924	42,924	-	**750,139**	**768,341**	**18,202**
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102 Special Education	-	2,418	2,607	11,364	11,364	11,364	11,364	11,364	11,364	11,364	11,364	29,067	-	**125,000**	125,000	(0)
5103 Substitute Teacher	-	-	601	209	209	209	209	209	209	209	209	209	-	**2,483**	2,300	(183)
5105 Security	287	587	1,511	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	-	**12,530**	12,400	(130)
5106 Other Educational Consultants	-	-	-	540	540	540	540	540	540	540	540	540	-	**4,860**	5,400	540
	287	3,005	4,719	13,240	13,240	13,240	13,240	13,240	13,240	13,240	13,240	30,943	-	**144,874**	**145,100**	**226**
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	36	36	36	36	36	36	36	36	36	-	**327**	400	73
5300 Dues & Memberships	-	-	100	125	125	125	125	125	125	125	125	125	-	**1,225**	1,500	275
5400 Insurance	3,262	3,262	3,262	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-	**33,785**	32,000	(1,785)
5501 Utilities	-	-	2,520	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**13,770**	15,000	1,230
5502 Janitorial Services	880	-	880	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	**11,586**	13,100	1,514
5900 Communications	3,984	4,495	4,593	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	**50,572**	50,000	(572)
5901 Postage and Shipping	-	14	-	40	40	40	40	40	40	40	40	40	-	**374**	400	26
	8,126	7,771	11,356	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	-	**111,640**	**112,400**	**760**
Facilities, Repairs and Other Leases																
5601 Rent	46,486	46,486	46,486	46,598	46,598	46,598	46,598	46,598	46,598	46,598	46,598	46,598	-	**558,838**	559,172	334
5603 Equipment Leases	-	968	932	492	492	492	492	492	492	492	492	492	-	**6,325**	5,900	(425)
5605 Real/Personal Property Taxes	-	-	-	67	67	67	67	67	67	67	67	67	-	**600**	800	200
5610 Repairs and Maintenance	1,405	2,378	8,804	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	-	**47,837**	47,000	(837)
	47,891	49,833	56,223	51,073	51,073	51,073	51,073	51,073	51,073	51,073	51,073	51,073	-	**613,601**	**612,872**	**(729)**
Professional/Consulting Services																
5801 IT	-	-	-	92	92	92	92	92	92	92	92	92	-	**825**	1,100	275
5802 Audit & Taxes	-	-	4,305	6,000	6,000	1,695	-	-	-	-	-	-	-	**18,000**	18,000	-
5803 Legal	-	-	875	8	8	8	8	8	8	8	8	8	-	**950**	100	(850)
5804 Professional Development	-	7,000	-	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175	5,175	-	**53,574**	51,749	(1,825)
5805 General Consulting	876	1,343	-	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	1,180	-	**12,838**	11,800	(1,038)
5808 Printing	-	-	-	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	-	**26,010**	28,900	2,890
5809 Other taxes and fees	-	-	407	10	10	10	10	10	10	10	10	10	-	**497**	100	(397)
5810 Payroll Service Fee	-	354	289	375	375	375	375	375	375	375	375	375	-	**4,018**	4,500	482
5811 Management Fee	6,803	18,786	34,575	42,883	42,883	42,883	42,883	42,883	42,883	42,883	42,883	42,883	68,487	**514,600**	494,662	(19,938)
5812 District Oversight Fee	1,225	2,449	2,036	3,887	2,046	2,046	2,899	2,046	3,450	3,073	2,945	2,945	496	**31,544**	30,509	(1,035)
5813 County Fees	-	-	-	2,025	-	-	2,025	-	-	2,025	-	-	2,025	**8,100**	8,100	-
5814 SPED Encroachment	6,706	13,412	11,344	14,713	14,713	14,713	14,713	6,585	14,633	14,633	14,633	14,633	8,048	**163,481**	163,481	-
5815 Public Relations/Recruitment	-	-	-	820	820	820	820	820	820	820	820	820	-	**7,380**	8,200	820
	15,609	43,343	53,831	80,059	76,193	71,888	73,071	62,064	71,517	73,165	71,011	71,011	79,056	**841,817**	**821,200**	**(20,617)**
Depreciation																
6900 Depreciation Expense	2,801	2,801	3,114	2,801	2,801	2,801	2,801	2,801	2,801	2,801	2,801	2,801	-	**33,925**	38,300	4,375
	2,801	2,801	3,114	2,801	2,801	2,801	2,801	2,801	2,801	2,801	2,801	2,801	-	**33,925**	**38,300**	**4,375**
Interest																
7438 Interest Expense	-	-	513	-	-	-	-	-	-	-	-	-	-	**513**	-	(513)
	-	-	513	-	-	-	-	-	-	-	-	-	-	**513**	**-**	**(513)**
Total Expenses	**171,101**	**263,122**	**286,981**	**413,772**	**409,906**	**405,601**	**411,537**	**374,532**	**352,318**	**353,133**	**350,979**	**368,682**	**79,056**	**4,240,720**	**4,207,318**	**(33,402)**
Monthly Surplus (Deficit)	**(129,424)**	**(96,888)**	**47,035**	**149,036**	**(164,666)**	**(86,411)**	**68,464**	**(129,291)**	**40,555**	**11,244**	**109,778**	**156,502**	**357,572**	**333,505**	**189,678**	**143,827**

TEACH Prep

Monthly Cash Flow/Forecast FY21-22

Revised 10/20/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															2.155	
Monthly Surplus (Deficit)	(129,424)	(96,888)	47,035	149,036	(164,666)	(86,411)	68,464	(129,291)	40,555	11,244	109,778	156,502	357,572	**333,505**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	2,801	2,801	3,114	2,801	2,801	2,801	2,801	2,801	2,801	2,801	2,801	2,801	-	**33,925**		
Public Funding Receivables	37,413	201,838	183,112	62,723	67,388	234,600	35,586	28,288	79,840	11,211	(65,650)	(223,424)	(436,628)	**216,298**		
Due To/From Related Parties	100,596	135,296	(174,126)	-	-		-	-	-	-	-	(193,487)	-	**(131,721)**		
Prepaid Expenses	(39,748)	8,483	5,628	-	-	-	-	-	-	-	-	-	-	**(25,637)**		
Accounts Payable	(12,533)	-	(190)	-	-	-	-	-	-	-	-	-	79,056	**66,333**		
Accrued Expenses	34,591	(30,054)	13,356	-	-	-	-	-	-	-	-	-	-	**17,893**		
Other Liabilities	(133)	28,696	(17,510)	-	-	-	-	-	-	-	-	-	-	**11,054**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(18,793)	-	-	-	-	-	-	-	-	-	-	**(18,793)**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	(3,333.00)	(1,666.67)	(1,666.67)	(1,666.67)	(1,666.67)	(1,666.67)	(1,666.67)	(1,666.67)	(1,666.67)	(1,666.67)	-	**(18,333)**		
Total Change in Cash	(6,437)	250,172	38,294	212,894	(96,143)	149,323	105,184	(99,869)	121,530	23,590	45,263	(259,274)				
Cash, Beginning of Month	175,032	168,595	418,767	457,061	669,955	573,811	723,134	828,318	728,449	849,979	873,569	918,831				
													85	ADCOH		
Cash, End of Month	**168,595**	**418,767**	**457,061**	**669,955**	**573,811**	**723,134**	**828,318**	**728,449**	**849,979**	**873,569**	**918,831**	**659,557**	57	DCOH		

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY21-22

Revised 10/20/21

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Depreciation																
6900 Depreciation Expense	11,389	11,272	10,973	11,272	11,272	11,272	11,272	11,272	11,272	11,272	11,272	11,272	-	**135,082**	115,500	(19,582)
	11,389	11,272	10,973	11,272	11,272	11,272	11,272	11,272	11,272	11,272	11,272	11,272	-	**135,082**	**115,500**	**(19,582)**
Interest																
7438 Interest Expense	1,288	1,288	1,288	-	-	-	-	-	-	-	-	-	-	**3,865**	-	(3,865)
	1,288	1,288	1,288	-	-	-	-	-	-	-	-	-	-	**3,865**	-	**(3,865)**
Total Expenses	**265,383**	**535,119**	**536,509**	**781,516**	**693,900**	**702,940**	**714,082**	**688,895**	**651,146**	**653,392**	**649,342**	**637,989**	**114,030**	**7,624,242**	**7,523,902**	**(100,341)**
Monthly Surplus (Deficit)	**(161,279)**	**(194,135)**	**133,031**	**37,251**	**(156,884)**	**(68,840)**	**191,727**	**(83,890)**	**(208,390)**	**(5,966)**	**217,456**	**211,604**	**610,482**	**522,167**	**311,327**	**210,840**
Cash Flow Adjustments															2.328	
Monthly Surplus (Deficit)	(161,279)	(194,135)	133,031	37,251	(156,884)	(68,840)	191,727	(83,890)	(208,390)	(5,966)	217,456	211,604	610,482	**522,167**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	11,389	11,272	10,973	11,272	11,272	11,272	11,272	11,272	11,272	11,272	11,272	11,272	-	**135,082**		
Public Funding Receivables	423,328	210,697	219,839		177,151	48,922	54,526	194,530	75,480	29,998	(177,170)	(365,313)	(724,512)	**167,477**		
Grants and Contributions Rec.	4,896	-	-	-	-	-	-	-	-	-	-	(76,546)	-	**(71,650)**		
Due To/From Related Parties	(164,019)	122,834	(340,242)	-	-	-	-	-	-	-	-	270,286	-	**(111,140)**		
Prepaid Expenses	(96,841)	27,244	(7,992)	-	-	-	-	-	-	-	-	-	-	**(77,588)**		
Accounts Payable	(65,587)	(78)	78	-	-	-	-	-	-	-	-	-	114,030	**48,443**		
Accrued Expenses	(17,701)	(34,207)	(131)	-	-	-	-	-	-	-	-	-	-	**(52,039)**		
Other Liabilities	(1,509)	102,865	(71,586)	-	-	-	-	-	-	-	-	-	-	**29,770**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	(4,433)	(4,433)	(4,433)	-	-	-	-	-	-	-	-	-	-	**(13,299)**		
Total Change in Cash	(71,755)	242,059	(60,461)	48,523	31,539	(8,646)	257,525	121,912	(121,638)	35,304	51,558	51,303				
Cash, Beginning of Month	2,745,308	2,673,553	2,915,612	2,855,151	2,903,673	2,935,213	2,926,567	3,184,092	3,306,004	3,184,366	3,219,670	3,271,229				
													185	ADCOH		
Cash, End of Month	**2,673,553**	**2,915,612**	**2,855,151**	**2,903,673**	**2,935,213**	**2,926,567**	**3,184,092**	**3,306,004**	**3,184,366**	**3,219,670**	**3,271,229**	**3,322,532**	**159**	**DCOH**		

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 10/13/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 456.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	213,928	213,928	394,229	394,229	394,229	394,229	394,229	514,538	514,538	514,538	514,538	514,538	**4,971,688**	4,764,906	206,782
8012 Education Protection Account	-	-	-	22,800	-	-	22,800	-	-	22,800	-	-	22,800	**91,200**	91,200	-
8019 State Aid - Prior Year	-	(48)	48	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	69,637	139,276	92,850	91,458	91,458	91,458	91,458	91,458	179,504	89,752	89,752	89,752	89,752	**1,297,562**	1,297,562	-
	69,637	353,156	306,826	508,486	485,686	485,686	508,486	485,686	694,041	627,090	604,290	604,290	627,090	**6,360,450**	**6,153,668**	**206,782**
Federal Revenue																
8181 Special Education - Entitlement	6,346	12,693	8,462	7,051	7,051	7,051	7,051	7,051	5,233	5,233	5,233	5,233	5,233	**88,920**	88,920	-
8220 Federal Child Nutrition	-	-	43,395	46,565	40,974	40,974	40,974	40,974	40,974	40,974	40,974	20,487	-	**397,265**	362,601	34,664
8290 Title I, Part A - Basic Low Income	-	-	45,490	-	-	136,471	-	-	-	-	-	-	0	**181,961**	160,989	20,972
8291 Title II, Part A - Teacher Quality	-	-	-	5,448	-	16,345	-	-	-	-	-	-	-	**21,793**	19,962	1,831
8296 Other Federal Revenue	-	-	275,875	-	-	-	-	-	-	-	240,916	380,346	-	**897,137**	889,804	7,333
	6,346	12,693	373,222	59,064	48,025	200,840	48,025	48,025	46,207	46,207	287,123	406,066	5,233	**1,587,076**	**1,522,276**	**64,800**
Other State Revenue																
8311 State Special Education	16,356	32,711	21,808	26,215	26,215	26,215	26,215	26,215	25,730	25,730	25,730	25,730	25,730	**330,600**	285,000	45,600
8520 Child Nutrition	-	-	3,109	1,716	3,261	3,261	3,261	3,261	3,261	3,261	3,261	3,261	6,521	**37,430**	34,321	3,109
8545 School Facilities (SB740)	-	-	-	-	-	-	248,497	-	-	-	124,249	-	124,249	**496,994**	496,994	-
8550 Mandated Cost	-	-	-	-	-	19,232	-	-	-	-	-	-	-	**19,232**	18,830	402
8560 State Lottery	-	-	-	-	-	-	19,988	-	-	19,988	-	-	50,769	**90,744**	94,392	(3,648)
8599 Other State Revenue	-	-	-	358,017	-	-	-	-	-	-	-	-	-	**358,017**	358,017	-
	16,356	32,711	24,917	385,948	29,475	48,708	297,960	29,475	28,991	48,978	153,239	28,991	207,269	**1,333,018**	**1,287,555**	**45,463**
Total Revenue	**92,339**	**398,561**	**704,965**	**953,499**	**563,187**	**735,234**	**854,471**	**563,187**	**769,239**	**722,274**	**1,044,652**	**1,039,346**	**839,591**	**9,280,544**	**8,963,499**	**317,045**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	33,704	117,048	113,345	116,296	116,296	116,296	116,296	116,296	116,296	116,296	116,296	116,296	-	**1,310,758**	1,309,873	(885)
1170 Teachers' Substitute Hours	-	-	-	11,745	11,745	11,745	11,745	11,745	11,745	11,745	11,745	11,745	-	**105,709**	115,621	9,912
1175 Teachers' Extra Duty/Stipends	1,500	-	-	-	-	-	-	-	-	-	-	-	-	**1,500**	-	(1,500)
1200 Pupil Support Salaries	14,997	10,813	12,167	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	-	**119,976**	109,334	(10,643)
1300 Administrators' Salaries	15,500	15,500	15,500	26,740	26,740	26,740	34,379	34,379	34,379	34,379	34,379	34,379	-	**332,995**	320,882	(12,113)
1900 Other Certificated Salaries	8,187	8,188	8,188	16,814	16,814	16,814	16,814	16,814	16,814	16,814	16,814	16,814	-	**175,892**	201,772	25,880
	73,888	151,548	149,199	180,707	180,707	180,707	188,346	188,346	188,346	188,346	188,346	188,346	-	**2,046,829**	**2,057,481**	**10,652**
Classified Salaries																
2100 Instructional Salaries	4,842	14,405	20,519	28,675	28,675	28,675	28,675	28,675	28,675	28,675	28,675	28,675	-	**297,844**	341,714	43,870
2200 Support Salaries	-	-	-	7,970	7,970	7,970	7,970	7,970	7,970	7,970	7,970	7,970	-	**71,729**	86,944	15,215
2300 Classified Administrators' Salaries	-	-	-	4,013	4,013	4,013	4,013	4,013	4,013	4,013	4,013	4,013	-	**36,116**	40,129	4,013
2400 Clerical and Office Staff Salaries	7,094	9,319	11,010	14,310	14,310	14,310	14,310	14,310	14,310	14,310	14,310	14,310	-	**156,208**	171,714	15,506
2900 Other Classified Salaries	11,227	17,031	19,796	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	-	**111,632**	84,770	(26,862)
	23,163	40,755	51,325	62,032	62,032	62,032	62,032	62,032	62,032	62,032	62,032	62,032	-	**673,529**	**725,272**	**51,742**
Benefits																
3101 STRS	12,248	25,642	25,244	31,447	31,447	31,447	32,776	32,776	32,776	32,776	32,776	32,776	-	**354,131**	329,609	(24,523)
3301 OASDI	1,516	2,532	3,169	4,141	4,141	4,141	4,141	4,141	4,141	4,141	4,141	4,141	-	**44,491**	44,967	476
3311 Medicare	1,394	2,769	2,884	3,662	3,662	3,662	3,777	3,777	3,777	3,777	3,777	3,777	-	**40,697**	40,350	(347)
3401 Health and Welfare	15,731	14,209	12,707	20,042	20,042	20,042	20,042	20,042	20,042	20,042	20,042	20,042	-	**223,022**	221,000	(2,022)
3501 State Unemployment	488	1,620	1,209	1,421	1,421	1,421	7,105	5,684	2,842	1,421	1,421	1,421	-	**27,474**	26,950	(524)
3601 Workers' Compensation	1,340	1,340	1,340	3,536	3,536	3,536	3,647	3,647	3,647	3,647	3,647	3,647	-	**36,511**	38,959	2,448
3901 Other Benefits	1,624	2,433	2,327	2,498	2,498	2,498	2,577	2,577	2,577	2,577	2,577	2,577	-	**29,341**	28,000	(1,341)
	34,341	50,939	48,486	66,747	66,747	66,747	74,066	72,645	69,803	68,382	68,382	68,382	-	**755,666**	**729,834**	**(25,832)**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 10/13/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	1,815	16,346	38,890	37,500	37,500	19,339	-	-	-	-	-	-	-	**151,390**	150,000	(1,390)
4200 Books and Reference Materials	-	22,259	9,820	15,000	15,000	15,000	-	-	-	-	-	-	-	**77,079**	75,000	(2,079)
4302 School Supplies	332	1,728	15,436	9,182	9,182	9,182	9,182	9,182	9,182	9,182	9,182	9,182	-	**100,132**	93,878	(6,254)
4305 Software	9,468	15,939	7,910	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**183,317**	200,000	16,683
4310 Office Expense	2,400	5,512	8,007	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	**49,669**	45,000	(4,669)
4400 Noncapitalized Equipment	4,910	5,850	3,392	60,000	60,000	60,000	49,240	56,608	-	-	-	-	-	**300,000**	300,000	(0)
4700 Food Services	-	4,964	27,725	39,518	39,518	39,518	39,518	39,518	39,518	39,518	39,518	39,518	-	**388,349**	396,922	8,574
	18,925	72,599	111,180	181,616	181,616	163,455	118,356	125,724	69,116	69,116	69,116	69,116	-	**1,249,935**	**1,260,800**	**10,866**
Subagreement Services																
5102 Special Education	-	4,332	10,168	22,727	22,727	22,727	22,727	22,727	22,727	22,727	22,727	53,681	-	**250,000**	250,000	0
5103 Substitute Teacher	-	-	4,460	673	673	673	673	673	673	673	673	673	-	**10,515**	7,400	(3,115)
5104 Transportation	360	1,000	2,640	9	9	9	9	9	9	9	9	9	-	**4,082**	100	(3,982)
5105 Security	1,037	60	1,427	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	1,636	-	**17,251**	18,000	749
5106 Other Educational Consultants	-	-	-	60,604	30,302	30,302	30,302	30,302	30,302	30,302	30,302	30,302	-	**303,017**	303,017	(0)
	1,397	5,392	18,696	85,649	55,347	55,347	55,347	55,347	55,347	55,347	55,347	86,301	-	**584,865**	**578,517**	**(6,348)**
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	64	64	64	64	64	64	64	64	64	-	**573**	700	127
5300 Dues & Memberships	-	-	-	92	92	92	92	92	92	92	92	92	-	**825**	1,100	275
5400 Insurance	5,777	5,777	5,777	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	-	**71,556**	72,300	744
5501 Utilities	421	10,649	11,634	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	-	**78,428**	74,300	(4,128)
5502 Janitorial Services	2,125	2,125	2,754	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	-	**27,630**	27,500	(130)
5900 Communications	3,841	4,954	4,450	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**88,245**	100,000	11,755
5901 Postage and Shipping	-	14	-	150	150	150	150	150	150	150	150	150	-	**1,364**	1,500	136
	12,164	23,519	24,615	23,147	23,147	23,147	23,147	23,147	23,147	23,147	23,147	23,147	-	**268,621**	**277,400**	**8,779**
Facilities, Repairs and Other Leases																
5601 Rent	61,756	61,756	61,756	61,769	61,769	61,769	61,769	61,769	61,769	61,769	61,769	61,769	-	**741,190**	741,228	38
5602 Additional Rent	-	-	-	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	(13)	-	**(113)**	(151)	(38)
5603 Equipment Leases	-	-	-	50	50	50	50	50	50	50	50	50	-	**450**	600	150
5605 Real/Personal Property Taxes	-	-	-	125	125	125	125	125	125	125	125	125	-	**1,125**	1,500	375
5610 Repairs and Maintenance	1,365	5,100	11,801	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**130,766**	150,000	19,234
	63,121	66,857	73,557	74,431	74,431	74,431	74,431	74,431	74,431	74,431	74,431	74,431	-	**873,418**	**893,177**	**19,759**
Professional/Consulting Services																
5801 IT	-	-	-	75	75	75	75	75	75	75	75	75	-	**675**	900	225
5802 Audit & Taxes	-	-	4,305	3,900	3,900	3,900	-	-	-	-	-	-	-	**16,005**	11,700	(4,305)
5803 Legal	-	-	875	17	17	17	17	17	17	17	17	17	-	**1,025**	200	(825)
5804 Professional Development	-	2,175	699	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	6,496	-	**61,340**	64,962	3,622
5805 General Consulting	-	500	175	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	**23,175**	25,000	1,825
5806 Special Activities/Field Trips	-	-	1,200	-	-	25,000	25,000	25,000	-	-	-	-	-	**76,200**	75,000	(1,200)
5808 Printing	-	7,398	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	-	**23,600**	25,400	1,800
5809 Other taxes and fees	-	1,100	407	310	310	310	310	310	310	310	310	310	-	**4,297**	3,100	(1,197)
5810 Payroll Service Fee	-	354	289	300	300	300	300	300	300	300	300	300	-	**3,343**	3,600	257
5811 Management Fee	15,811	45,052	74,010	87,005	87,005	87,005	87,005	87,005	87,005	87,005	87,005	87,005	126,143	**1,044,061**	1,008,394	(35,668)
5812 District Oversight Fee	3,048	6,096	4,065	5,085	4,857	4,857	5,085	4,857	6,940	6,271	6,043	6,043	358	**63,604**	61,537	(2,068)
5813 County Fees	-	-	-	1,800	-	-	1,800	-	-	1,800	-	-	1,800	**7,200**	7,200	-
5814 SPED Encroachment	14,858	29,713	19,810	26,060	26,060	26,060	26,060	10,884	24,187	24,187	24,187	24,187	13,303	**289,560**	289,560	-
5815 Public Relations/Recruitment	-	-	-	650	650	650	650	650	650	650	650	650	-	**5,850**	6,500	650
	33,717	92,388	105,835	135,998	133,970	158,970	157,098	139,894	130,281	131,411	129,383	129,383	141,604	**1,619,936**	**1,583,052**	**(36,883)**
Depreciation																
6900 Depreciation Expense	3,378	3,972	4,285	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000		**47,636**	55,500	7,864
	3,378	3,972	4,285	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	**47,636**	**55,500**	**7,864**
Total Expenses	**264,094**	**507,969**	**587,178**	**814,328**	**781,998**	**788,837**	**756,823**	**745,566**	**676,503**	**676,212**	**674,184**	**705,138**	**141,604**	**8,120,435**	**8,161,034**	**40,599**
Monthly Surplus (Deficit)	**(171,755)**	**(109,408)**	**117,787**	**139,171**	**(218,811)**	**(53,603)**	**97,648**	**(182,380)**	**92,736**	**46,062**	**370,467**	**334,208**	**697,987**	**1,160,109**	**802,465**	**357,644**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY21-22

Revised 10/13/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															2.824	
Monthly Surplus (Deficit)	(171,755)	(109,408)	117,787	139,171	(218,811)	(53,603)	97,648	(182,380)	92,736	46,062	370,467	334,208	697,987	**1,160,109**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	3,378	3,972	4,285	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	**47,636**		
Public Funding Receivables	65,204	531,006	586,929		15,218	66,099	27,913	-	231,924	-	(291,862)	(464,867)	(839,591)	**(72,027)**		
Due To/From Related Parties	(36,907)	275,600	(157,006)	-	-	-	-	-	-	-	-	(150,748)	-	**(69,061)**		
Prepaid Expenses	(50,577)	7,710	6,752	-	-	-	-	-	-	-	-	-	-	**(36,115)**		
Accounts Payable	(29,743)	-	-	-	-	-	-	-	-	-	-	-	141,604	**111,861**		
Accrued Expenses	31,009	(47,821)	(158)	-	-	-	-	-	-	-	-	-	-	**(16,970)**		
Other Liabilities	(41)	84,480	(50,987)	-	-	-	-	-	-	-	-	-	-	**33,452**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(21,275)	-	-	-	-	-	-	-	-	-	-	-	**(21,275)**		
Total Change in Cash	(189,432)	724,265	507,603	143,171	(199,593)	16,496	129,561	(178,380)	328,660	50,062	82,605	(277,407)				
Cash, Beginning of Month	1,969,433	1,780,001	2,504,266	3,011,869	3,155,040	2,955,447	2,971,943	3,101,504	2,923,124	3,251,784	3,301,847	3,384,452				
													168	ADCOH		
Cash, End of Month	**1,780,001**	**2,504,266**	**3,011,869**	**3,155,040**	**2,955,447**	**2,971,943**	**3,101,504**	**2,923,124**	**3,251,784**	**3,301,847**	**3,384,452**	**3,107,045**	140	DCOH		

TEACH Public Schools

Monthly Cash Flow/Budget FY21-22

Revised 10/13/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 0.00	
Other Local Revenue																
8689 Other Fees and Contracts	22,363	86,049	162,309	234,309	140,294	172,886	225,303	146,753	164,939	177,214	237,836	241,818	190,069	**2,202,144**	2,150,837	51,307
	22,363	86,049	162,309	234,309	140,294	172,886	225,303	146,753	164,939	177,214	237,836	241,818	190,069	**2,202,144**	**2,150,837**	**51,307**
Total Revenue	**22,363**	**86,049**	**162,309**	**234,309**	**140,294**	**172,886**	**225,303**	**146,753**	**164,939**	**177,214**	**237,836**	**241,818**	**190,069**	**2,202,144**	**2,150,837**	**51,307**
Expenses																
Certificated Salaries																
1170 Teachers' Substitute Hours	-	-	-	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	-	**24,852**	30,375	5,523
1300 Administrators' Salaries	64,718	50,625	54,649	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	50,625	-	**625,620**	607,504	(18,116)
	64,718	50,625	54,649	53,387	53,387	53,387	53,387	53,387	53,387	53,387	53,387	53,387	-	**650,473**	**637,879**	**(12,593)**
Classified Salaries																
2200 Support Salaries	3,240	(3,240)	-	1,177	1,177	1,177	1,177	1,177	1,177	1,177	1,177	1,177	-	**10,595**	12,950	2,355
2300 Classified Administrators' Salaries	26,392	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	-	**310,558**	310,000	(558)
2400 Clerical and Office Staff Salaries	7,583	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-	**71,750**	70,000	(1,750)
2900 Other Classified Salaries	8,992	6,917	6,917	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	**85,825**	84,000	(1,825)
	46,207	35,343	38,583	39,844	39,844	39,844	39,844	39,844	39,844	39,844	39,844	39,844	-	**478,729**	**476,950**	**(1,779)**
Benefits																
3101 STRS	9,111	7,949	8,630	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	8,387	-	**101,173**	102,188	1,016
3301 OASDI	2,804	2,131	2,332	2,461	2,461	2,461	2,461	2,461	2,461	2,461	2,461	2,461	-	**29,418**	29,571	153
3311 Medicare	1,570	1,238	1,311	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	-	**16,132**	16,165	33
3401 Health and Welfare	6,715	7,183	3,231	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	**84,629**	90,000	5,371
3501 State Unemployment	348	(19)	-	270	270	270	1,348	1,078	539	270	270	270	-	**4,911**	5,390	480
3601 Workers' Compensation	537	7,866	537	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	-	**20,538**	15,608	(4,930)
3901 Other Benefits	3,041	2,356	3,059	3,303	3,303	3,303	3,303	3,303	3,303	3,303	3,303	3,303	-	**38,179**	40,000	1,821
	24,127	28,705	19,100	24,543	24,543	24,543	25,621	25,352	24,813	24,543	24,543	24,543	-	**294,978**	**298,922**	**3,944**
Books and Supplies																
4302 School Supplies	-	1	-	583	583	583	583	583	583	583	583	583	-	**5,251**	7,000	1,749
4305 Software	108	108	108	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**9,325**	12,000	2,675
4310 Office Expense	4,295	981	3,861	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**39,137**	40,000	863
4311 Business Meals	-	1,358	-	167	167	167	167	167	167	167	167	167	-	**2,858**	2,000	(858)
4400 Noncapitalized Equipment	212	2,017	436	4,000	4,000	4,000	-	-	-	-	-	-	-	**14,665**	20,000	5,335
	4,615	4,466	4,405	9,083	9,083	9,083	5,083	5,083	5,083	5,083	5,083	5,083	-	**71,236**	**81,000**	**9,764**
Subagreement Services																
5104 Transportation	-	-	-	9	9	9	9	9	9	9	9	9	-	**82**	100	18
5105 Security	-	6,216	84	364	364	364	364	364	364	364	364	364	-	**9,573**	4,000	(5,573)
	-	6,216	84	373	373	373	373	373	373	373	373	373	-	**9,655**	**4,100**	**(5,555)**
Operations and Housekeeping																
5201 Auto and Travel	-	655	310	818	818	818	818	818	818	818	818	818	-	**8,329**	9,000	671
5300 Dues & Memberships	-	-	-	250	250	250	250	250	250	250	250	250	-	**2,250**	3,000	750
5400 Insurance	-	-	-	500	500	500	500	500	500	500	500	500	-	**4,500**	6,000	1,500
5501 Utilities	-	1,027	996	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	-	**14,023**	16,000	1,977
5502 Janitorial Services	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**9,000**	12,000	3,000
5900 Communications	2,025	1,432	368	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	-	**14,325**	14,000	(325)
5901 Postage and Shipping	618	18	104	500	500	500	500	500	500	500	500	500	-	**5,240**	5,000	(240)
	2,643	3,131	1,779	5,568	5,568	5,568	5,568	5,568	5,568	5,568	5,568	5,568	-	**57,668**	**65,000**	**7,332**

TEACH Public Schools

Monthly Cash Flow/Budget FY21-22

Revised 10/13/2021

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5601 Rent	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,000**	60,000	-
5602 Additional Rent	-	-	-	100	100	100	100	100	100	100	100	100	-	**904**	1,205	301
5603 Equipment Leases	-	-	28	292	292	292	292	292	292	292	292	292	-	**2,653**	3,500	847
5604 Other Leases	-	690	690	83	83	83	83	83	83	83	83	83	-	**2,131**	1,000	(1,131)
5605 Real/Personal Property Taxes	-	-	-	347	347	347	347	347	347	347	347	347	-	**3,125**	4,167	1,042
5610 Repairs and Maintenance	145	-	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**11,395**	15,000	3,605
	5,145	5,690	5,718	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	-	**80,208**	**84,872**	**4,664**
Professional/Consulting Services																
5801 IT	-	-	-	583	583	583	583	583	583	583	583	583	-	**5,250**	7,000	1,750
5802 Audit & Taxes	-	2,520	1,155	1,533	1,533	1,533	-	-	-	-	-	-	-	**8,275**	4,600	(3,675)
5803 Legal	-	76	-	167	167	167	167	167	167	167	167	167	-	**1,576**	2,000	424
5804 Professional Development	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**9,000**	10,000	1,000
5805 General Consulting	-	6,752	3,600	700	700	700	700	700	700	700	700	700	-	**16,652**	7,000	(9,652)
5806 Special Activities/Field Trips	-	-	-	-	-	733	733	733	-	-	-	-	-	**2,200**	2,200	-
5807 Bank Charges	115	110	145	150	150	150	150	150	150	150	150	150	-	**1,720**	1,500	(220)
5808 Printing	132	-	-	20	20	20	20	20	20	20	20	20	-	**312**	200	(112)
5809 Other taxes and fees	154	-	785	320	320	320	320	320	320	320	320	320	-	**3,819**	3,200	(619)
5810 Payroll Service Fee	-	20	289	687	687	687	687	687	687	687	687	687	-	**6,489**	8,240	1,751
5811 Management Fee	-	-	300	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	**36,300**	48,000	11,700
5815 Public Relations/Recruitment	125	-	-	-	-	-	-	-	-	-	-	-	-	**125**	-	(125)
	526	9,478	6,274	9,160	9,160	9,893	8,360	8,360	7,627	7,627	7,627	7,627	-	**91,719**	**93,940**	**2,221**
Depreciation																
6900 Depreciation Expense	962	962	1,001	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**12,674**	13,000	326
	962	962	1,001	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**12,674**	**13,000**	**326**
Total Expenses	**148,943**	**144,617**	**131,594**	**150,114**	**150,114**	**150,848**	**146,392**	**146,123**	**144,850**	**144,581**	**144,581**	**144,581**	**-**	**1,747,338**	**1,755,663**	**8,325**
Monthly Surplus (Deficit)	**(126,580)**	**(58,568)**	**30,716**	**84,194**	**(9,821)**	**22,039**	**78,911**	**630**	**20,089**	**32,633**	**93,255**	**97,237**	**190,069**	**454,806**	**395,174**	**59,632**
Cash Flow Adjustments															**7.823**	
Monthly Surplus (Deficit)	(126,580)	(58,568)	30,716	84,194	(9,821)	22,039	78,911	630	20,089	32,633	93,255	97,237	190,069	**454,806**	***Coverage 1.20***	
Cash flows from operating activities																
Depreciation/Amortization	962	962	1,001	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**12,674**		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(190,069)	**(190,069)**		
Due To/From Related Parties	100,330	(533,730)	671,373	-	-	-	-	-	-	-	-	73,949	-	**311,921**		
Prepaid Expenses	(8,262)	3,857	(3,086)	-	-	-	-	-	-	-	-	-	-	**(7,491)**		
Accounts Payable	(1,151)	1	-	-	-	-	-	-	-	-	-	-	-	**(1,150)**		
Accrued Expenses	13,566	63,273	(7,681)	-	-	-	-	-	-	-	-	-	-	**69,158**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(1,415)	-	-	-	-	-	-	-	-	-	-	**(1,415)**		
Total Change in Cash	(21,135)	(524,205)	690,908	85,278	(8,737)	23,122	79,994	1,713	21,172	33,716	94,339	172,269				
Cash, Beginning of Month	386,721	365,586	(158,619)	532,289	617,567	608,830	631,952	711,946	713,659	734,831	768,548	862,886				
Cash, End of Month	**365,586**	**(158,619)**	**532,289**	**617,567**	**608,830**	**631,952**	**711,946**	**713,659**	**734,831**	**768,548**	**862,886**	**1,035,155**	**216**	**DCOH**		

Teach Academy of Technology

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 138,206	$ 139,895	$ (1,689)	$ 276,412	279,789	$ (3,377)	$ 2,722,357
Education Protection Account	-	-	-	-	-	-	840,161
State Aid - Prior Year	1	-	1	1	-	1	-
In Lieu of Property Taxes	101,950	148,359	(46,409)	331,336	222,539	108,797	1,202,948
Total State Aid - Revenue Limit	240,157	288,254	(48,097)	607,749	502,328	105,421	4,765,466
Federal Revenue							
Special Education - Entitlement	9,291	4,236	5,055	30,195	8,472	21,723	82,436
Federal Child Nutrition	59,461	-	59,461	59,461	-	59,461	347,078
Title I, Part A - Basic Low Income	54,526	49,701	4,825	54,526	49,701	4,825	198,803
Title II, Part A - Teacher Quality	-	6,019	(6,019)	-	6,019	(6,019)	24,076
Other Federal Revenue	270,634	-	270,634	270,634	-	270,634	1,098,805
Prior Year Federal Revenue	-	-	-	1	-	1	-
Total Federal Revenue	393,912	59,956	333,956	414,816	64,192	350,624	1,751,199
Other State Revenue							
State Special Education	23,945	13,578	10,368	77,822	27,155	50,667	264,219
State Child Nutrition	4,362	-	4,362	4,362	-	4,362	32,852
School Facilities (SB740)	-	-	-	-	-	-	460,755
Mandated Cost	-	-	-	-	-	-	7,325
State Lottery	-	-	-	-	-	-	87,509
Prior Year Revenue	7,164	-	7,164	7,164	-	7,164	-
Other State Revenue	-	-	-	-	322,458	(322,458)	465,904
Total Other State Revenue	35,472	13,578	21,894	89,349	349,613	(260,264)	1,318,564
Other Local Revenue							
Other Fees and Contracts	-	-	-	2,715	-	2,715	-
Total Other Local Revenue	-	-	-	2,715	-	2,715	-
Total Revenues	**$ 669,540**	**$ 361,787**	**$ 307,753**	**$ 1,114,629**	**$ 916,133**	**$ 198,496**	**$ 7,835,229**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 103,194	$ 105,516	$ 2,321	$ 260,312	$ 261,871	$ 1,559	$ 1,211,511
Teachers' Substitute Hours	-	8,331	8,331	-	24,993	24,993	99,971
Pupil Support Salaries	12,374	14,736	2,361	34,166	44,207	10,041	176,828
Administrators' Salaries	9,333	9,333	(0)	28,000	28,000	(0)	112,000
Other Certificated Salaries	1,915	5,677	3,762	5,746	17,032	11,286	68,127
Total Certificated Salaries	126,817	143,593	16,776	328,224	376,103	47,879	1,668,437
Classified Salaries							
Instructional Salaries	22,648	37,163	14,515	47,058	95,438	48,380	429,907
Support Salaries	-	5,027	5,027	-	15,080	15,080	60,320
Supervisors' and Administrators' Salaries	-	3,481	3,481	-	10,442	10,442	41,767
Clerical and Office Staff Salaries	11,985	10,193	(1,792)	28,974	30,580	1,606	122,320
Other Classified Salaries	12,854	9,707	(3,147)	39,269	29,120	(10,149)	116,480
Total Classified Salaries	47,487	65,570	18,083	115,301	180,660	65,359	770,794
Benefits							
State Teachers' Retirement System, certificated posi	21,457	23,004	1,546	55,535	60,252	4,716	267,284
Public Employees' Retirement System, classified posi	10,879	15,088	4,208	25,119	41,570	16,451	177,360
OASDI/Medicare/Alternative, certificated positions	2,936	4,065	1,130	7,123	11,201	4,078	47,789
Medicare/Alternative, certificated positions	2,524	3,033	509	6,422	8,073	1,651	35,369
Health and Welfare Benefits, certificated positions	5,712	14,625	8,913	21,295	43,875	22,580	175,500
State Unemployment Insurance, certificated positior	1,425	1,103	(322)	4,554	3,308	(1,247)	22,050
Workers' Compensation Insurance, certificated posit	1,175	2,928	1,753	3,524	7,795	4,270	34,149
Other Benefits, certificated positions	750	1,543	794	1,902	4,109	2,206	18,000
Total Benefits	46,858	65,389	18,531	125,476	180,181	54,705	777,501

Teach Academy of Technology

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	5,366	17,350	11,984	64,388	34,700	(29,688)	69,400
Books and Reference Materials	-	120	120	-	360	360	600
School Supplies	1,245	1,633	388	4,613	4,900	287	19,600
Software	7,469	6,250	(1,219)	22,431	18,750	(3,681)	75,000
Office Expense	5,049	1,500	(3,549)	12,835	4,500	(8,335)	18,000
Business Meals	-	8	8	-	25	25	100
Noncapitalized Equipment	7,820	42,820	35,000	10,740	85,640	74,900	214,100
Food Services	22,025	34,539	12,514	43,270	69,078	25,809	379,930
Total Books & Supplies	48,975	104,221	55,246	158,277	217,953	59,676	776,730
Subagreement Services							
Nursing	-	17	17	-	50	50	200
Special Education	19,791	16,245	(3,545)	27,006	32,491	5,485	178,700
Substitute Teacher	10,891	64	(10,827)	10,891	127	(10,764)	700
Security	4,950	2,691	(2,259)	7,650	5,382	(2,268)	29,600
Other Educational Consultants	15,116	76,657	61,541	15,116	76,657	61,541	766,572
Total Subagreement Services	50,748	95,674	44,926	60,663	114,707	54,045	975,772
Operations & Housekeeping							
Dues & Memberships	-	83	83	-	250	250	1,000
Insurance	5,356	5,900	544	16,067	17,700	1,633	70,800
Utilities	6,231	3,300	(2,931)	12,559	9,900	(2,659)	39,600
Janitorial Services	1,469	1,450	(19)	5,289	4,350	(939)	17,400
Communications	4,450	3,892	(559)	12,643	11,675	(968)	46,700
Postage and Shipping	-	300	300	65	300	235	3,000
Total Operations & Housekeeping	17,506	14,925	(2,581)	46,623	44,175	(2,448)	178,500
Facilities, Repairs & Other Leases							
Rent	71,786	72,748	962	215,357	218,243	2,886	872,972
Additional Rent	-	(962)	(962)	-	(2,886)	(2,886)	(11,544)
Equipment Leases	3,745	3,675	(70)	8,216	11,025	2,809	44,100
Other Leases	-	25	25	-	75	75	300
Real/Personal Property Taxes	-	75	75	-	225	225	900
Repairs and Maintenance	5,837	1,917	(3,920)	12,568	5,750	(6,818)	23,000
Total Facilities, Repairs & Other Leases	81,368	77,477	(3,890)	236,141	232,432	(3,709)	929,729
Professional/Consulting Services							
IT	-	142	142	2,142	425	(1,717)	1,700
Audit & Taxes	4,305	-	(4,305)	4,305	-	(4,305)	11,800
Legal	875	433	(441)	875	1,300	425	5,200
Professional Development	-	4,408	4,408	2,000	4,408	2,408	44,076
General Consulting	-	630	630	1,538	630	(908)	6,300
Special Activities/Field Trips	-	-	-	-	-	-	35,000
Bank Charges	-	10	10	15	10	(5)	100
Printing	2,320	460	(1,860)	5,866	460	(5,406)	4,600
Other Taxes and Fees	407	500	93	1,217	500	(717)	5,000
Payroll Service Fee	289	258	(31)	643	775	132	3,100
Management Fee	70,816	73,455	2,639	127,412	220,366	92,954	881,463
District Oversight Fee	3,724	2,883	(841)	12,102	5,023	(7,079)	47,655
County Fees	-	-	-	-	-	-	7,800
SPED Encroachment	21,752	13,422	(8,330)	70,694	26,845	(43,849)	268,446
Public Relations/Recruitment	-	870	870	-	870	870	8,700
Total Professional/Consulting Services	104,489	97,471	(7,018)	228,808	261,611	32,803	1,330,940

Teach Academy of Technology

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	10,973	9,625	(1,348)	33,634	28,875	(4,759)	115,500
Total Depreciation	10,973	9,625	(1,348)	33,634	28,875	(4,759)	115,500
Interest							
Interest Expense	1,288	-	(1,288)	3,865	-	(3,865)	-
Total Interest	1,288	-	(1,288)	3,865	-	(3,865)	-
Total Expenses	**$ 536,509**	**$ 673,945**	**$ 137,436**	**$ 1,337,012**	**$ 1,636,697**	**$ 299,685**	**$ 7,523,902**
Change in Net Assets	**133,031**	**(312,158)**	**445,189**	**(222,383)**	**(720,564)**	**498,181**	**311,327**
Net Assets, Beginning of Period	4,328,581			4,683,995			
Net Assets, End of Period	**4,461,612**			**4,461,612**			

Teach Tech High School

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 213,928	$ 209,907	$ 4,021	$ 427,856	$ 419,813	$ 8,043	$ 4,764,906
Education Protection Account	-	-	-	-	-	-	91,200
State Aid - Prior Year	48	-	48	-	-	-	-
In Lieu of Property Taxes	92,850	137,186	(44,336)	301,763	205,780	95,983	1,297,562
Total State Aid - Revenue Limit	306,826	347,093	(40,267)	729,619	625,593	104,026	6,153,668
Federal Revenue							
Special Education - Entitlement	8,462	3,917	4,545	27,501	7,834	19,667	88,920
Federal Child Nutrition	43,395	-	43,395	43,395	-	43,395	362,601
Title I, Part A - Basic Low Income	45,490	40,247	5,243	45,490	40,247	5,243	160,989
Title II, Part A - Teacher Quality	-	4,991	(4,991)	-	4,991	(4,991)	19,962
Other Federal Revenue	275,875	-	275,875	275,875	-	275,875	889,804
Total Federal Revenue	373,222	49,155	324,067	392,261	53,072	339,189	1,522,276
Other State Revenue							
State Special Education	21,808	12,555	9,253	70,875	25,110	45,765	285,000
State Child Nutrition	3,109	-	3,109	3,109	-	3,109	34,321
School Facilities (SB740)	-	-	-	-	-	-	496,994
Mandated Cost	-	-	-	-	-	-	18,830
State Lottery	-	-	-	-	-	-	94,392
Other State Revenue	-	-	-	-	358,017	(358,017)	358,017
Total Other State Revenue	24,917	12,555	12,362	73,984	383,127	(309,143)	1,287,555
Total Revenues	**$ 704,965**	**$ 408,803**	**$ 296,162**	**$ 1,195,865**	**$ 1,061,792**	**$ 134,073**	**$ 8,963,499**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 113,345	$ 116,296	$ 2,951	$ 264,096	$ 263,212	$ (885)	$ 1,309,873
Teachers' Substitute Hours	-	9,635	9,635	-	28,905	28,905	115,621
Teachers' Extra Duty/Stipends	-	-	-	1,500	-	(1,500)	-
Pupil Support Salaries	12,167	9,111	(3,056)	37,976	27,333	(10,643)	109,334
Administrators' Salaries	15,500	26,740	11,240	46,500	80,220	33,720	320,882
Other Certificated Salaries	8,188	16,814	8,627	24,563	50,443	25,880	201,772
Total Certificated Salaries	149,199	178,596	29,398	374,635	450,114	75,479	2,057,481
Classified Salaries							
Instructional Salaries	20,519	28,675	8,156	39,766	83,636	43,870	341,714
Support Salaries	-	7,970	7,970	-	15,215	15,215	86,944
Supervisors' and Administrators' Salaries	-	3,344	3,344	-	10,032	10,032	40,129
Clerical and Office Staff Salaries	11,010	14,310	3,300	27,423	42,929	15,506	171,714
Other Classified Salaries	19,796	7,064	(12,732)	48,054	21,193	(26,862)	84,770
Total Classified Salaries	51,325	61,363	10,038	115,243	173,005	57,762	725,272
Benefits							
State Teachers' Retirement System, certificat	25,244	28,611	3,367	63,134	72,108	8,974	329,609
Public Employees' Retirement System, classifi	(394)	-	394	-	-	-	-
OASDI/Medicare/Alternative, certificated pos	3,169	3,805	635	7,218	10,726	3,508	44,967
Medicare/Alternative, certificated positions	2,884	3,479	596	7,046	9,035	1,989	40,350
Health and Welfare Benefits, certificated pos	12,707	18,417	5,710	42,647	55,250	12,603	221,000
State Unemployment Insurance, certificated	1,209	1,348	139	3,317	4,043	726	26,950
Workers' Compensation Insurance, certificate	1,340	3,359	2,019	4,021	8,724	4,703	38,959
Other Benefits, certificated positions	2,327	2,414	88	6,383	6,270	(113)	28,000
Total Benefits	48,486	61,433	12,947	133,766	166,156	32,389	729,834

Teach Tech High School

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	38,890	37,500	(1,390)	57,051	75,000	17,949	150,000
Books and Reference Materials	9,820	15,000	5,180	32,079	45,000	12,921	75,000
School Supplies	15,436	7,823	(7,613)	17,496	23,470	5,973	93,878
Software	7,910	16,667	8,757	33,317	50,000	16,683	200,000
Office Expense	8,007	3,750	(4,257)	15,919	11,250	(4,669)	45,000
Noncapitalized Equipment	3,392	60,000	56,608	14,152	120,000	105,848	300,000
Food Services	27,725	36,084	8,359	32,689	72,168	39,479	396,922
Total Books & Supplies	111,180	176,824	65,644	202,703	396,887	194,184	1,260,801
Subagreement Services							
Special Education	10,168	22,727	12,559	14,500	45,455	30,954	250,000
Substitute Teacher	4,460	673	(3,788)	4,460	1,345	(3,115)	7,400
Transportation	2,640	9	(2,631)	4,000	18	(3,982)	100
Security	1,427	1,636	209	2,524	3,273	749	18,000
Other Educational Consultants	-	30,302	30,302	-	30,302	30,302	303,017
Total Subagreement Services	18,696	55,347	36,651	25,485	80,393	54,908	578,517
Operations & Housekeeping							
Auto and Travel	-	64	64	-	127	127	700
Dues & Memberships	-	92	92	-	275	275	1,100
Insurance	5,777	6,025	248	17,331	18,075	744	72,300
Utilities	11,634	6,192	(5,442)	22,703	18,575	(4,128)	74,300
Janitorial Services	2,754	2,292	(462)	7,005	6,875	(130)	27,500
Communications	4,450	8,333	3,883	13,245	25,000	11,755	100,000
Postage and Shipping	-	150	150	14	150	136	1,500
Total Operations & Housekeeping	24,615	23,147	(1,468)	60,298	69,077	8,779	277,400
Facilities, Repairs & Other Leases							
Rent	61,756	61,769	13	185,269	185,307	38	741,228
Additional Rent	-	(13)	(13)	-	(38)	(38)	(151)
Equipment Leases	-	50	50	-	150	150	600
Real/Personal Property Taxes	-	125	125	-	375	375	1,500
Repairs and Maintenance	11,801	12,500	699	18,266	37,500	19,234	150,000
Total Facilities, Repairs & Other Leases	73,557	74,431	874	203,535	223,294	19,759	893,177
Professional/Consulting Services							
IT	-	75	75	-	225	225	900
Audit & Taxes	4,305	-	(4,305)	4,305	-	(4,305)	11,700
Legal	875	17	(858)	875	50	(824)	200
Professional Development	699	6,496	5,797	2,874	6,496	3,622	64,962
General Consulting	175	2,500	2,325	675	2,500	1,825	25,000
Special Activities/Field Trips	1,200	-	(1,200)	1,200	-	(1,200)	75,000
Printing	-	2,540	2,540	7,398	2,540	(4,858)	25,400
Other Taxes and Fees	407	310	(97)	1,507	310	(1,197)	3,100
Payroll Service Fee	289	300	11	643	900	257	3,600
Management Fee	74,010	84,033	10,023	134,873	252,098	117,226	1,008,394
District Oversight Fee	4,065	3,471	(594)	13,209	6,256	(6,953)	61,537
County Fees	-	-	-	-	-	-	7,200
SPED Encroachment	19,810	14,478	(5,332)	64,381	28,956	(35,425)	289,560
Public Relations/Recruitment	-	650	650	-	650	650	6,500
Total Professional/Consulting Services	105,835	114,870	9,034	231,940	300,982	69,041	1,583,052

Teach Tech High School

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	4,285	4,625	340	11,636	13,875	2,239	55,500
Total Depreciation	4,285	4,625	340	11,636	13,875	2,239	55,500
Total Expenses	**$ 587,178**	**$ 750,636**	**$ 163,458**	**$ 1,359,241**	**$ 1,873,782**	**$ 514,541**	**$ 8,161,034**
Change in Net Assets	**117,787**	**(341,833)**	**459,620**	**(163,377)**	**(811,990)**	**648,613**	**802,465**
Net Assets, Beginning of Period	3,745,929			4,027,093			
Net Assets, End of Period	**$ 3,863,716**			**$ 3,863,716**			

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

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 82,877	$ 81,136	$ 1,741	$ 165,754	$ 162,271	$ 3,483	$ 2,266,779
Education Protection Account	-	-	-	-	-	-	51,490
State Aid - Prior Year	(1)	-	(1)	-	-	-	-
In Lieu of Property Taxes	53,171	62,932	(9,761)	147,464	94,398	53,066	732,582
Total State Aid - Revenue Limit	136,047	144,067	(8,020)	313,218	256,669	56,549	3,050,851
Federal Revenue							
Special Education - Entitlement	4,846	1,797	3,049	13,439	3,594	9,845	50,203
Federal Child Nutrition	31,730	-	31,730	31,730	-	31,730	207,904
Title I, Part A - Basic Low Income	21,081	13,100	7,981	21,081	13,100	7,981	52,400
Title II, Part A - Teacher Quality	-	1,687	(1,687)	-	1,687	(1,687)	6,749
Other Federal Revenue	125,495	-	125,495	125,495	-	125,495	368,363
Total Federal Revenue	183,152	16,584	166,568	191,745	18,381	173,364	685,618
Other State Revenue							
State Special Education	12,488	5,759	6,729	34,635	11,519	23,116	160,906
State Child Nutrition	2,328	-	2,328	2,328	-	2,328	19,679
School Facilities (SB740)	-	-	-	-	-	-	280,595
Mandated Cost	-	-	-	-	-	-	3,107
State Lottery	-	-	-	-	-	-	53,292
Other State Revenue	-	-	-	-	142,948	(142,948)	142,948
Total Other State Revenue	14,816	5,759	9,056	36,963	154,467	(117,504)	660,527
Total Revenues	**$ 334,015**	**$ 166,411**	**$ 167,604**	**$ 541,926**	**$ 429,517**	**$ 112,409**	**$ 4,396,996**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 56,922	$ 60,465	$ 3,543	$ 148,532	$ 136,761	$ (11,771)	$ 680,951
Teachers' Substitute Hours	-	4,058	4,058	-	12,174	12,174	48,695
Teachers' Extra Duty/Stipends	-	1,250	1,250	-	3,750	3,750	15,000
Pupil Support Salaries	-	2,361	2,361	-	7,083	7,083	28,333
Administrators' Salaries	8,833	8,773	(61)	26,500	26,318	(182)	105,272
Other Certificated Salaries	1,915	5,000	3,085	5,745	15,000	9,255	60,000
Total Certificated Salaries	67,671	81,907	14,237	180,777	201,087	20,310	938,252
Classified Salaries							
Instructional Salaries	17,150	18,078	929	37,809	52,728	14,919	215,432
Support Salaries	3,630	4,853	1,223	10,350	14,560	4,210	58,240
Supervisors' and Administrators' Salaries	-	2,305	2,305	-	4,611	4,611	25,360
Clerical and Office Staff Salaries	5,720	4,853	(867)	14,575	14,560	(15)	58,240
Other Classified Salaries	3,416	4,853	1,437	11,054	14,560	3,506	58,240
Total Classified Salaries	29,916	34,944	5,028	73,787	101,019	27,232	415,511
Benefits							
State Teachers' Retirement System, certificated pos	11,450	13,122	1,672	30,587	32,214	1,627	150,308
Public Employees' Retirement System, classified pos	(929)	-	929	-	-	-	-
OASDI/Medicare/Alternative, certificated positions	1,847	2,167	320	4,551	6,263	1,712	25,762
Medicare/Alternative, certificated positions	1,396	1,694	298	3,640	4,381	740	19,630
Health and Welfare Benefits, certificated positions	6,467	9,208	2,742	19,490	27,625	8,135	110,500
State Unemployment Insurance, certificated positio	453	760	307	1,657	2,279	622	15,190
Workers' Compensation Insurance, certificated posi	652	1,636	984	1,956	4,229	2,273	18,953
Other Benefits, certificated positions	1,495	1,295	(200)	3,878	3,347	(531)	15,000
Total Benefits	22,831	29,881	7,050	65,759	80,338	14,579	355,342

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

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	960	25,000	24,040	960	50,000	49,040	100,000
Books and Reference Materials	-	8,000	8,000	-	24,000	24,000	40,000
School Supplies	966	7,138	6,172	22,516	21,415	(1,101)	85,658
Software	6,914	10,417	3,503	27,899	31,250	3,351	125,000
Office Expense	4,674	3,333	(1,341)	6,517	10,000	3,483	40,000
Business Meals	-	8	8	-	25	25	100
Noncapitalized Equipment	-	30,000	30,000	6,874	60,000	53,126	150,000
Food Services	23,293	20,689	(2,604)	24,892	41,379	16,486	227,582
Total Books & Supplies	36,808	104,586	67,778	89,658	238,068	148,410	768,341
Subagreement Services							
Special Education	2,607	11,364	8,757	5,025	22,727	17,703	125,000
Substitute Teacher	601	209	(392)	601	418	(183)	2,300
Security	1,511	1,127	(384)	2,385	2,255	(130)	12,400
Other Educational Consultants	-	540	540	-	540	540	5,400
Total Subagreement Services	4,719	13,240	8,521	8,011	25,940	17,929	145,100
Operations & Housekeeping							
Auto and Travel	-	36	36	-	73	73	400
Dues & Memberships	100	125	25	100	375	275	1,500
Insurance	3,262	2,667	(595)	9,785	8,000	(1,785)	32,000
Utilities	2,520	1,250	(1,270)	2,520	3,750	1,230	15,000
Janitorial Services	880	1,092	211	1,761	3,275	1,514	13,100
Communications	4,593	4,167	(427)	13,072	12,500	(572)	50,000
Postage and Shipping	-	40	40	14	40	26	400
Total Operations & Housekeeping	11,356	9,376	(1,979)	27,252	28,013	760	112,400
Facilities, Repairs & Other Leases							
Rent	46,486	46,598	111	139,459	139,793	334	559,172
Equipment Leases	932	492	(440)	1,900	1,475	(425)	5,900
Real/Personal Property Taxes	-	67	67	-	200	200	800
Repairs and Maintenance	8,804	3,917	(4,888)	12,587	11,750	(837)	47,000
Total Facilities, Repairs & Other Leases	56,223	51,073	(5,150)	153,947	153,218	(729)	612,872
Professional/Consulting Services							
IT	-	92	92	-	275	275	1,100
Audit & Taxes	4,305	-	(4,305)	4,305	-	(4,305)	18,000
Legal	875	8	(866)	875	25	(850)	100
Professional Development	-	5,175	5,175	7,000	5,175	(1,825)	51,749
General Consulting	-	1,180	1,180	2,218	1,180	(1,038)	11,800
Printing	-	2,890	2,890	-	2,890	2,890	28,900
Other Taxes and Fees	407	10	(397)	407	10	(397)	100
Payroll Service Fee	289	375	86	643	1,125	482	4,500
Management Fee	34,575	41,222	6,647	60,163	123,666	63,502	494,662
District Oversight Fee	2,036	1,441	(595)	5,710	2,567	(3,143)	30,509
County Fees	-	-	-	-	-	-	8,100
SPED Encroachment	11,344	8,174	(3,170)	31,462	16,348	(15,114)	163,481
Public Relations/Recruitment	-	820	820	-	820	820	8,200
Total Professional/Consulting Services	53,831	61,386	7,555	112,783	154,080	41,297	821,200

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

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	3,114	3,192	77	8,716	9,575	859	38,300
Total Depreciation	3,114	3,192	77	8,716	9,575	859	38,300
Interest							
Interest Expense	513	-	(513)	513	-	(513)	-
Total Interest	513	-	(513)	513	-	(513)	-
Total Expenses	**$ 286,981**	**$ 389,585**	**$ 102,604**	**$ 721,204**	**$ 991,338**	**$ 270,133**	**$ 4,207,318**
Change in Net Assets	**47,035**	**(223,174)**	**270,208**	**(179,278)**	**(561,821)**	**382,543**	**189,678**
Net Assets, Beginning of Period	980,056			1,206,369			
Net Assets, End of Period	**$ 1,027,090**			**$ 1,027,090**			

Teach Public Schools

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Other Fees and Contracts	$ 162,309	$ 101,492	$ 60,818	$ 270,722	$ 253,660	$ 17,062	$ 2,150,837
Total Other Local Revenue	162,309	101,492	60,818	270,722	253,660	17,062	2,150,837
Total Revenues	**$ 162,309**	**$ 101,492**	**$ 60,818**	**$ 270,722**	**$ 253,660**	**$ 17,062**	**$ 2,150,837**
Expenses							
Certificated Salaries							
Teachers' Substitute Hours	$ -	$ -	$ -	$ -	$ 30,375	$ 30,375	$ 30,375
Administrators' Salaries	54,649	50,625	(4,024)	169,992	151,876	(18,116)	607,504
Total Certificated Salaries	54,649	50,625	(4,024)	169,992	182,251	12,259	637,879
Classified Salaries							
Support Salaries	-	-	-	-	12,950	12,950	12,950
Supervisors' and Administrators' Salaries	25,833	25,833	(0)	78,058	77,500	(558)	310,000
Clerical and Office Staff Salaries	5,833	5,833	0	19,250	17,500	(1,750)	70,000
Other Classified Salaries	6,917	7,000	83	22,825	21,000	(1,825)	84,000
Total Classified Salaries	38,583	38,667	83	120,133	128,950	8,817	476,950
Benefits							
State Teachers' Retirement System, certificated positions	8,630	8,110	(520)	25,690	29,197	3,507	102,188
OASDI/Medicare/Alternative, certificated positions	2,332	2,397	65	7,267	7,995	728	29,571
Medicare/Alternative, certificated positions	1,311	1,295	(17)	4,120	4,512	393	16,165
Health and Welfare Benefits, certificated positions	3,231	7,500	4,269	17,129	22,500	5,371	90,000
State Unemployment Insurance, certificated positions	-	270	270	329	809	480	5,390
Workers' Compensation Insurance, certificated positions	537	1,250	713	8,940	4,357	(4,583)	15,608
Other Benefits, certificated positions	3,059	3,204	145	8,456	11,166	2,710	40,000
Total Benefits	19,100	24,026	4,926	71,931	80,535	8,604	298,922
Books & Supplies							
School Supplies	-	583	583	1	1,750	1,749	7,000
Software	108	1,000	892	325	3,000	2,675	12,000
Office Expense	3,861	3,333	(527)	9,137	10,000	863	40,000
Business Meals	-	167	167	1,358	500	(858)	2,000
Noncapitalized Equipment	436	4,000	3,564	2,665	8,000	5,335	20,000
Total Books & Supplies	4,405	9,083	4,678	13,486	23,250	9,764	81,000
Subagreement Services							
Transportation	-	9	9	-	18	18	100
Security	84	364	280	6,300	727	(5,573)	4,000
Total Subagreement Services	84	373	289	6,300	745	(5,555)	4,100
Operations & Housekeeping							
Auto and Travel	310	818	508	965	1,636	671	9,000
Dues & Memberships	-	250	250	-	750	750	3,000
Insurance	-	500	500	-	1,500	1,500	6,000
Utilities	996	1,333	337	2,023	4,000	1,977	16,000
Janitorial Services	-	1,000	1,000	-	3,000	3,000	12,000
Communications	368	1,167	798	3,825	3,500	(325)	14,000
Postage and Shipping	104	500	396	740	500	(240)	5,000
Total Operations & Housekeeping	1,779	5,568	3,789	7,554	14,886	7,332	65,000
Facilities, Repairs & Other Leases							
Rent	5,000	5,000	-	15,000	15,000	-	60,000
Additional Rent	-	100	100	-	301	301	1,205
Equipment Leases	28	292	264	28	875	847	3,500
Other Leases	690	83	(607)	1,381	250	(1,131)	1,000
Real/Personal Property Taxes	-	347	347	-	1,042	1,042	4,167
Repairs and Maintenance	-	1,250	1,250	145	3,750	3,605	15,000
Total Facilities, Repairs & Other Leases	5,718	7,073	1,355	16,554	21,218	4,664	84,872

Teach Public Schools

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	-	583	583	-	1,750	1,750	7,000
Audit & Taxes	1,155	-	(1,155)	3,675	-	(3,675)	4,600
Legal	-	167	167	76	500	424	2,000
Professional Development	-	1,000	1,000	-	1,000	1,000	10,000
General Consulting	3,600	700	(2,900)	10,352	700	(9,652)	7,000
Special Activities/Field Trips	-	-	-	-	-	-	2,200
Bank Charges	145	150	5	370	150	(220)	1,500
Printing	-	20	20	132	20	(112)	200
Other Taxes and Fees	785	320	(465)	939	320	(619)	3,200
Payroll Service Fee	289	687	397	309	2,060	1,751	8,240
Management Fee	300	4,000	3,700	300	12,000	11,700	48,000
Public Relations/Recruitment	-	-	-	125	-	(125)	-
Total Professional/Consulting Services	6,274	7,627	1,352	16,279	18,500	2,221	93,940
Depreciation							
Depreciation Expense	1,001	1,083	82	2,924	3,250	326	13,000
Total Depreciation	1,001	1,083	82	2,924	3,250	326	13,000
Total Expenses	**$ 131,594**	**$ 144,125**	**$ 12,531**	**$ 425,153**	**$ 473,586**	**$ 48,433**	**$ 1,755,663**
Change in Net Assets	**30,716**	**(42,633)**	**73,349**	**(154,431)**	**(219,926)**	**65,494**	**395,174**
Net Assets, Beginning of Period	431,890			617,037			
Net Assets, End of Period	**$ 462,605**			**$ 462,605**			

C & M LLC

Statement of Activities

For the period ended September 30, 2021

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 215,357
Interest Revenue	358	1,098
Unrealized Gain/Loss on FMV of Investments	(5,853)	(1,567)
Total Other Local Revenue	66,291	214,888
Total Revenues	**$ 66,291**	**$ 214,888**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 2,136
Total Operations & Housekeeping	712	2,136
Professional/Consulting Services		
General Consulting	1,500	1,500
Other Taxes and Fees	3,730	3,730
Total Professional/Consulting Services	5,230	5,230
Depreciation		
Depreciation Expense	24,561	73,682
Total Depreciation	24,561	73,682
Interest		
Interest Expense	59,803	179,409
Total Interest	59,803	179,409
Total Expenses	**$ 90,305**	**$ 260,456**
Change in Net Assets	**(24,015)**	**(45,568)**
Net Assets, Beginning of Period	(715,651)	(694,098)
Net Assets, End of Period	**$ (739,666)**	**$ (739,666)**

Wooten Avila

Statement of Activities

For the period ended September 30, 2021

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 108,243	$ 324,729
Interest Revenue	547	1,641
Unrealized Gain/Loss on FMV of Investments	(6,680)	(715)
Total Other Local Revenue	102,110	325,655
Total Revenues	**$ 102,110**	**$ 325,655**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 1,050	$ 3,151
Total Operations & Housekeeping	1,050	3,151
Professional/Consulting Services		
General Consulting	3,000	3,000
Other Taxes and Fees	3,539	3,539
Total Professional/Consulting Services	6,539	6,539
Depreciation		
Depreciation Expense	59,294	177,880
Total Depreciation	59,294	177,880
Interest		
Interest Expense	88,129	264,387
Total Interest	88,129	264,387
Total Expenses	**$ 155,012**	**$ 451,956**
Change in Net Assets	**(52,902)**	**(126,301)**
Net Assets, Beginning of Period	(908,116)	(834,717)
Net Assets, End of Period	**$ (961,018)**	**$ (961,018)**

TEACH Foundation, Inc

Statement of Activities

For the period ended September 30, 2021

	Current Period Actual	Current Year Actual
Revenues		
Total Revenues	**$ -**	**$ -**
Expenses		
Total Expenses	**$ -**	**$ -**
Net Assets, Beginning of Period	2,337	2,337
Net Assets, End of Period	**$ 2,337**	**$ 2,337**

TEACH, Inc.

Statement of Financial Position

September 30, 2021

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 2,438,255	$ 2,748,339	$ 331,568	$ 532,289	$ 90,823	$ 266,551	$ -		$ 6,407,826
Restricted Cash	416,897	263,530	125,493	-	-	-	-		805,920
Accounts Receivable	425,877	208,037	105,071	-	-	-	2,337		741,322
Interest Receivable	-	-	-	-	854	2,465	-		3,319
Public Funding Receivables	590,580	693,906	537,844	-	-	-	-		1,822,330
Due To/From Related Parties	270,286	(150,748)	(193,487)	73,949	-	-	-		(0)
Prepaid Expenses	123,167	78,885	72,700	14,552	-	-	-		289,304
Total Current Assets	**4,265,061**	**3,841,949**	**979,189**	**620,790**	**91,677**	**269,016**	**2,337**		**10,070,019**
Long-Term Assets									
Property & Equipment, Net	1,192,415	161,932	174,578	53,733	9,679,991	19,931,500	-		31,194,149
Deposits	5,000	162,517	99,750	20,895	-	3,625	-	(141,967)	149,820
Deferred Lease Asset	-	-	-	-	210,842	(57,027)	-	(153,814)	-
Investments	-	-	-	-	706,530	2,125,798	-		2,832,329
Securities	-	-	-	-	575,476	865,197	-		1,440,672
Securities Premium	-	-	-	-	2,018	(2,517)	-		(499)
Total Long Term Assets	**1,197,415**	**324,449**	**274,328**	**74,628**	**11,174,856**	**22,866,575**	**-**	**(295,781)**	**35,616,470**
Total Assets	**$ 5,462,476**	**$ 4,166,398**	**$ 1,253,517**	**$ 695,418**	**$ 11,266,533**	**$ 23,135,591**	**$ 2,337**	**$ (295,781)**	45,686,489
Liabilities									
Current Liabilities									
Accounts Payable	$ -	$ -	$ (190)	$ 1	$ -	$ -	$ -		$ (189)
Accrued Liabilities	164,781	95,782	64,853	232,812	-	-	-		558,228
Interest Payable	-	-	-	-	236,869	277,000	-		513,869
Deferred Revenue	416,897	263,530	125,493	-	-	108,416	-		914,336
Deferred Rent, Current Portic	9,382	-	(398)	-	-	-	-	(8,984)	-
Notes Payable, Current Portic	53,194	-	16,665	-	-	-	-		69,859
Total Current Liabilities	**644,254**	**359,312**	**206,423**	**232,813**	**236,869**	**385,416**	**-**	**(8,984)**	**2,056,103**
Long-Term Liabilities									
Deferred Rent, Net of Curren	201,460	(56,630)	-	-	-	-	-	(144,830)	-
Notes Payable, Net of Curren	155,150	-	20,004	-	-	-	-		175,154
Bonds Payable	-	-	-	-	12,220,000	22,185,000	-		34,405,000
Bond Issue Costs	-	-	-	-	(249,382)	(463,165)	-		(712,546)
Discount on Bonds	-	-	-	-	(201,288)	-	-		(201,288)
Premium on Bonds					-	1,847,390			1,847,390
Other Long-Term Liabilities	-	-	-	-	-	141,967	-	(141,967)	-
Total Long-Term Liabilities	**356,610**	**(56,630)**	**20,004**	**-**	**11,769,330**	**23,711,193**	**-**	**(286,797)**	**35,513,710**
Total Liabilities	**$ 1,000,864**	**$ 302,683**	**$ 226,427**	**$ 232,813**	**$ 12,006,199**	**$ 24,096,609**	**$ -**	**$ (295,781)**	**$ 37,569,813**
Total Net Assets	4,461,612	3,863,716	1,027,090	462,605	(739,666)	(961,018)	2,337	-	8,116,677
Total Liabilities and Net Assets	**$ 5,462,476**	**$ 4,166,398**	**$ 1,253,517**	**$ 695,418**	**$ 11,266,533**	**$ 23,135,591**	**$ 2,337**	**$ (295,781)**	**$ 45,686,489**

Teach Public Schools

Accounts Payable Aging

September 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Shawnna Lawson	VOID	8/4/2021	8/4/2021	$ -	$ -	$ 1	$ -	$ -	$ 1
			Total Outstanding Invoices	$ -	$ -	$ 1	$ -	$ -	$ 1

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

Accounts Payable Aging

September 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Maintex, Inc.	859287-00	8/26/2021	9/25/2021	$ -	$ (190)	$ -	$ -	$ -	$ (190)
			Total Outstanding Invoices	$ -	$ (190)	$ -	$ -	$ -	$ (190)

Teach Academy of Technology

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
62826	Western Avenue Community Action	Security Svcs - 08/14/21 - 09/08/21	9/10/2021	$ 4,950.00
62827	After-School All-Stars, Los Angeles	Enrichment Svcs - 07/21	9/13/2021	8,629.55
62828	Amazon Capital Services	Office Supplies, School Supplies & Equipment	9/13/2021	4,029.21
62829	Charter Impact, Inc.	Business Mgmt Svcs - 09/21 & Payroll Processing Fee - 08/21	9/13/2021	18,323.99
62830	Chartersafe	WC Liability Ins - 09/21	9/13/2021	18,098.00
62831	City of Los Angeles - Office of Finance	Assessment - Administrative Remedy	9/13/2021	972.40
62832	CliftonLarsonAllen LLP	Audit Svcs FYE 06/30/21	9/13/2021	4,620.00
62833	Delta Distributing	Janitorial Supplies	9/13/2021	263.07
62834	Orkin	Pest Control Svcs	9/13/2021	305.00
62835	SmartSign	Office Supplies	9/13/2021	992.86
62836	Staples	Epson Projector - (15)	9/13/2021	6,077.09
62837	TASC	Compliance Fee Assessment	9/13/2021	250.00
62838	Teachers on Reserve	Sub Svcs - 08/09/21 - 08/20/21	9/13/2021	6,240.34
62839	TELESPEX	Telecom Hosting Svcs - 09/20/21 - 10/19/21	9/13/2021	1,129.48
62840	Train of Thought	Enrichment Svcs - 08/17/21 - 12/14/21	9/13/2021	750.00
62841	Zingy Learning	Zingy Learning FY-21/22	9/13/2021	1,260.00
62842	Better 4 You Meals, Inc.	Meals - 08/21	9/17/2021	22,025.00
62843	CliftonLarsonAllen LLP	Audit Svcs FYE 06/30/21	9/24/2021	9,450.00
62844	Delta Distributing	Janitorial Supplies	9/24/2021	816.76
62845	Houghton Mifflin Harcourt Publishing Co.	Textbooks	9/24/2021	5,366.41
62846	Ontario Refrigeration	Maintenance Svcs	9/24/2021	1,630.00
62847	Synergy 1 Group, Inc	Spelling Classroom Subscription - 12 Months	9/24/2021	1,108.94
62848	Teachers on Reserve	Sub Svcs - 08/23/21 - 09/03/21	9/24/2021	4,650.77
62849	Verizon Wireless	Communication Svcs - 07/22/21 - 08/21/21	9/24/2021	794.03
62850	Verizon Wireless	Communication Svcs - 07/22/21 - 08/21/21	9/24/2021	427.38
62851	Young, Minney & Corr, LLP - CA Trust	Legal Svcs Through - 08/30/21	9/24/2021	2,623.50
62852	Outfront Media LLC	Settlement - 10/21	9/27/2021	2,778.00
62853	Aflac	Supplemental Ins - 09/21	9/29/2021	1,732.64
62854	Blue Shield of California	Health Ins - 09/21 & 10/21	9/29/2021	4,770.13
62855	California Dental Network, Inc.	Dental Ins - 10/21	9/29/2021	475.25
62856	Kaiser Foundation Health Plan	Health Ins - 10/21	9/29/2021	36,354.58
62857	Mutual of Omaha	Life and AD&D Ins - 10/21	9/29/2021	2,651.83
62858	After-School All-Stars, Los Angeles	Enrichment Svcs - 08/21	9/30/2021	5,736.44
62859	Amtech Elevator Services	Elevator Svcs - 10/01/21 - 12/31/21	9/30/2021	723.03
62860	Chartersafe	WC Liability Ins - 10/21	9/30/2021	18,098.00
62861	Comprehensive Therapy Associates Inc	SpEd Svcs - 08/21	9/30/2021	19,790.55
62862	Delta Distributing	Janitorial Supplies	9/30/2021	869.45
62863	PowerSchool Group LLC	Schoology Keys To Ownership Software	9/30/2021	2,100.00
62864	ReadyRefresh	Office Supplies	9/30/2021	106.01
62865	ReadyRefresh	Office Expense	9/30/2021	76.85
62866	Scholastic Inc.	School Supplies	9/30/2021	357.82
62867	Suzette Torres	Reimb - 08/05/21	9/30/2021	84.74
ACH	CALPERS	TAT PERS 08/21	9/1/2021	9,308.15
ACH	CALSTRS	TAT STRS 08/21	9/1/2021	51,192.82
ACH	Cell Business Equipment	Copier Lease - 09/21	9/2/2021	3,745.41
ACH	PlanConnect	403B & 457 Pay Date: 083121	9/2/2021	8,129.17
ACH	LADWP - 0000	Utility Svcs - 07/29/21 - 08/26/21	9/14/2021	317.37
ACH	LADWP - 7788	Utility Svcs - 07/29/21 - 08/26/21	9/14/2021	374.01
ACH	LADWP - 4569	Utility Svcs - 07/28/21 - 08/26/21	9/14/2021	2,520.46

Teach Academy of Technology

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	LADWP - 7514	Utility Svcs - 07/29/21 - 08/30/21	9/15/2021	62.58
ACH	LADWP - 1536	Utility Svcs - 07/29/21 - 08/30/21	9/16/2021	2,165.53
ACH	PlanConnect	403B & 457 Pay Date: 091521	9/17/2021	8,776.06
ACH	LADWP - 4653	Utility Svcs - 07/28/21 - 08/26/21	9/20/2021	3,295.00
ACH	Republic Services #902	Janitorial Svcs - 09/21	9/21/2021	594.31
ACH	Republic Services #902	Janitorial Svcs - 09/21	9/21/2021	875.18
ACH	Republic Services #902	Janitorial Svcs - 09/21	9/21/2021	880.46
			Total Payments Issued in September	**$ 314,725.61**
Imprest Account				
1107	iKreate Design & Print LLC	Printing Svcs - Postage for Mailers	9/1/2021	$ 2,320.00
1108	J & J Equipment Rental	Moving of Container	9/1/2021	500.00
1109	Abel Glass and Screen, Inc.	Exterior Windows - Remaining Balance	9/1/2021	2,928.48
1110	TR Trading Company	Furniture	9/1/2021	602.25
1111	Mattucci Plumbing Inc.	Plumbing Camera Inspection - Inv #74052	9/22/2021	250.00
ACH	SoCalGas	Utility Svcs - 08/10/21 - 09/09/21	9/30/2021	16.48
			Total Payments Issued in September	**$ 6,617.21**

Teach Tech High School

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
71872	Western Avenue Community Action	Cleaning Svcs, Security Svcs, & Student Transportation	9/10/2021	VOID
71873	Amazon Capital Services	Office & School Supplies, AirPods, IPad Keyboard, & Pro 6 Triband	9/13/2021	1,890.24
71874	Bear.com	Motorola Handheld Radio - (10)	9/13/2021	2,204.11
71875	College Board	AP Examinations	9/13/2021	8,431.00
71876	DigiCOACH Inc	DigiCoach License - 1Yr	9/13/2021	2,495.00
71877	Maintex, Inc.	Janitorial Supplies	9/13/2021	1,621.66
71878	Mark Rabens & Associates	Office Supplies	9/13/2021	3,306.02
71879	McGraw Hill LLC	Textbooks	9/13/2021	38,890.25
71880	Port William Academy	Textbook	9/13/2021	96.75
71881	Staples	Office & School Supplies	9/13/2021	328.63
71882	The Education Team	Sub Svcs - 08/09/21 - 08/20/21	9/13/2021	2,721.42
71883	WM Corporate Services, Inc.	Janitorial Svcs - 09/21	9/13/2021	2,754.13
71884	Better 4 You Meals, Inc.	Meals - 08/21	9/17/2021	27,725.00
71885	Western Avenue Community Action	Cleaning Svcs, Security Svcs, & Student Transportation	9/21/2021	4,667.00
71886	Claudia Lopez	Reimb - 08/21/21 - 08/22/21	9/24/2021	89.32
71887	Faith Uniforms Inc	Uniforms	9/24/2021	6,000.00
71888	Foundation for Educational Administration	Sisterhood Symposium Registration	9/24/2021	199.00
71889	Interquest Detection Canines	Consulting Svcs - 08/23/21	9/24/2021	175.00
71890	Lionel Melchor	Reimb - 08/21/21	9/24/2021	100.00
71891	Ontario Refrigeration	Maintenance Svcs	9/24/2021	7,539.85
71892	Savvas Learning Company, LLC	Textbooks	9/24/2021	8,000.00
71893	Smart Gate & Garage Door Services Inc	Chain For Sliding Motor - (1)	9/24/2021	375.00
71894	The Education Team	Sub Svcs - 08/21 & 09/21	9/24/2021	1,482.63
71895	Karen Soussan	Reimb - 08/03/21 - 08/08/21	9/27/2021	99.76
71896	Abel Glass and Screen, Inc.	Maintenance & Repair Svcs	9/30/2021	950.00
71897	Christian Banks	Reimb - 08/12/21	9/30/2021	100.00
71898	Comprehensive Therapy Associates Inc	SpEd Svcs - 08/21	9/30/2021	10,168.36
71899	December to January Transportation	Student Transportation Svcs - 09/15/21 - 09/30/21	9/30/2021	1,920.00
71900	FCOC Transportation	Field Trip to LA Trade Tech - 09/22/21	9/30/2021	1,200.00
71901	Marissa Keisling	Reimb - 07/28/21	9/30/2021	100.00
71902	Ontario Refrigeration	Maintenance Svcs - 09/08/21 - 09/12/21	9/30/2021	790.85
71903	ReadyRefresh	Office Expense	9/30/2021	27.92
71904	Savvas Learning Company, LLC	Textbooks & Virtual PD Program - 2Hrs	9/30/2021	2,223.68
71905	Staples	Office Supplies	9/30/2021	1,829.60
71906	The Education Team	Sub Svcs - 09/07/21	9/30/2021	256.30
ACH	CALSTRS	TTHS STRS 08/21	9/1/2021	42,177.13
ACH	The Gas Company	Utility Svcs - 07/20/21 - 08/18/21	9/8/2021	31.98
ACH	Golden State Water Company	Utility Svcs - 07/15/21 - 08/16/21	9/9/2021	24.30
ACH	Golden State Water Company	Utility Svcs - 07/15/21 - 08/16/21	9/9/2021	451.40
ACH	Golden State Water Company	Utility Svcs - 07/20/21 - 08/16/21	9/22/2021	25.74
ACH	Southern California Edison	Utility Svcs - 08/09/21 - 09/07/21	9/27/2021	11,100.43
		Total Payments Issued in September		**$ 194,569.46**

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

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10540	Western Avenue Community Action	Gardening Svcs, Power Wash, Cleaning Svcs & Security Svcs	9/10/2021	$ (7,029.00)
10541	Leonel Jimenez	Maintenance & Repair Svcs	9/10/2021	5,875.00
10542	Amazon Capital Services	Office & School Supplies	9/13/2021	928.40
10543	De Lage Landen Financial Services, Inc.	Copier Lease - 08/21	9/13/2021	335.93
10544	Ontario Refrigeration	Maintenance Svcs	9/13/2021	296.00
10545	Orkin	Pest Control Svcs	9/13/2021	95.20
10546	Zingy Learning	Zingy Learning FY-21/22	9/13/2021	540.00
10547	Better 4 You Meals, Inc.	Meals - 08/21	9/17/2021	23,293.40
10548	Western Avenue Community Action	Gardening Svcs, Power Wash, Cleaning Svcs & Security Svcs	9/21/2021	3,517.00
10549	Ann Chau	Reimb - 08/06/21	9/24/2021	100.00
10550	Document Systems	Copier Lease - 09/13/21 - 10/12/21	9/24/2021	260.06
10551	Houghton Mifflin Harcourt Publishing Co.	Textbooks	9/24/2021	960.00
10552	The Education Team	Sub Svcs - 08/30/21 - 09/03/21	9/24/2021	601.34
10553	Time Warner Cable	Communication Svcs - 08/25/21 - 09/24/21	9/24/2021	142.98
10554	Apple Inc.	Mac Book Pro - (1)	9/30/2021	2,868.91
10555	Bay Alarm Company	Alarm Svcs - 10/01/21 - 10/31/21	9/30/2021	84.00
10556	Comprehensive Therapy Associates Inc	SpEd Svcs - 08/21	9/30/2021	2,607.00
10557	De Lage Landen Financial Services, Inc.	Copier Lease - 09/21	9/30/2021	335.93
10558	DigiCOACH Inc	DigiCoach License - 1Yr	9/30/2021	895.00
10559	Ontario Refrigeration	Maintenance Svcs - 08/24/21 - 08/29/21	9/30/2021	373.00
10560	Pacific OneSource Inc.	ActivPanel Equipment - (3)	9/30/2021	13,042.98
10561	ReadyRefresh	Office Expense	9/30/2021	69.43
10562	Staples	Office Supplies & Rectangular Table - (2)	9/30/2021	7,282.77
ACH	CALSTRS	TES STRS 08/21	9/1/2021	17,845.45
			Total Payments Issued in September	**$ 75,320.78**
Imprest Account				
1512	Commission on Teacher Credentialing	Comm Teacher Credential - Sharon Rhee	9/1/2021	$ 100.00
			Total Payments Issued in September	**$ 100.00**

Teach Public Schools

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
81413	Sterling Jones	FSA Refund FY19-20	9/1/2021	$ 1,136.35
81414	Sabina N. Okonkwo	FSA Refund FY19-20	9/1/2021	117.73
81415	CBE	Copier Lease - 07/05/21 - 08/04/21	9/13/2021	27.86
81416	Department of Justice	Fingerprint Apps - 07/21	9/13/2021	480.00
81417	Golden State Water Company	Utility Svcs - 07/23/21 - 08/20/21	9/13/2021	45.17
81418	Staples	Office Supplies	9/13/2021	651.50
81419	Charter Impact, Inc.	FedEx Reimb & Rush Processing Fee - 08/21	9/24/2021	386.34
81420	Department of Justice	Fingerprint Apps - 08/21	9/24/2021	305.00
81421	Maria Pimienta	Reimb - 08/24/21 - 08/27/21	9/24/2021	310.24
81422	Procopio, Cory, Hargreaves & Savitch LLP	Consulting Svcs Through 05/31/21	9/24/2021	3,600.00
81423	Time Warner Cable	Communication Svcs - 09/21	9/24/2021	269.98
81424	Enrique Robles	Reimb - 08/19/21 & 09/14/21	9/27/2021	1,579.91
81425	Graziadio Family Development	Rent - 10/21	9/27/2021	5,000.00
81426	Jacky Leung	Reimb - 07/14/21 - 07/26/21	9/27/2021	201.03
81427	Bay Alarm Company	Alarm Svcs - 09/01/21 - 09/30/21	9/30/2021	84.00
81428	PinMart	Office Supplies	9/30/2021	489.50
81429	Staples	Office Supplies & AeraMax Purifier - (1)	9/30/2021	1,537.37
ACH	State Disbursement Unit	CONFIDENTIAL	9/1/2021	233.00
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 08/31/21	9/1/2021	3,310.81
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 08/31/21	9/1/2021	13,511.87
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 08/31/21	9/1/2021	45,144.52
ACH	Google	Google	9/2/2021	98.35
ACH	TASC	FSA Payment - 09/21	9/2/2021	770.82
ACH	Pacific Western Bank	Overdraft Fee	9/3/2021	35.00
ACH	Food4Less	Food 4 Less	9/7/2021	94.82
ACH	Stamps.com	Stamps.com	9/7/2021	17.99
ACH	Pacific Western Bank	Bank Fee	9/15/2021	110.00
ACH	Southern California Edison	Utility Svcs - 07/20/21 - 08/17/21	9/15/2021	951.04
ACH	Home Depot	Home Depot	9/16/2021	398.69
ACH	State Disbursement Unit	CONFIDENTIAL	9/16/2021	233.00
ACH	TASC	FSA Payment - 09/21	9/16/2021	770.82
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 09/15/21	9/17/2021	1,933.97
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 09/15/21	9/17/2021	12,985.28
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 09/15/21	9/17/2021	43,888.15
ACH	Apple Online Store	iCloud 200GB Storage Plan	9/21/2021	2.99
ACH	Extra Storage Space	Extra Space Storage	9/21/2021	690.30
ACH	Amazon	Amazon Prime	9/23/2021	14.22
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 09/22/21S	9/23/2021	168.45
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 09/22/21S	9/23/2021	403.90
ACH	Home Depot	Home Depot	9/27/2021	1,149.68
ACH	Officebooks.com	Officebooks.com	9/28/2021	9.00
		Total Payments Issued in September		**$ 143,148.65**

TEACH Inc.,
60-Day Compliance Calendar
September 30, 2021

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
DATA TEAM	Oct-06	California Basic Educational Data System (CBEDS) Information Day - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on October 29th.	TEACH	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-06	Federal Stimulus Reporting- Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II and ESSER III. Reporting for the preceding quarter (July 1 - Sep 30) are due October 6th. Additionally, CRF may report corrections for expenditures through May 31, 2021.	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-29	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	TEACH	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-29	ESSER III Expenditure Plan - Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the ARP Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address the academic impact of lost instructional time as well as respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic. The ESSER III Expenditure Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021.	TEACH with Charter Impact Support	Yes	No	https://www.cde.ca.gov/fg/cr/arpact.asp

TEACH Inc.,
60-Day Compliance Calendar
September 30, 2021

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	ASES -1st Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact and TEACH	No	No	http://www.cde.ca.gov/ls/ba/as/
FINANCE	Oct-31	Collect National School Lunch Program (NSLP) applications - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	TEACH	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	Complete 20-Day Attendance Report - Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	TEACH	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
FINANCE	Nov-01	Low Performing Student Block Grant Report #2- LEAs that have accepted LPSBG funds are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d).	TEACH	No	Yes	https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#reportingreq

TEACH Inc.,
60-Day Compliance Calendar
September 30, 2021

Area	Due Date	Description	Completed By	Board Must Approve	TEACH Signature Needed?	Links and Additional Info
DATA TEAM	Nov-01	Kindergarten Immunization Assessment - To review and submit required vaccine doses and report on permanent medical exemptions.	TEACH	No	No	https://www.shotsforschool.org/reporting/kindergarten/#
FINANCE	Nov-01	Mental Health Plans due to SELPA - Schools requesting Level 2 and Level 3 mental health funding must file their annual plan with their SELPA by this date. Specific due dates may vary by SELPA.	TEACH	No	Yes	https://www.cde.ca.gov/fg/aa/se/sep1appnform04.asp
DATA TEAM	Nov-15	Complete Nutrition Verification process (requirement of School Nutrition Program) - Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	TEACH	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp
FINANCE	Nov-15	Review and/or Update Non-Profit IRS Form 990 Policies - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. Most schools extend this deadline to the following May 15th.	TEACH	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Set by Authorizer (by Dec 15)	1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Expanded Learning Opportunities Program	$1.75 billion	For school districts and charter schools with UPP greater than 80%: $1,170 per classroom-based K–6 prior year average daily attendance (ADA) multiplied by UPP All other school districts and charter schools: Remaining funds provided on per unit basis using classroom-based K–6 prior year ADA multiplied by UPP Minimum of $50,000 per LEA	Must offer and provide expanded learning: • Before or after school opportunities plus instructional time equal at least nine hours on school days • At least 30 days of no less than 9 hours of expanded learning days during school breaks • Must conform to After School Education and Safety Program requirements • 20:1 student to adult ratio, 10:1 if program serves Transitional Kindergarten (TK)/K students	No plan requirements but in 2021–22 must offer to all unduplicated K–6 students and provide to at least 50% of these students In 2022–23, must offer to all students in grades K–6 and provide to all who request	Ongoing program
Kitchen Infrastructure Upgrades	$120 million	Base allocation of $25,000 per LEA Remaining funds allocated to LEAs with at least 50% of students free or reduced-priced meals (FRPM)-eligible, on a per-pupil basis using count of FRPM-eligible students	Cooking equipment; service equipment; refrigeration and storage; transportation of ingredients, meals, and equipment between sites.	Must report to CDE by June 30, 2022, how funds were used to improve the quality of school meals or increase participation in subsidized meal programs.	N/A

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
A-G Completion Improvement Grant	$547.5 million	A-G Access Grant: For local educational agencies (LEAs) with A-G completion rate less than 67%, $300 million allocated per unduplicated pupil enrolled in grades 9–12 in 2020–21. An eligible LEA that also received concentration grant funds in 2020–21 shall receive at least $75,000. A-G Success Grant: For LEAs with A-G completion rate of 67% or higher, $100 million allocated per unduplicated pupil enrolled in grades 9–12 in 2020–21. An eligible LEA that also received concentration grant funds in 2020–21 shall receive at least $75,000. A-G Learning Loss Mitigation Grant: $147.5 million allocated to LEAs per unduplicated student enrolled in grades 9–12 in 2020–21. An LEA that also received concentration grant funds in 2020–21 shall receive at least $75,000.	Access and Success Grants: Activities that directly support student access to, and successful completion of, the A-G course requirements. Learning Loss Mitigation Grant: To allow students who received a grade of "D," "F," or "Fail" in an A-G course in 2020–21 to retake those courses.	Must develop a plan by January 1, 2022, that describes how the funds received will increase or improve services for unduplicated students to improve A-G eligibility. Must report to the California Department of Education (CDE) by December 31, 2023, on how the LEA is measuring the impact on the A-G completion rate.	June 30, 2026
Classified School Employee Professional Development	$30 million	Apportioned to LEAs based on number of classified employees employed in preceding fiscal year, with a minimum allocation of $2,000 per LEA.	For food service staff to receive training on promoting nutritious foods	No plan or application requirements	N/A

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Classified School Employee Teacher Credentialing Program	$125 million	Competitive grants awarded by the Commission on Teacher Credentialing (CTC) that shall not exceed $24,000 over five years per teacher candidate. Priority given to LEAs that: • Have not previously received funds for this program • Have a high Unduplicated Pupil Percentage (UPP) • Have a plan to recruit and support expanded learning and preschool program staff and address kindergarten and early childhood education teacher shortages	Assistance for books, fees, and tuition while pursuing a teaching credential	Applicants must demonstrate the following: • Capacity and willingness to accommodate participation of classified employees in teacher training programs • Active participation of institutes of higher education in development of coursework for participating classified school employees • Recruitment to meet the demand for bilingual cross-cultural teachers and teachers in shortage areas • Sequenced job descriptions that lead from an entry-level classified position to an entry-level teaching position	June 30, 2026

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Community Schools Partnership Program	$2.8 billion	Competitive grants awarded by CDE with approval of the State Board of Education. Grants prioritized for schools with at least 80% UPP. Planning grants: In 2021–22 and 2022–23, 10% of funds reserved for grants of up to $200,000 for LEAs with no existing community schools. Requires 3:1 match. Implementation grants: 70% of funds for grants of up to $500,000 annually for new community schools or for expansion or continuation of existing community schools. Requires 3:1 match. Coordination grants: Starting in 2024–25 through 2027–28, 20% of funds for grants of up to $100,000 annually for ongoing coordination of community schools. Requires 1:1 match.	Planning grants: Community school coordinator, needs assessment, administrative costs necessary to launch a community school, partnership development and coordination support between grantee and cooperating agencies, staff training, preparing a community school implementation plan for submission to the governing board Implementation grants: Staffing, support services for students and their families, staff training, community stakeholder engagement, ongoing data collection and program evaluations Coordination grants: Supplement, not supplant, existing services and funds, and use for ongoing coordination of services, management of the community school and ongoing data collection and program evaluations	LEA may apply if it meets any of the following: • At least 50% UPP • Higher than state average dropout rates • Higher than state average suspension and expulsion rates • Higher than state average rates of child homelessness, foster youth, or justice-involved youth Schools may apply if not within an eligible LEA, but the school meets at least two of the above criteria. LEAs may apply as a consortium or in partnership with a county behavioral health agency, Head Start, childcare program, or higher education agency	June 30, 2028

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Computer Science Supplementary Authorization Incentive Grant	$15 million	Competitive grants awarded by the CTC to LEAs Priority for grant applications for teachers that provide instruction at a rural district or a district with high UPP. Requires a 1:1 match.	Paying for teacher costs of coursework, books, fees, and tuition	Applicants must identify selected teachers for participation in the program, the number of coursework credits required for each teacher to earn a supplementary authorization, estimated costs. Must report to the CTC on or before August 30 of the second year after receiving funds the number of new computer science courses taught by participating teachers.	June 30, 2026
Educator Effectiveness Block Grant	$1.5 billion	Apportioned to LEAs in an equal amount per 2020–21 full-time equivalent for certificated and classified staff	Provide professional learning for teachers, administrators, and classified staff who work/interact with students, with designated focus areas.	By December 30, 2021, adopt a plan delineating the expenditure of funds. By September 30, 2026, report detailed expenditure information to CDE, including specific purchases made and the number of staff that received professional development (PD).	June 30, 2026

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Multitiered Systems of Support	$30 million	Competitive grants awarded by Orange County Department of Education to LEAs Priority to LEAs with high UPP that have participated in training to implement an integrated multitiered system of support Grants awarded to LEAs by December 15, 2021	Support implementation of high quality integrated academic, behavioral, and social-emotional learning practices in an integrated multitiered system of support at the schoolwide level.	Grant recipients shall measure and report on implementation fidelity at least annually	June 30, 2026
Prekindergarten Planning and Implementation Grant	$200 million	Base grant: $100,000 to all LEAs that operate kindergarten Enrollment grant: 60% of remaining funds allocated based on 2019–20 kindergarten enrollment Supplemental grant: 40% of remaining funds based on 2019–20 kindergarten enrollment multiplied by UPP	Create or expand state preschool or TK. Planning costs, hiring and recruitment costs, training and PD, classroom materials.	Plan for consideration by governing board by June 30, 2022	June 30, 2024
Prekindergarten Training grants	$100 million	Competitive grants to LEAs awarded by CDE. Awarding of grants shall consider high needs students and demand for preschool, TK, or kindergarten programs.	Attainment of credentials, permits, or PD. Educational expenses, transportation and childcare costs, substitute teacher pay, stipends and PD expenses, coaching, and administrator training.	Application must describe how funds will be used to increase number of TK teachers or the competencies of California State Preschool Program (CSPP), TK, and kindergarten teachers. LEAs may apply alone or as a consortium of providers, including CSPP and Head Start programs operated by community-based organizations.	June 30, 2024

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Preschool, TK, and Full-Day Kindergarten Facilities Grant	$490 million	Competitive grants awarded by State Allocation Board to school districts that lack the facilities to provide TK or full-day kindergarten, or lack the facility capacity to increase CSPP services. Priority given to districts that either: • Financially unable to contribute local match requirements • High population of FRPM eligible students Depending on type of project, includes requirement for district to provide 25%, 40%, or 50% of project cost.	Costs necessary to adequately house preschool, TK, and kindergarten students in an approved project. Districts may not use funds to purchase or install portable classrooms.	Must pass a resolution stating intent to offer or expand enrollment in TK or a preschool program, as appropriate	Funds disbursed for approved applications to the extent funds are available

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Special Education Dispute Resolution	$100 million	Allocated by CDE to Special Education Local Plan Areas (SELPAs) by August 31, 2021 Appropriated on a per-pupil basis determined by number of students with disabilities 3–22 years old enrolled in each SELPA's member LEA using greater of Fall 1 Census data for the 2019–20 or 2020–21 fiscal years	Used by LEAs in collaboration with their SELPAs to support: • Early intervention to promote collaboration and positive relationships between families and schools • Conduct voluntary alternative dispute resolution activities • Work in partnership with family empowerment centers or other family support organizations • Develop plans to outreach to families who face language barriers and other challenges to participation in the special education process	By October 1, 2021, SELPAs must submit a plan to CDE detailing how they will support their member LEAs in conducting dispute prevention and voluntary alternative dispute resolution activities. LEAs that received support from their SELPA for alternative dispute resolution activities shall report designated information to their SELPA by September 30, 2023.	June 30, 2023
Special Education Early Intervention Preschool Grant	$260 million	Allocated to school districts on a per pupil amount based on first graders with disabilities using Fall 1 Census data	Provide services and supports in inclusive settings that have been determined to improve school readiness and long-term outcomes for infants, toddlers, and preschool pupils from birth to five years old.	No plan or reporting requirements	Ongoing

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2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
Special Education Learning Recovery Supports	$450 million	Allocated by CDE to SELPAs by August 31, 2021. Appropriated on a per-pupil basis determined by number of students with disabilities 3–22 years old enrolled in each SELPA's member LEA using greater of Fall 1 Census data for the 2019–20 or 2020–21 fiscal years. Requires 1:1 match, and funds must not supplant existing expenditures or obligations.	Used by LEAs in collaboration with their SELPA to provide learning recovery support for students with disabilities related to impacts to learning resulting from COVID-19 school disruptions during the period of March 13, 2020, to September 1, 2021.	By October 1, 2021, SELPAs must work with member LEAs to submit a plan to CDE detailing how they will provide learning recovery support to students with disabilities in response to school disruptions resulting from the COVID-19 health emergency. SELPAs shall report to CDE by September 30, 2023, how funding was spent.	June 30, 2023
Teacher Residency Grant	$350 million	Competitive grants awarded by CTC Grants shall be up to $25,000 per teacher candidate in the residency program, with a match requirement of 80% of grant amount received per participant. Priority given to applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage of unduplicated students, and have a school with at least 50% FRPM eligible students or is located in either a rural or densely populated region.	Teacher preparation costs, stipends for mentor teachers, residency program staff costs, mentoring and beginning teacher induction costs	Applicants must demonstrate need for teachers in one or more designated shortage fields, or to diversify teacher workforce. Applicants must propose to establish a new teacher residency program or expand or improve access to an existing teacher residency program that addresses teacher needs.	June 30, 2026

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Coversheet

TEACH Employee Benefit Packages

Section:	III. Items Scheduled for Information and Potential Action
Item:	B. TEACH Employee Benefit Packages
Purpose:	Vote
Submitted by:	
Related Material:	2021-2022 TEACH Renewal Presentation revised 10.18.21-2.pdf

Employee Benefits, Plans & Pricing

2021 - 2022



Prepared For

TEACH Public Schools

Presented By:

Toby Kennedy

President

Created By:

Denis Azucar

Senior Account Manager

Last Updated on 10/19/21 for an effective date of 12/01/21

Simpolicy Insurance Solutions, LLC

CA License 0I41600

The following is a benefits and pricing summary. Information provided is not intended to be an inclusive list of cost, benefits, policy provisions, limitations and/or exclusions. Please refer to carrier's proposal, contract and/or summary plan description for a complete explanation.

Summary of Plan Options / Recommendations Effective 12/01/2021

TEACH PUBLIC SCHOOLS

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	Current Plans	Renewal	Proposed 1	Proposed 2
MEDICAL	***Blue Shield/Kaiser***	***Blue Shield/Kaiser***	***Blue Shield/Kaiser***	***Blue Shield/Kaiser***
Monthly Premium	$35,243.91	$36,943.03	$36,943.03	$36,943.03
Annual Premium	$422,926.92	$443,316.36	$443,316.36	$443,316.36
DENTAL	***Mutual of Omaha/CalDental***	***Mutual of Omaha/CalDental***	***MetLife***	***Lincoln Financial Group***
Monthly Premium	$2,004.44	$2,051.63	$1,884.57	$1,712.51
Annual Premium	$24,053.28	$24,619.56	$22,614.84	$20,550.12
VISION	***Mutual of Omaha***	***Mutual of Omaha***	***MetLife***	***Lincoln Financial Group***
Monthly Premium	$473.81	$473.81	$658.71	$588.28
Annual Premium	$5,685.72	$5,685.72	$7,904.52	$7,059.36
LIFE/AD&D	***Mutual of Omaha***	***Mutual of Omaha***	***MetLife***	***Lincoln Financial Group***
Monthly Premium	$471.75	$528.36	$591.26	$471.75
Annual Premium	$5,661.00	$6,340.32	$7,095.12	$5,661.00

TOTAL BENEFIT COST	Current Plans	Renewal	Proposed 1	Proposed 2
Monthly Premium	$38,193.91	$39,996.83	$40,077.57	$39,715.57
Annual Premium	$458,326.92	$479,961.96	$480,930.84	$476,586.84

TOTAL ANNUAL DIFFERENCE	Current Plans	Renewal	Proposed 1	Proposed 2
Difference ($) Over Current	N/A	$21,635.04	$22,603.92	$18,259.92
Difference (%) Over Current	N/A	4.72%	4.93%	3.98%
Difference ($) Over Renewal	N/A	N/A	$968.88	($3,375.12)
Difference (%) Over Renewal	N/A	N/A	0.20%	-0.70%

NOTES	Current Plans	Renewal	Proposed 1	Proposed 2
Plan Changes	N/A	***Renewing All Plans**	*** Renew KP/Blue Shield** *** Moving Denta/Vision/Life to MetLife**	*** Renew KP/Blue Shield** *** Moving Denta/Vision/Life back to Lincoln Financial Group**

TEACH Public Schools

Current/ Renewal - Blue Shield of CA Alongside Kaiser Permanente Medical Plans Effective: 12/01/2021

			Current HMO	*Current HMO*	*Renewal HMO*	*Renewal HMO*
CARRIER			**Kaiser Permanente**	**Blue Shield of CA**	**Kaiser Permanente**	**Blue Shield of CA**
PLAN			**Gold 80 HMO 250/25**	**Gold Trio HMO 500/35 OffEx**	**Gold 80 HMO 250/35**	**Gold Trio HMO 500/35 OffEx**
Benefits			**Kaiser Facilities Only**	**TRIO HMO Network**	**Kaiser Facilities Only**	**TRIO HMO Network**
Main Features						
Calendar Year Individual Deductible			$250	$500	$250	$500
Calendar Year Family Deductible			$500 (embedded)	$1,000	$500 (embedded)	$1,000
Calendar Year Out-of-Pocket Maximum Individual			$7,800 (incl ded)	$7,500 (incl ded)	$7,800 (incl ded)	$7,500 (incl ded)
Calendar Year Out-of-Pocket Maximum Family			$15,600 (incl ded)	$15,000 (incl ded)	$15,600 (incl ded)	$15,000 (incl ded)
Co-Insurance			0%	20%	0%	20%
Lifetime Maximum			Unlimited	Unlimited	Unlimited	Unlimited
PC/Specialist			$25/$50 ded waived	$35/$55 ded waived; $55 ded waived Access+ SP	$35/$55 ded waived	$35/$55 ded waived; $55 ded waived Access+ SP
Adult/Child Preventive Care			No charge	No charge	No charge	No charge
Physical Therapy			$25 ded waived	$35 ded waived	$35 ded waived	$35 ded waived
Chiropractic Care			Not covered	$15 ded waived; 20 visits/cal yr	Not covered	$15 ded waived; 20 visits/cal yr
Inpatient Hospital			$600/day after ded up to 5 days	20% after ded	$600/day after ded up to 5 days	20% after ded
Outpatient Facility			$340 ded waived	$150 after ded/$300 after ded (ASC/Hospital)	$335 ded waived	$150 after ded/$300 after ded (ASC/Hospital)
Lab/X-Ray			$25/$65 ded waived	$35/$55 ded waived	$35/$55 ded waived	$35/$55 ded waived
Advanced Radiology			$275 ded waived	$50 ded waived/$250 after ded (FS/Hospital)	$250 ded waived	$50 ded waived/$250 after ded (FS/Hospital)
Emergency Room			$250 (waived if admitted) after ded	$300 (waived if admitted) after ded	$250 (waived if admitted) after ded	$300 (waived if admitted) after ded
Ambulance			$250 after ded	$175 ded waived	$250 after ded	$175 ded waived
Urgent Care			$25 ded waived	$35 ded waived	$35 ded waived	$35 ded waived
Tier 1			$15 ded waived	$15/$20 ded waived	$15 ded waived	$15/$20 ded waived
Tier 2			$50 ded waived	$35/$55 ded waived	$40 ded waived	$35/$55 ded waived
Tier 3			$50 ded waived	$55/$85 ded waived	$40 ded waived	$55/$85 ded waived
Tier 4 Specialty			20% ded waived; $250 max/script	20% ded waived; $250 max/script	20% ded waived; $250 max/script	20% ded waived; $250 max/script
Plan Rates	***KP***	***BSCA***	***Current HMO***	***Current HMO***	***Renewal HMO***	***Renewal HMO***
Employee Only	**46**	**7**	age rated	age rated	age rated	age rated
Employee+ Spouse	**5**	**0**	age rated	age rated	age rated	age rated
Employee + Child(ren)	**3**	**0**	age rated	age rated	age rated	age rated
Family	**2**	**0**	age rated	age rated	age rated	age rated
Estimated Monthly Premium			**$32,551.60**	**$2,692.31**	**$34,126.76**	**$2,816.27**
Estimated COMBINED Monthly Premium			**$35,243.91**		**$36,943.03**	
Estimated COMBINED Total Annual Premium			**$422,926.92**		**$443,316.36**	
Current Increase/Decrease % Per Carrier					**4.84%**	**4.60%**
Current Increase/Decrease % COMBINED					**4.82%**	

*Plus all charges in excess of Maximum Allowable Charge.

**Refer to the Evidence of Coverage Booklet for complete details including Mental Health Parity

Current/Renewal Blue Shield of CA Alongside Kaiser Permanente Small Group Rates Effective 12/01/2021											
First Name	Last Name	Plan	Coverage	Current Employee Rates	Current Dependent Rates	Total Monthly Rates	Renewal Employee Rates	Renewal Dependent Rates	Total Monthly Rates
Christian	Banks	BS	Employee	$313.82	$0.00	$313.82	$332.82	$0.00	$332.82
Beth	Bulgeron	BS	Employee	$510.85	$0.00	$510.85	$546.84	$0.00	$546.84
Adam	Eberlein	BS	Employee	$363.53	$0.00	$363.53	$374.16	$0.00	$374.16
Jodi	Gallegos	BS	Employee	$406.35	$0.00	$406.35	$427.74	$0.00	$427.74
Asuncion	Mendoza	BS	Employee	$358.73	$0.00	$358.73	$371.71	$0.00	$371.71
Maria	Pimienta	BS	Employee	$365.92	$0.00	$365.92	$376.60	$0.00	$376.60
Reginald	Woods	BS	Employee	$373.11	$0.00	$373.11	$386.40	$0.00	$386.40
Uju	Anaebere	KP	Employee/Spouse	$421.79	$421.79	$843.58	$434.61	$434.61	$869.22
Bridgette	Brown	KP	Employee	$419.07	$0.00	$419.07	$431.82	$0.00	$431.82
Matthew	Brown	KP	Employee/Child(ren)	$419.07	$549.26	$968.33	$431.82	$561.64	$993.46
Ryan	Burke	KP	Employee	$381.25	$0.00	$381.25	$395.89	$0.00	$395.89
Raul	Carranza	KP	Employee/Child(ren)	$581.24	$1,242.60	$1,823.84	$622.96	$1,292.04	$1,915.00
Jessica	Centeno	KP	Employee	$370.35	$0.00	$370.35	$390.31	$0.00	$390.31
Ann	Chau	KP	Employee	$408.17	$0.00	$408.17	$423.45	$0.00	$423.45
Gillian	Childs	KP	Employee	$357.06	$0.00	$357.06	$379.15	$0.00	$379.15
Porsche	Clemmings McAdams	KP	Employee/Spouse	$413.62	$416.34	$829.96	$426.24	$429.03	$855.27
Curtis	Cornell	KP	Employee	$424.52	$0.00	$424.52	$440.19	$0.00	$440.19
Michael	Ellis	KP	Employee	$665.06	$0.00	$665.06	$711.56	$0.00	$711.56
Graciela	Flores-Toledo	KP	Employee	$511.06	$0.00	$511.06	$545.18	$0.00	$545.18
Jason	Garcia	KP	Employee	$435.42	$0.00	$435.42	$454.14	$0.00	$454.14
DeAnna	Garrett	KP	Employee	$381.25	$0.00	$381.25	$395.89	$0.00	$395.89
Matthew	Gayomali	KP	Employee	$394.88	$0.00	$394.88	$412.63	$0.00	$412.63
Tanya	Goff	KP	Employee	$532.52	$0.00	$532.52	$570.29	$0.00	$570.29
Christian	Gomez	KP	Employee	$348.88	$0.00	$348.88	$365.54	$0.00	$365.54
Rosario	Gomez	KP	Employee	$511.06	$0.00	$511.06	$545.18	$0.00	$545.18
Jazmin	Haydel	KP	Employee	$394.88	$0.00	$394.88	$412.63	$0.00	$412.63
Angela	Jang	KP	Employee	$340.71	$0.00	$340.71	$350.20	$0.00	$350.20
Joanna	Jimenez	KP	Employee	$665.06	$0.00	$665.06	$711.56	$0.00	$711.56
Shashawnna	Lawson	KP	Employee	$413.62	$0.00	$413.62	$426.24	$0.00	$426.24
Ho Yin J	Leung	KP	Employee	$424.52	$0.00	$424.52	$440.19	$0.00	$440.19
Claudia	Lopez	KP	Employee	$511.06	$0.00	$511.06	$545.18	$0.00	$545.18
Maria	Lopez	KP	Employee	$695.04	$0.00	$695.04	$744.69	$0.00	$744.69
Christopher	Mohan	KP	Employee	$413.62	$0.00	$413.62	$426.24	$0.00	$426.24
Robert	Monterroso	KP	Employee	$435.42	$0.00	$435.42	$454.14	$0.00	$454.14
Jimmy	Morales	KP	Family	$511.06	$792.82	$1,303.88	$545.18	$836.08	$1,381.26
Racquel	Nunley	KP	Employee	$394.88	$0.00	$394.88	$412.63	$0.00	$412.63
Jesus	Ojeda	KP	Employee	$394.88	$0.00	$394.88	$412.63	$0.00	$412.63
David	Ortiz	KP	Employee	$581.24	$0.00	$581.24	$622.96	$0.00	$622.96
Aisha	Owens	KP	Employee	$451.44	$0.00	$451.44	$473.32	$0.00	$473.32
Sandra	Pe	KP	Employee	$886.86	$0.00	$886.86	$946.65	$0.00	$946.65
Sonia	Perez Acosta	KP	Employee	$429.97	$0.00	$429.97	$445.77	$0.00	$445.77
Juan	Pineda	KP	Employee	$665.06	$0.00	$665.06	$711.56	$0.00	$711.56
Citlalli	Ramirez	KP	Employee	$370.35	$0.00	$370.35	$390.31	$0.00	$390.31
Luis	Ramirez	KP	Employee	$491.98	$0.00	$491.98	$523.20	$0.00	$523.20
Adriana	Rangel	KP	Employee	$342.07	$0.00	$342.07	$357.17	$0.00	$357.17
Elena	Ranosa	KP	Employee	$924.68	$0.00	$924.68	$980.13	$0.00	$980.13
Jaziel	Reyes	KP	Employee	$340.71	$0.00	$340.71	$348.80	$0.00	$348.80
Sharon	Rhee	KP	Family	$462.34	$1,025.23	$1,487.57	$487.28	$1,065.31	$1,552.59
Geoffrey	Rickett	KP	Employee	$424.52	$0.00	$424.52	$440.19	$0.00	$440.19
Enrique	Robles	KP	Employee/Spouse	$419.07	$421.79	$840.86	$431.82	$434.61	$866.43
Marlene	Romero	KP	Employee	$443.60	$0.00	$443.60	$462.16	$0.00	$462.16
Lizbeth	Ruvalcaba	KP	Employee	$381.25	$0.00	$381.25	$395.89	$0.00	$395.89
Karla	Salguero	KP	Employee	$416.34	$0.00	$416.34	$429.03	$0.00	$429.03
Artisha	Thompson	KP	Employee	$357.06	$0.00	$357.06	$379.15	$0.00	$379.15
Suzette	Torres	KP	Employee	$695.04	$0.00	$695.04	$744.69	$0.00	$744.69
Maritza	Trillo	KP	Employee/Child(ren)	$443.60	$549.26	$992.86	$462.16	$561.64	$1,023.80
Kevin	White	KP	Employee	$394.88	$0.00	$394.88	$412.63	$0.00	$412.63
Shawnise	Willis	KP	Employee	$475.97	$0.00	$475.97	$503.67	$0.00	$503.67
Monique	Woodly	KP	Employee/Spouse	$419.07	$416.34	$835.41	$431.82	$429.03	$860.85
Alicia	Woosley	KP	Employee/Spouse	$491.98	$635.42	$1,127.40	$523.20	$680.86	$1,204.06
Jourdan	Ysaguirre	KP	Employee	$340.71	$0.00	$340.71	$348.80	$0.00	$348.80
Wendy	Zaragoza	KP	Employee	$443.60	$0.00	$443.60	$462.16	$0.00	$462.16
Yuri	Zepeda	KP	Employee	$416.34	$0.00	$416.34	$429.03	$0.00	$429.03
			Blue Shield Monthly	$2,692.31	$0.00	$2,692.31	$2,816.27	$0.00	$2,816.27
			Kaiser Monthly	$26,080.75	$6,470.85	$32,551.60	$27,401.91	$6,724.85	$34,126.76
			Total Monthly Premium	**$28,773.06**	**$6,470.85**	**$35,243.91**	**$30,218.18**	**$6,724.85**	**$36,943.03**

TEACH Public Schools

Proposed Additional Kaiser & Blue Shield of CA Medical Plans Effective: 12/01/2021

	Current HMO	*Current HMO*	*Buy UP Kaiser*	*Buy UP HMO*	*Buy UP PPO*	
CARRIER	**Kaiser Permanente**	**Blue Shield of CA**	**Kaiser Permanente**	**Blue Shield of CA**	**Blue Shield of CA**	
PLAN	**Gold 80 HMO 250/25**	**Gold Trio HMO 500/35 OffEx**	**Platinum 90 HMO 0/20**	**Platinum ACCESS PLUS HMO 0/25**	**Gold PPO 1200/35**	
Benefits	**Kaiser Facilities Only**	**TRIO HMO Network**	**Kaiser Facilities Only**	**FULL HMO Network**	**In Network**	**Out of Network**
Main Features						
Calendar Year Individual Deductible	$250	$500	$0	$0	$1,200	$2,400
Calendar Year Family Deductible	$500 (embedded)	$1,000	$0	$0	$2,400	$4,800
Calendar Year Out-of-Pocket Maximum Individual	$7,800 (incl ded)	$7,500 (incl ded)	$4,500	$2,350	$8,150 (incl ded)	$16,300 (incl ded)
Calendar Year Out-of-Pocket Maximum Family	$15,600 (incl ded)	$15,000 (incl ded)	$9,000	$4,700	$16,300 (incl ded)	$32,600 (incl ded)
Co-Insurance	0%	20%	0%	0%	20%	40%
Lifetime Maximum	Unlimited	Unlimited	Unlimited	Unlimited	Unlimited	Unlimited
PC/Specialist	$25/$50 ded waived	$35/$55 ded waived; $55 ded waived Access+ SP	$20/$30	$25/$50; $50 SP	$35/$55 ded waived	40% after ded
Adult/Child Preventive Care	No charge	No charge	No charge	No charge	No charge	Not covered
Physical Therapy	$25 ded waived	$35 ded waived	$20	$25	20% after ded	40% after ded
Chiropractic Care	Not covered	$15 ded waived; 20 visits/cal yr	Not covered	$15; 20 visits/cal yr	$10 ded waived; 20 visits/cal yr	50% after ded; 20 visits/cal yr
Inpatient Hospital	$600/day after ded up to 5 days	20% after ded	$250/day up to 5 days	$250/day; 3 days/admit	20% after ded	40% after ded; $2,000 benefit max/day
Outpatient Facility	$340 ded waived	$150 after ded/$300 after ded (ASC/Hospital)	$125	$100/$150 (ASC/Hospital)	20% after ded/$150 + 20% after ded (ASC/Hospital)	40% after ded; $350 benefit max/day
Lab/X-Ray	$25/$65 ded waived	$35/$55 ded waived	$20/$30	$20/$50	L-$35 ded waived/20% after ded; X-$50/$100 ded waived (FS/Hospital)	40% after ded; $350 benefit max/day Hospital
Advanced Radiology	$275 ded waived	$50 ded waived/$250 after ded (FS/Hospital)	$100	$50/$200 (FS/Hospital)	20% after ded/$100 + 20% after ded (FS/Hospital)	40% after ded; $350 benefit max/day Hospital
Emergency Room	$250 (waived if admitted) after ded	$300 (waived if admitted) after ded	$150 (waived if admitted)	$250 (waived if admitted)	$250 (waived if admitted) + 20% after ded	$250 (waived if admitted) + 20% after ded
Ambulance	$250 after ded	$175 ded waived	$150	$150	20% after ded	20% after ded
Urgent Care	$25 ded waived	$35 ded waived	$20	$25	$35 ded waived	40% after ded
Tier 1	$15 ded waived	$15/$20 ded waived	$5	$5/$10	$10/$15 ded waived	Not covered
Tier 2	$50 ded waived	$35/$55 ded waived	$20	$15/$30	$40/$60 after $300	Not covered
Tier 3	$50 ded waived	$55/$85 ded waived	$20	$25/$45	$70/$100 after $300	Not covered
Tier 4 Specialty	20% ded waived; $250 max/script	20% ded waived; $250 max/script	10%; $250 max/script	20%; $250 max/script	30% after $300; $250 max/script	Not covered

Plan Rates	***KP***	***BSCA***	***Current HMO***	***Current HMO***	***Buy UP Kaiser***	***Buy UP HMO***	***Buy UP PPO***
Employee Only	**46**	**7**	age rated	age rated	age rated	age rated	age rated
Employee+ Spouse	**5**	**0**	age rated	age rated	age rated	age rated	age rated
Employee + Child(ren)	**3**	**0**	age rated	age rated	age rated	age rated	age rated
Family	**2**	**0**	age rated	age rated	age rated	age rated	age rated
Estimated Monthly Premium						**Buy up HMO to the Full HMO Network with Access to UCLA/CEDARS**	**Buy UP PPO with access to UCLA/CEDARS. In addition, NV employees can be added with access to the blue cross/blue shield traditional network**
Estimated COMBINED Monthly Premium							
Estimated COMBINED Total Annual Premium							
Current Increase/Decrease % Per Carrier							
Current Increase/Decrease % COMBINED							

*Plus all charges in excess of Maximum Allowable Charge.

**Refer to the Evidence of Coverage Booklet for complete details including Mental Health Parity

Current/Renewal Blue Shield of CA Alongside Kaiser Permanente Small Group Rates Effective 12/01/2021 PLUS PROPOSED NEW PLANS							
First Name	Last Name	Plan	Current Employee Rates	Renewal Employee Rates	Proposed Kaiser Platinum HMO Employee Rates	Proposed Blue Shield Platinum HMO Employee Rates	Proposed Blue Shield Gold PPO 1200 Employee Rates
Christian	Banks	BS	$313.82	$332.82	$421.87	$446.06	$474.38
Beth	Bulgeron	BS	$510.85	$546.84	$693.15	$732.90	$779.43
Adam	Eberlein	BS	$363.53	$374.16	$474.26	$501.46	$533.29
Jodi	Gallegos	BS	$406.35	$427.74	$542.18	$573.27	$609.67
Asuncion	Mendoza	BS	$358.73	$371.71	$471.15	$498.18	$529.80
Maria	Pimienta	BS	$365.92	$376.60	$477.36	$504.74	$536.79
Reginald	Woods	BS	$373.11	$386.40	$489.78	$517.88	$550.75
Uju	Anaebere	KP	$421.79	$434.61	$483.57	$511.31	$543.77
Bridgette	Brown	KP	$419.07	$431.82	$480.47	$508.03	$540.28
Matthew	Brown	KP	$419.07	$431.82	$480.47	$508.03	$540.28
Ryan	Burke	KP	$381.25	$395.89	$440.49	$465.76	$495.33
Raul	Carranza	KP	$581.24	$622.96	$693.15	$732.90	$779.43
Jessica	Centeno	KP	$370.35	$390.31	$434.28	$459.19	$488.34
Ann	Chau	KP	$408.17	$423.45	$471.15	$498.18	$529.80
Gillian	Childs	KP	$357.06	$379.15	$421.87	$446.06	$474.38
Porsche	Clemmings McAdams	KP	$413.62	$426.24	$474.26	$501.46	$533.29
Curtis	Cornell	KP	$424.52	$440.19	$489.78	$517.88	$550.75
Michael	Ellis	KP	$665.06	$711.56	$791.73	$837.14	$890.28
Graciela	Flores-Toledo	KP	$511.06	$545.18	$606.60	$641.39	$682.11
Jason	Garcia	KP	$435.42	$454.14	$505.31	$534.29	$568.21
DeAnna	Garrett	KP	$381.25	$395.89	$440.49	$465.76	$495.33
Matthew	Gayomali	KP	$394.88	$412.63	$459.12	$485.46	$516.27
Tanya	Goff	KP	$532.52	$570.29	$634.54	$670.94	$713.53
Christian	Gomez	KP	$348.88	$365.54	$406.73	$430.06	$457.36
Rosario	Gomez	KP	$511.06	$545.18	$606.60	$641.39	$682.11
Jazmin	Haydel	KP	$394.88	$412.63	$459.12	$485.46	$516.27
Angela	Jang	KP	$340.71	$350.20	$389.65	$412.00	$438.16
Joanna	Jimenez	KP	$665.06	$711.56	$791.73	$837.14	$890.28
Shashawnna	Lawson	KP	$413.62	$426.24	$474.26	$501.46	$533.29
Ho Yin J	Leung	KP	$424.52	$440.19	$489.78	$517.88	$550.75
Claudia	Lopez	KP	$511.06	$545.18	$606.60	$641.39	$682.11
Maria	Lopez	KP	$695.04	$744.69	$828.59	$876.12	$931.74
Christopher	Mohan	KP	$413.62	$426.24	$474.26	$501.46	$533.29
Robert	Monterroso	KP	$435.42	$454.14	$505.31	$534.29	$568.21
Jimmy	Morales	KP	$511.06	$545.18	$606.60	$641.39	$682.11
Racquel	Nunley	KP	$394.88	$412.63	$459.12	$485.46	$516.27
Jesus	Ojeda	KP	$394.88	$412.63	$459.12	$485.46	$516.27
David	Ortiz	KP	$581.24	$622.96	$693.15	$732.90	$779.43
Aisha	Owens	KP	$451.44	$473.32	$526.65	$556.86	$592.21
Sandra	Pe	KP	$886.86	$946.65	$1,053.31	$1,113.72	$1,184.42
Sonia	Perez Acosta	KP	$429.97	$445.77	$495.99	$524.44	$557.73
Juan	Pineda	KP	$665.06	$711.56	$791.73	$837.14	$890.28
Citlalli	Ramirez	KP	$370.35	$390.31	$434.28	$459.19	$488.34
Luis	Ramirez	KP	$491.98	$523.20	$582.15	$615.54	$654.62
Adriana	Rangel	KP	$342.07	$357.17	$397.42	$420.21	$446.89
Elena	Ranosa	KP	$924.68	$980.13	$1,090.56	$1,153.11	$1,226.32
Jaziel	Reyes	KP	$340.71	$348.80	$388.10	$410.36	$436.41
Sharon	Rhee	KP	$462.34	$487.28	$542.18	$573.27	$609.67
Geoffrey	Rickett	KP	$424.52	$440.19	$489.78	$517.88	$550.75
Enrique	Robles	KP	$419.07	$431.82	$480.47	$508.03	$540.28
Marlene	Romero	KP	$443.60	$462.16	$514.23	$543.73	$578.25
Lizbeth	Ruvalcaba	KP	$381.25	$395.89	$440.49	$465.76	$495.33
Karla	Salguero	KP	$416.34	$429.03	$477.36	$504.74	$536.79
Artisha	Thompson	KP	$357.06	$379.15	$421.87	$446.06	$474.38
Suzette	Torres	KP	$695.04	$744.69	$828.59	$876.12	$931.74
Maritza	Trillo	KP	$443.60	$462.16	$514.23	$543.73	$578.25
Kevin	White	KP	$394.88	$412.63	$459.12	$485.46	$516.27
Shawnise	Willis	KP	$475.97	$503.67	$560.42	$592.56	$630.18
Monique	Woodly	KP	$419.07	$431.82	$480.47	$508.03	$540.28
Alicia	Woosley	KP	$491.98	$523.20	$582.15	$615.54	$654.62
Jourdan	Ysaguirre	KP	$340.71	$348.80	$388.10	$410.36	$436.41
Wendy	Zaragoza	KP	$443.60	$462.16	$514.23	$543.73	$578.25
Yuri	Zepeda	KP	$416.34	$429.03	$477.36	$504.74	$536.79
			$28,773.06	**$30,218.18**	**$34,058.89**	**$36,012.44**	**$38,298.60**

TEACH Public Schools

Current/Renewal - MUTUAL OF OMAHA/CALDENTAL Dental Plans Effective: 12/01/2021 VS Lincoln Financial Group

			Current/Renewal		Current/Renewal		Proposed	Proposed	
COMPANY			**Mutual of Omaha**		**Mutual of Omaha**		**Lincoln Financial Group**	**Lincoln Financial Group**	
Plan			**CAL DENTAL NET**		**Dental 1**		**LDCCAC3**	**Option 1**	
Benefits			**DMO**		**In-Network**	**Non-Network**	**DMO**	**In-Network**	**Non-Network**
Annual Maximum			Unlimited		$1,500		Unlimited	$1,500	
Office Visit Copay			$5		N/A		$5	N/A	
Annual Deductible - Preventive			None		Waived		None	Waived	
Annual Deductible - Basic/Major			None		$50 Ind. / $150 Family		None	$50 Ind. / $150 Family	
DPPO Coinsurance									
Preventative			N/A		0%	0%	N/A	0%	0%
Basic			N/A		20%	20%	N/A	20%	20%
Major			N/A		50%	50%	N/A	50%	50%
DHMO Coinsurance									
Preventive *(1110) Prophylaxis - Adult/Child*			No Copay		N/A		No Copay	N/A	
Basic *(2140) Amalgam, 1 Surface*			No Copay		N/A		No Copay	N/A	
Basic *(3330) Root Canal - Molar*			$150		N/A		$225	N/A	
Major *(4210) Gingivectomy Per Quadrant*			$40		N/A		$35	N/A	
Major *(2750) Crown-Porcelain with metal*			$225		N/A		$150	N/A	
Orthodontia			Adult: $1,975/Child: $1,775 Copay		Not Covered		Adult: $1,895/Child: $1,895 Copay	Not Covered	
Endodontics			Based on Copays		Falls Under Basic Services		Based on Copays	Falls Under Basic Services	
Periodontics			Based on Copays		Falls Under Basic Services		Based on Copays	Falls Under Basic Services	
Crowns			Based on Copays		Falls Under Major Services		Based on Copays	Falls Under Major Services	
Waiting Periods			N/A		Late Entrant		N/A	Late Entrant	
Out-of-Network Reimbursement			N/A		MAC		N/A	MAC	
Rates (DMO/DPO)	***HMO***	***PPO***	**Current**	**Renewal**	**Current**	**Renewal**	**Proposed**	**Proposed**	
Employee Only	**12**	**21**	$15.19	$15.19	$43.63	$44.94	$13.56	$35.80	
Employee & Spouse	**3**	**6**	$25.69	$25.69	$86.89	$89.50	$26.43	$71.28	
Employee & Child(ren)	**2**	**0**	$27.92	$27.92	$119.90	$123.50	$28.60	$98.36	
Family	**3**	**1**	$39.28	$39.28	$133.84	$137.86	$41.34	$109.80	
Estimated Monthly Premium			**$433.03**	**$433.03**	**$1,571.41**	**$1,618.60**	**$423.23**	**$1,289.28**	
Combined Monthly Premium			**$2,004.44**	**$2,051.63**			**$1,712.51**		
Combined Annual Premium			**$24,053.28**	**$24,619.56**			**$20,550.12**		
Current Increase/Decrease			**2.35%**				**-14.56%**		

Notes: ***1 year rate guarantee.*** ***1 year rate guarantee.***

TEACH Public Schools

Current/Renewal - MUTUAL OF OMAHA/CALDENTAL Dental Plans Effective: 12/01/2021 VS MetLife

			Current/Renewal		Current/Renewal		Proposed	Proposed	
COMPANY			**Mutual of Omaha**		**Mutual of Omaha**		**MetLife**	**MetLife**	
Plan			**CAL DENTAL NET**		**Dental 1**		**Met185**	**Dental Option 2**	
Benefits			**DMO**		**In-Network**	**Non-Network**	**DMO**	**In-Network**	**Non-Network**
Annual Maximum			Unlimited		$1,500		Unlimited	$1,500	
Office Visit Copay			$5		N/A		$5	N/A	
Annual Deductible - Preventive			None		Waived		None	Waived	
Annual Deductible - Basic/Major			None		$50 Ind. / $150 Family		None	$50 Ind. / $150 Family	
DPPO Coinsurance									
Preventative			N/A		0%	0%	N/A	0%	0%
Basic			N/A		20%	20%	N/A	20%	20%
Major			N/A		50%	50%	N/A	50%	50%
DHMO Coinsurance									
Preventive *(1110) Prophylaxis - Adult/Child*			No Copay		N/A		No Copay	N/A	
Basic *(2140) Amalgam, 1 Surface*			No Copay		N/A		$10	N/A	
Basic *(3330) Root Canal - Molar*			$150		N/A		$200	N/A	
Major *(4210) Gingivectomy Per Quadrant*			$40		N/A		$40	N/A	
Major *(2750) Crown-Porcelain with metal*			$225		N/A		$185	N/A	
Orthodontia			Adult: $1,975/Child: $1,775 Copay		Not Covered		Adult: $1,695/Child: $1,695 Copay	Not Covered	
Endodontics			Based on Copays		Falls Under Basic Services		Based on Copays	Falls Under Basic Services	
Periodontics			Based on Copays		Falls Under Basic Services		Based on Copays	Falls Under Basic Services	
Crowns			Based on Copays		Falls Under Major Services		Based on Copays	Falls Under Major Services	
Waiting Periods			N/A		Late Entrant		N/A	Late Entrant	
Out-of-Network Reimbursement			N/A		MAC		N/A	MAC	
Rates (DMO/DPO)	***HMO***	***PPO***	**Current**	**Renewal**	**Current**	**Renewal**	**Proposed**	**Proposed**	
Employee Only	**12**	**21**	$15.19	$15.19	$43.63	$44.94	$15.94	$38.74	
Employee & Spouse	**3**	**6**	$25.69	$25.69	$86.89	$89.50	$30.27	$76.85	
Employee & Child(ren)	**2**	**0**	$27.92	$27.92	$119.90	$123.50	$31.87	$81.74	
Family	**3**	**1**	$39.28	$39.28	$133.84	$137.86	$45.42	$127.84	
Estimated Monthly Premium			**$433.03**	**$433.03**	**$1,571.41**	**$1,618.60**	**$482.09**	**$1,402.48**	
Combined Monthly Premium			**$2,004.44**	**$2,051.63**			**$1,884.57**		
Combined Annual Premium			**$24,053.28**	**$24,619.56**			**$22,614.84**		
Current Increase/Decrease			**2.35%**				**-5.98%**		

Notes: ***1 year rate guarantee.*** ***1 year rate guarantee.***

TEACH Public Schools

Current/Renewal - MUTUAL OF OMAHA/CALDENTAL Dental Plans Effective: 12/01/2021 *VS SunLife*

			Current/Renewal		Current/Renewal		Proposed	Proposed	
COMPANY			**Mutual of Omaha**		**Mutual of Omaha**		**SunLife**	**SunLife**	
Plan			**CAL DENTAL NET**		**Dental 1**		**PLUS DHMO**	**Group Dental PPO**	
Benefits			**DMO**		**In-Network**	**Non-Network**	**DMO**	**In-Network**	**Non-Network**
Annual Maximum			Unlimited		$1,500		Unlimited	$1,500	
Office Visit Copay			$5		N/A		$5	N/A	
Annual Deductible - Preventive			None		Waived		None	Waived	
Annual Deductible - Basic/Major			None		$50 Ind. / $150 Family		None	$50 Ind. / $150 Family	
DPPO Coinsurance									
Preventative			N/A		0%	0%	N/A	0%	0%
Basic			N/A		20%	20%	N/A	20%	20%
Major			N/A		50%	50%	N/A	50%	50%
DHMO Coinsurance									
Preventive *(1110) Prophylaxis - Adult/Child*			No Copay		N/A		No Copay	N/A	
Basic *(2140) Amalgam, 1 Surface*			No Copay		N/A		No Copay	N/A	
Basic *(3330) Root Canal - Molar*			$150		N/A		$165	N/A	
Major *(4210) Gingivectomy Per Quadrant*			$40		N/A		$60	N/A	
Major *(2750) Crown-Porcelain with metal*			$225		N/A		$195	N/A	
Orthodontia			Adult: $1,975/Child: $1,775 Copay		Not Covered		Adult: $1,895/Child: $1,695 Copay	Not Covered	
Endodontics			Based on Copays		Falls Under Basic Services		Based on Copays	Falls Under Basic Services	
Periodontics			Based on Copays		Falls Under Basic Services		Based on Copays	Falls Under Basic Services	
Crowns			Based on Copays		Falls Under Major Services		Based on Copays	Falls Under Major Services	
Waiting Periods			N/A		Late Entrant		N/A	Late Entrant	
Out-of-Network Reimbursement			N/A		MAC		N/A	MAC	
Rates (DMO/DPO)	***HMO***	***PPO***	**Current**	**Renewal**	**Current**	**Renewal**	**Proposed**	**Proposed**	
Employee Only	**12**	**21**	$15.19	$15.19	$43.63	$44.94	$12.27	$40.88	
Employee & Spouse	**3**	**6**	$25.69	$25.69	$86.89	$89.50	$22.00	$81.41	
Employee & Child(ren)	**2**	**0**	$27.92	$27.92	$119.90	$123.50	$30.49	$112.34	
Family	**3**	**1**	$39.28	$39.28	$133.84	$137.86	$35.99	$125.41	
Estimated Monthly Premium			**$433.03**	**$433.03**	**$1,571.41**	**$1,618.60**	**$382.19**	**$1,472.35**	
Combined Monthly Premium			**$2,004.44**	**$2,051.63**			**$1,854.54**		
Combined Annual Premium			**$24,053.28**	**$24,619.56**			**$22,254.48**		
Current Increase/Decrease			**2.35%**				**-7.48%**		

Notes: ***1 year rate guarantee.*** ***1 year rate guarantee.***

TEACH Public Schools

Current/Renewal - MUTUAL OF OMAHA Vision Plans Effective: 12/01/2021 VS OTHERS

		Current/Renewal		Proposed		Proposed		Proposed	
Company		**Mutual of Omaha**		**Lincoln Financial Group**		**MetLife**		**SunLife**	
Network		**EyeMed**		**EyeMed**		**VSP**		**VSP**	
Plan		**Vision 1**		**Option 1**		**M130A-10/25**			
Benefit									
Exam Copay		$10		$10		$10		$10	
Material Copay		$25		$25		$25		$25	
Benefits Frequency:									
Examination		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**	
Lenses		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**	
Contact Lenses		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**	
Frames		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**		**Once Every 12 Months**	
Benefit Summary:		**In-Network**	**Non-Network**	**In-Network**	**Non-Network**	**In-Network**	**Non-Network**	**In-Network**	**Non-Network**
Examination		$10	plan pays up to $37	$10	plan pays up to $40	$10	plan pays up to $45	$10	plan pays up to $45
Single Vision Lenses		$25	plan pays up to $20	$25	plan pays up to $40	$25	plan pays up to $30	$25	plan pays up to $30
Bifocal Lenses		$25	plan pays up to $36	$25	plan pays up to $60	$25	plan pays up to $50	$25	plan pays up to $50
Frames		plan pays up to $130	plan pays up to $58	plan pays up to $130	plan pays up to $45	plan pays up to $130	plan pays up to $70	plan pays up to $130	plan pays up to $70
Contact Lenses:									
Visually Necessary		100%	plans pays up to $210	100%	plans pays up to $210	100%	plans pays up to $210	100%	plans pays up to $210
Elective		plans pays up to $130	plans pays up to $104	plans pays up to $130	plans pays up to $125	plans pays up to $130	plans pays up to $105	plans pays up to $130	plans pays up to $105
Premiums	***Vision***	**Current/Renewal**		**Proposed**		**Proposed**		**Proposed**	
Employee Only	**38**	$6.43		$7.49		$8.89		$9.11	
Employee & Spouse	**4**	$11.25		$14.19		$17.82		$15.94	
Employee & Child(ren)	**5**	$13.50		$16.62		$15.09		$19.12	
Family	**7**	$16.71		$23.40		$24.88		$23.67	
Estimated Monthly Premium		**$473.81**		**$588.28**		**$658.71**		**$671.23**	
Estimated Annual Premium		**$5,685.72**		**$7,059.36**		**$7,904.52**		**$8,054.76**	
Percentage Increase		**0%**		**24%**		**39%**		**42%**	

Notes:

TEACH Public Schools

Current/Renewal -Mutual of Omaha Basic Life/AD&D Plans Effective: 12/01/2021

	CURRENT / RENEWAL		PROPOSED	PROPOSED	PROPOSED
CARRIER **Benefits**	**Mutual of Omaha** ***Life/AD&D***		**Lincoln Financial Group** ***Life/AD&D***	**Metlife** ***Life/AD&D***	**SunLife** ***Life/AD&D***
Face Amount- flat amount	Flat $100,000		Flat $100,000	Flat $100,000	Flat $100,000
Guarantee Issue Amount	$100,000		$100,000	$100,000	$100,000
Age Reduction Schedule	65% at 65, 40% at 70; 25% at 75		35% at 65, 25% at 70, 15% at 75	35% at 65, 60% at 70; 75% at 75	35% at 65, 60% at 70; 75% at 75
Rate Guarantee	N/A		24 months	24 months	24 months
Monthly Volume*	$6,290,000	$6,290,000	$6,290,000	$6,290,000	$6,290,000
Basic Life Rate	$0.050	$0.059	$0.050	$0.078	$0.084
AD&D Rate	$0.025	$0.025	$0.025	$0.016	$0.021
Combined Rate	$0.075	$0.084	$0.075	$0.094	$0.105
Estimated Monthly Premium	$471.75	$528.36	$471.75	$591.26	$660.45
Estimated Annual Premium	$5,661.00	$6,340.32	$5,661.00	$7,095.12	$7,925.40
Current Increase/Decrease %	**12.00%**		**0.00%**	**25.33%**	**40.00%**
			Must sell with Dental and Vision	***Must sell with Dental and Vision***	***Must sell with Dental and Vision***

* Per $1,000 of benefit

TEACH Public Schools

Disclaimer

This presentation and the information contained herein is a summary of current and optional employee benefit insurance plans. The benefits and rates shown are taken from the quotes received and/or plan summaries issued by the carriers. The quotes are based upon census and plan information you provided.

This presentation does not in any way confirm acceptance of coverage by any of the proposed insurance carriers. The presenter of this proposal has no underwriting determination authority. Only the issuing carrier may determine the acceptance or denial of coverage once all underwriting requirements have been submitted.

Please refer to the carrier produced quotes and summaries that follow for detailed plan benefits, rates and underwriting requirements.

If enrollment changes from the quoting enrollment census, Underwriting reserves the right to re-evaluate the rates.



Simpolicy Insurance Solutions, LLC

Coversheet

Declaration of Need for Highly Qualified Educators

Section: III. Items Scheduled for Information and Potential Action
Item: C. Declaration of Need for Highly Qualified Educators
Purpose: Vote
Submitted by:

BACKGROUND:
Staff requests that the board declare and certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the positions of: Biological Sciences and Foundational Level Science and an anticipated need for seven positions with CLAD/ EL Authorization This declaration will be submitted to the California Commission on Teacher Credentialing

Coversheet

LCAP Revisions

Section: III. Items Scheduled for Information and Potential Action
Item: E. LCAP Revisions
Purpose: Vote
Submitted by:
Related Material:
REVISED 2021_Local_Control_and_Accountability_Plan_TEACH_Academy_of_Technologies_20211014.pdf
Revised 2021_Local_Control_and_Accountability_Plan_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_Elemen_20211014.pdf
REVISED 2021_Local_Control_and_Accountability_Plan_TEACH_Tech_Charter_High_School_20211014 (1).pdf

BACKGROUND:
LAUSD has reviewed the LCAPs that were submitted after board approval in June. These revised LCAPs have the missing information requested by LAUSD. This includes:
Elementary school

1. statement that there was no baseline data for SBAC, added desired outcome of meeting or exceeding statewide average by 2024
2. Added the percentage of EL who progress in English Proficiency (100%)
3. EL reclassification rate (0%)
4. Attendance rate 98%
5. Suspension rate 0
6. Expulsion rate 0
7. Included desired outcomes for these metrics (consistent with renewal requirements, to be at or above the statewide rate in 2024)

Middle school:

1. SBAC scores and desired outcomes
2. Percentage of English learners who progress in English proficiency (100%)
3. Attendance rate 94%
4. Chronic absenteeism 25% and desired outcome 2024 less than 13%
5. Suspension and expulsion rate 0%

High School:
1. CAASP Assessments 19-20/ desired outcomes 2024
2. percentage of students who have successfully completed a-g requirements, CTE requirements and both programs.
3. attendance rates 97%
4. chronic absenteeism rates 2%
5. drop out rates (3%)
6. graduation rates
7. suspension and expulsion rates (both 0)

RECOMMENDATION:

Approve the Revised LCAPs.

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)

Suspension rate:0%
Expulsion rate 0%
Chronic absenteeism rate: 25%
middle school dropout rate 0%
Percentage of EL students who progress in English proficiency: 100%

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; 27.68% of students meet or exceed grade level proficiency in ELA				Meet or exceed the statewide rate in ELA (exceed 51.1%)
Annual Growth on SBAC Math DFS	-113.6; 27.68% of students meet or exceed grade level proficiency in math				Meet or exceed the statewide rate in math (exceed 39.75%)
Increase Attendance Rate	94%; reduce chronic absenteeism rate 25%				95-100%; chronic absenteeism rate below 13%

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.

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	No available baseline data				Meet or exceed the statewide rate for students meeting or exceeding proficiency in ELA (51.10%), Math (39.73%) science (29.93%).

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.	100%				EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessment
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	0%				EL reclassification rates will meet or exceed the rates of LAUSD averages (25% reclassification rate target)

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	98%				Maintain ADA rate of 95-100%
Priority 6 Outcome 1 — School Climate (Engagement): % of student suspensions (suspension rate that is < 1%)	0%				Maintain suspension rate of 0-5%
Priority 6 Outcome 2 — School Climate (Engagement): % of student expulsions (expulsion rate that is < 0.5%)	0%				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.

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

Chronic absenteeism was 2%
Attendance rate 97%
100% of students completed a-g requirements.

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

CTE courses are not currently offered, 0% of students completed CTE courses and therefore 0% of students completed both a-g and CTE courses.

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; 47.29% Meet or Exceed Proficiency standard				Meet or exceed statewide rate (51.1% meet or exceed standard proficiency)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade 11	-164.1 DFL3; 10.53% Meet or Exceed Proficiency standard				Meet or exceed statewide rate (39.73% meet or exceed standard proficiency)
Increase attendance rates:	93%				95-100%
Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%				less than 13%
Reduce High School Dropout Rates:	3%				0%
Improve High School Graduation Rates:	80.6% (19-20)				95% or higher
% of Grade 12 students that are CCR: UC A-G Completion rate	100%				Maintain 100%
% of students who pass AP Exam with score 3+:	unavailable				35%
% 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	33.3%/38.1%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Capacity/Body Composition					
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	$90,199.00	No

Action #	Title	Description	Total Funds	Contributing
		middle and high school programs, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Because of the modular format, teachers are able to teach the curriculum from start to end, and/or select specific modules that best suit the school/students. Modules include respect; teamwork; citizenship; a technique for addressing bullying; preparing for college and career; conflict resolution; problem-solving; confidence building; and time management. Positive Behavioral Interventions and Supports (PBIS): I an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgment or feedback of positive student behavior will reduce unnecessary discipline and 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	$169,542.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers 1 Instructional Assistants Psychologist (contracted) Occupational Therapist (contracted)		
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.

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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.

Coversheet

Update and Revisions to Independent Study Policy

Section:	III. Items Scheduled for Information and Potential Action
Item:	F. Update and Revisions to Independent Study Policy
Purpose:	Vote
Submitted by:	
Related Material:	revised TEACH_Independent_Study_Board_Policy_2021.v2clean.pdf

INDEPENDENT STUDY BOARD POLICY

TEACH Public Schools (the "School") may offer independent study to meet the short or long- term educational needs of pupils enrolled in the School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following policies apply to all pupils participating in independent study at the School:

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee.

Maximum Length of Assignment: For students in all programs of independent study, the maximum length of time that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **15 school days**
- For pupils in grades four through eight, **15 school days**
- For students in grades nine through twelve, **15 school days**

When special or extenuating circumstances justify a longer time for individual students, the Executive Director or their designee may approve a period not to exceed **30 school days.**

Evaluation to Determine Best Interests: The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

- When any pupil fails to complete **2 assignments** during any period of **15 school days**.

- In the event pupil's educational progress falls below satisfactory levels as determined by the School's MTSS Policy which considers ALL of the following indicators:
  i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
  ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  iii. Learning required concepts, as determined by the supervising teacher.
  iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation made pursuant to this policy shall be treated as a mandatory interim pupil record and maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Grade Level Standards: The School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

Tiered Re-Engagement Strategies:
The School has adopted tiered reengagement strategies for all pupils who meet any of the following criteria:

1) Pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g);
2) Pupils who do not generate attendance for ten percent (10%) of required instructional time for over four continuous weeks of the school's approved instructional calendar; or
3) Pupils wo are not participatory in live interaction or synchronous instruction for more than three school days or for 60% of the scheduled days of synchronous instruction in a school month pursuant to recently-imposed mandates to offer such instruction.

For any pupils who meet one or more of the above criteria, the following procedures will be implemented:

- ➢ Verification of current contact information for each enrolled pupil;
- ➢ Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
- ➢ Outreach from the School to determine pupil needs including connection with health and social services as necessary;
- ➢ When the evaluation described under paragraph iv. in the "*Missed Assignments*" section above is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.[1]

Synchronous Instruction and Live Interaction: The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- ➢ All independent study students will receive daily synchronous instruction with teachers from 8:10am - 2:30pm via Zoom. Students will be expected to follow the in person bell schedule while working independently via computer. Teachers will instruct the independent studies students at the same time as the in person students. Students will also have access to teacher PowerPoint, lessons and resources on Schoology.

fewer than 15 school days in a school year.

For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- ➢ Daily live interaction will be provided during Advisory via Zoom. The Student is expected to log into their Advisory Zoom class promptly at the beginning of the day for the duration

[1] The tiered reengagement strategies shall not apply to pupils who participate in an independent study program for fewer than 15 school days in a school year.

of Advisory, 8:00 a.m. - 8:30 a.m. The Student is expected to follow the school policies and procedure regarding school uniform, classroom expectations and Zoom protocols and be prepared for academic engagement.

- ➢ Weekly synchronous instruction will be provided via Zoom during instructional hours. The Student is expected to adhere to classroom and school policies and procedures as related to school uniform, classroom expectations and Zoom protocols and be prepared for academic engagement. Students are expected to independently follow the appropriate Bell Schedule and arrive to the Zoom session on time. Students will have access to the instructional materials on teachers' Weebly websites and are expected to access and complete the assignment on a daily basis.

For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- ➢ All independent study students will receive daily synchronous instruction with teachers from 8am - 3:30pm via Zoom. Students will be expected to follow the in person bell schedule while working independently via computer. Teachers will instruct the independent studies students at the same time as the in person students. Students will also have access to teacher PowerPoint, lessons and resources on Schoology.

Plan for Transition: The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days[2]: If at any time a family wants to return to in person instruction they can do so via written request to the school principal. The school principal will arrange for the student to return to in person learning within five instructional days.

Agreement: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain all of the following provisions:

- ➢ The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- ➢ The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- ➢ The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

[2] The plan to transition pupils whose families with to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 school days in a school year.

- A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

Written agreements may include subsidiary agreements, such as course contracts and assignment and work records.

The School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder. The Executive Director shall establish regulations to implement these policies in accordance with the law.

Adopted: July 24, 2019

Amended: August 6, 2021

Coversheet

Covid-19 Vaccine and Testing Policy

Section:	III. Items Scheduled for Information and Potential Action
Item:	G. Covid-19 Vaccine and Testing Policy
Purpose:	Vote
Submitted by:	
Related Material:	vaccine and testing policy.pdf

DRAFT

COVID-19 Vaccination and Testing Policy

Following the broad precedent of the mandatory COVID-19 vaccination and testing resolution adopted by LAUSD on September 12, 2021, TEACH Public Charter Schools will adhere to the following policy related to Covid-19 vaccinations and testing:

1. All students who are eligible to receive the COVID-19 vaccine, excluding those students with qualified and approved exemptions, are required to become vaccinated as a mandatory precondition to accessing on-site education. Students who are vaccine-eligible and attending school on-site and/or are part of in-person extracurricular programs must receive their first dose of the vaccine by November 26, 2021 and their second dose of the vaccine no later than December 17, 2021.

2. All faculty and staff who serve at any school site and who are eligible to receive the COVID-19 vaccine, excluding those faculty and staff with qualified and approved exemptions, are required to become vaccinated as a mandatory condition of employment. Employees must receive their first dose of the vaccine by November 26, 2021 and their second dose of the vaccine no later than December 17, 2021.

3. Exemptions will be granted to students with a verifiable medical condition that prevents them from receiving the COVID-19 vaccine, or if the student or their parent sincerely holds a religious conviction that prevents the student from receiving the vaccine. An exemption request form will be available on the school's website and should be submitted to COO/CFO Matt Brown at MBrown@teachps.org

4. Exemptions will be granted for faculty and staff serving at the school sites that have a verifiable medical condition or sincerely held religious belief that prevents them from receiving the COVID-19 vaccine. Exemption forms will be available on the school's website and should be submitted to Matt Brown at MBrown@teachps.org.

5. A Waiver Committee comprised of the CEO, COO, Director of HR, and two board members will convene privately and use guidance published by the Equal Employment Opportunity Commission to guide its analysis when deciding to grant a waiver. If appropriate, the committee will consult with a religious leader from the waiver applicant's faith to provide context and background.

6. Further, All students and employees serving at the school sites will be required to adhere to testing and mask requirements without regard to vaccination status. The frequency of required testing will be adjusted based on the rate of positive cases in the broader community and will be reassessed and adjusted on a regular basis.

Adopted _____
Revised _____

Coversheet

Contract for Safe Passage/ Crossing Guards

Section: III. Items Scheduled for Information and Potential Action
Item: H. Contract for Safe Passage/ Crossing Guards
Purpose: Vote
Submitted by:
Related Material: WACA K.pdf

Contract to Perform Services for TEACH Public Schools

Services Performed By:
Western Avenue Community Action (WACA)
1539 W. 112th St.
Los Angeles, CA 90047-4928
EIN 82-4526832

Services Performed For:
TEACH Public Schools
1848 W. Imperial Highway
Los Angeles, CA 90047

Date: October 20, 2021

This Contract for Services is between TEACH, Inc. and Western Avenue Community Action (referenced herein as "WACA or "Consultant" identified above.

Article 1: Purpose

1.1 The purpose of this Agreement is to engage Consultant to perform the services described in the Scope of Work attached hereto as Schedule A and made a part hereof.

1.2 Consultant shall at all times act in good faith and use his best efforts to perform all of the work provided for in this Agreement.

Article 2: Term and Termination

2.1 The period of this Agreement shall be from October 21, 2021 through June 16, 2022.

2.2 This Agreement may be terminated in whole or in part, at any time and for cause, by either party, upon at least 60 days' prior written notice to the other party. In the event of such termination, Contractor shall be compensated under this Agreement through the effective date of termination, provided a final invoice is received by Client no later than 60 days after such date.

2.3 In the event of any breach of this Agreement by either party, or in the event either party is unable to perform any substantial part of this Agreement, this Agreement may be terminated immediately by either party by written notice to the other.

2.4 If this Agreement is terminated by reason of a breach by either party, the other party shall be entitled to all available legal, equitable and administrative remedies for such breach, including without limitation, the right to all damages resulting from such breach and the right to an injunction restraining or compelling action in accordance with this Agreement.

Article 3: General Provisions

3.1 In connection with its performance of this Agreement, Consultant shall comply with all applicable Federal and state laws, regulations, standards, orders and requirements.

3.2 Indemnification- Consultant hereby agrees that it will release, hold harmless, indemnify and defend TEACH from and against any and all loss, liability, claims, torts, legal action, costs and legal fees arising from claims of third parties for infringement relating to the materials prepared by Consultant under this Agreement. TEACH hereby agrees that it will release, hold harmless, indemnify and defend Consultant from and against any and all loss, liability, claims. torts, legal action, costs and legal fees arising from claims of third parties, other than for infringement, relating to use of the materials and/or any products or services sold or offered by TEACH .

3.3 Confidentiality- Both parties agree to treat any information provided to each by the other in connection with this Agreement as confidential, except that either party may disclose the existence of the Agreement (excluding its terms and conditions) and specifically agrees that it shall not use such information other than in connection with this Agreement and shall not disclose such information to any third party without the other party's consent. These limitations shall not apply to any information 1) which is rightfully disclosed to either party by a third party without obligation of confidentiality; 2) which was in the possession of either party prior to receipt thereof from the other party; 3) which is disclosed to such party's counsel or other confidential advisors or to a court, arbitration panel, administrative tribunal or other similar body; 4) which is compelled to be disclosed by a court, arbitration panel, administrative tribunal or other similar body; or by statute(s) or 5) which is within the public domain, or enters the public domain through no fault of the receiving party. Both parties further agree that all confidentiality commitments hereunder shall survive any termination or expiration of the Agreement.

3.4 In performing its services hereunder, Consultant is an independent contractor. Nothing herein shall create any partnership or joint venture between the parties or be construed as establishing any employment relationship. Consultant shall have no authority to speak for, act on behalf of or in any way bind or obligate TEACH, except as may be otherwise expressly provided herein.

3.5 This Agreement may not be amended, modified or supplemented except by a written instrument signed by the party sought to be bound thereby.

3.6 Consultant may not assign all or any portion of this Agreement, or any of its rights, powers, duties or obligations hereunder, without the express written consent of TEACH.

3.7 This document, together with all schedules, contains the entire Agreement of the parties with respect to the subject matter hereof and supersedes all prior communications, representations and Agreements.

3.8 Neither party shall limit or exclude any person from participation in any activity under this Agreement on the basis of race, color, creed, national origin, sex or disability.

3.9 The cost of services stated in this contract is inclusive of all costs associated with travel and incidentals.

3.10 Commercial General Liability Policy. WACA shall at all times maintain a Commercial General Liability Insurance Policy with TEACH Public Schools named as an insured party. Policy limits shall be $1,000,000 for each occurrence and $2,000,000 for general aggregate claims. This insurance certificate and policy shall be produced by WACA at the time of commencement of the contract for services.

3.11 WACA represents that is aware of the requirements of California Labor Laws and will remain in full compliance with such laws and shall indemnify and hold TEACH Public Schools from any claim or liability arising out of any failure or alleged failure of WACA to comply with Prevailing Wage.

3.12 TEACH Public Schools shall not be obligated or liable under this agreement to pay any party other than WACA. The specific payments to WACA employees shall be under the exclusive control and dominion of WACA and shall not pertain in any manner to TEACH Public Schools. In the event that WACA is unable or unwilling to compensate WACA employees, such disputes shall pertain to the employee(s) and WACA to the express exclusion of TEACH Public Schools.

3.13 All notices shall be in writing and sent to the following addresses:

TEACH Public Schools
1846 Imperial Highway
Los Angeles, CA 90047
ATTN: Matt Brown, COO/CFO
Mbrown@teachps.org

Western Avenue Community Action
1539 W 112th Street
Los Angeles, CA 90047-4928
ATTN: Dennis Davis
323-532-9800

_____

Matt Brown, COO/CFO
TEACH Public Schools
Date:

_____

Dennis Davis
Western Avenue Community Action

Date:

Schedule A: Scope of Services

WACA will provide services to provide safe passage and crossing guard services for students attending TEACH public schools by directing or escorting pedestrians across streets, stopping traffic if necessary, reporting unsafe behavior to school officials and being a presence to deter or mediate potential problems or unsafe conditions.

Specifically, WACA will provide the following at the specific school sites:

TEACH Elementary

Traffic Safety	Days	Hours Per Day	Weekly Total	Total Weekly Cost
1 person	M-F	7-9am (2 hrs) 2:30-3:30pm (1 hr)	3 hours per day 5 days per week 15 total hours	$300

TEACH Academy

Traffic Safety	Days	Hours Per Day	Weekly Total	Total Weekly Cost
2 people	M-F	7:00-830am (1.5 hrs) 2:30-3:30pm (1 hr)	12.5 hours x 2 people = 25 total hours	$500

TEACH Tech Charter High School

Traffic Safety	Days	Hours Per Day	Weekly Total	Total Weekly Cost
2 people	M-F	7:00-8:00 am (1 hr) 3:00-5:00pm (2 hrs.)	15 hours x 2 people = 30 total hours	$600

Schedule B: Payment

a. TEACH agrees to compensate WACA for services provided under this agreement, and WACA agrees to accept in full satisfaction for such services, payment in accordance with the pay schedule described in the scope of services.
b. WACA shall submit an invoice on a bi-monthly basis for services performed pursuant to this Agreement. The invoice shall itemize the services rendered during the billing period and the amount due. TEACH shall pay consultant fees for services without withheld applicable taxes or other payroll deductions.

Coversheet

Principal's Report: TEACH Academy of Technologies

Section:	III. Items Scheduled for Information and Potential Action
Item:	K. Principal's Report: TEACH Academy of Technologies
Purpose:	FYI
Submitted by:	
Related Material:	SEPTEMBER TEACH_Academy_MonthlyBoardReport 2021 2022-1.pdf

TEACH Public Schools
TEACH Academy of Technologies
Monthly Board Report

For the Month of:
SEPTEMBER 2021

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2021-2022

Enrollment and Turnover

Goal: **Maintain minimum enrollment level of 445 students and keep attrition below 3 students**

Summary Status: Currently increasing recruitment efforst to target 445 and maintain ADA

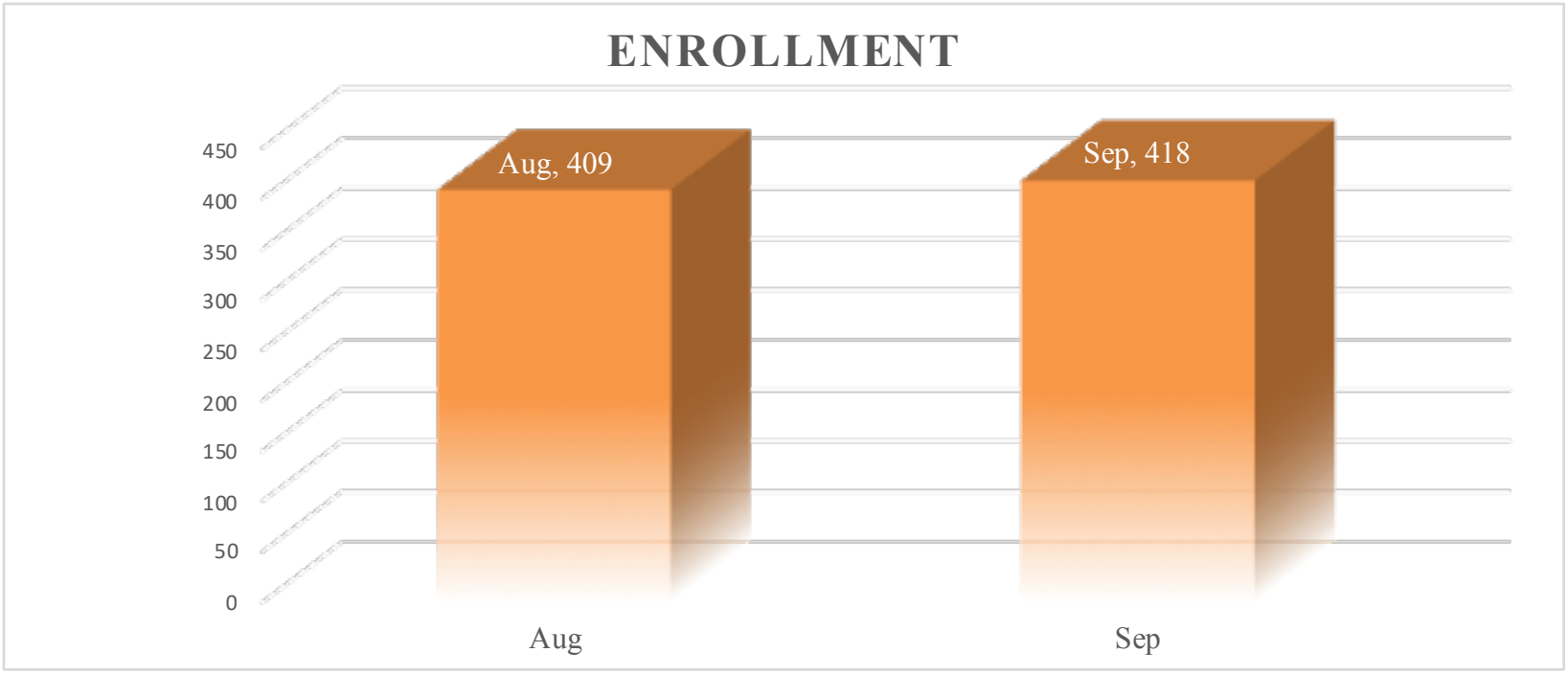


Chart Notes: 21-22 Annual is an average across months year to date.

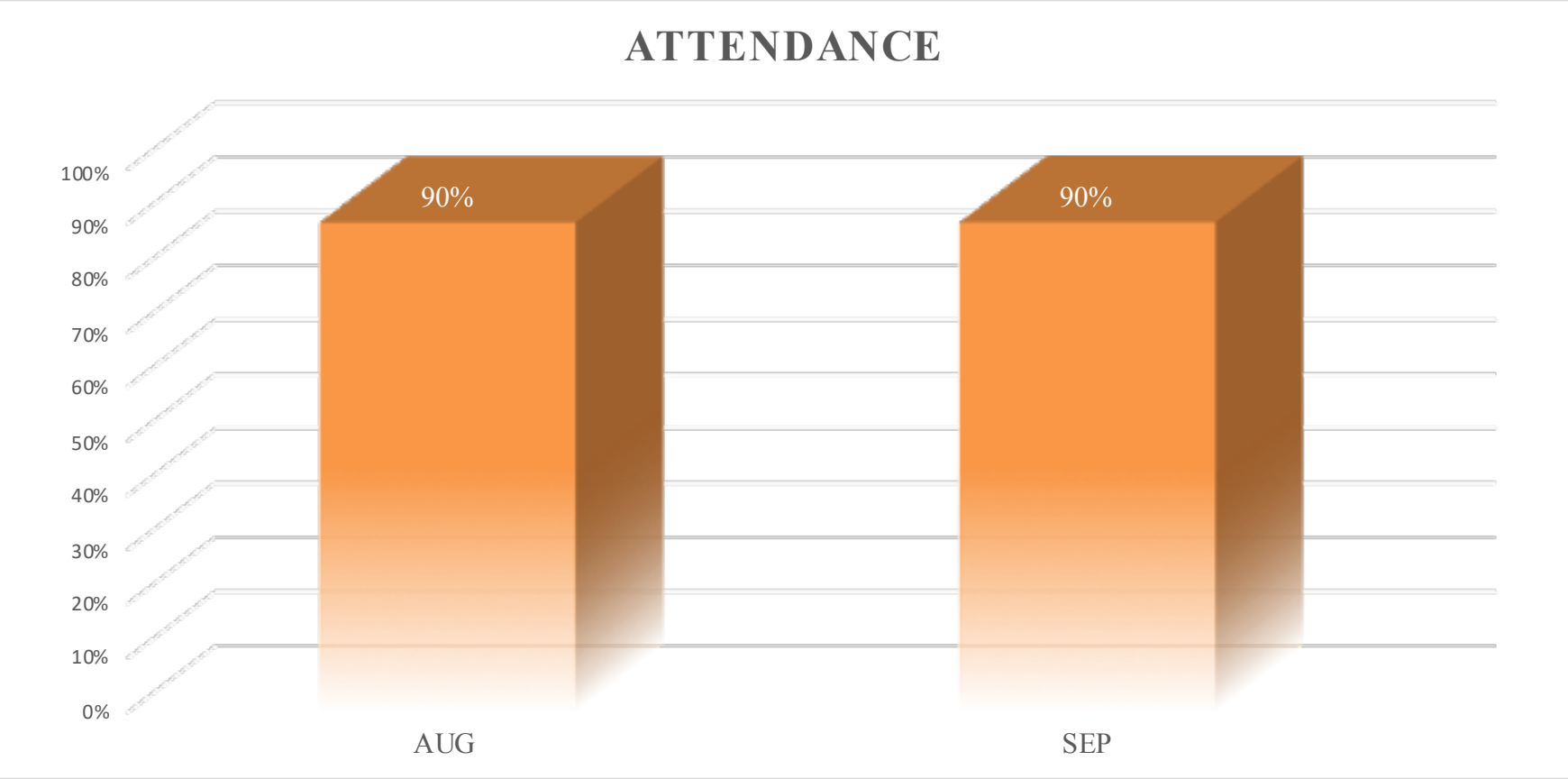
Notes (Implemented Strategies &/or Challenges):

a) Enrollment increased
b) We are continuing enrolling students

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2021-2022

STUDENT ATTENDANCE

Goal: Maintain a 96% or above average daily attendance (LCAP Goal 4)



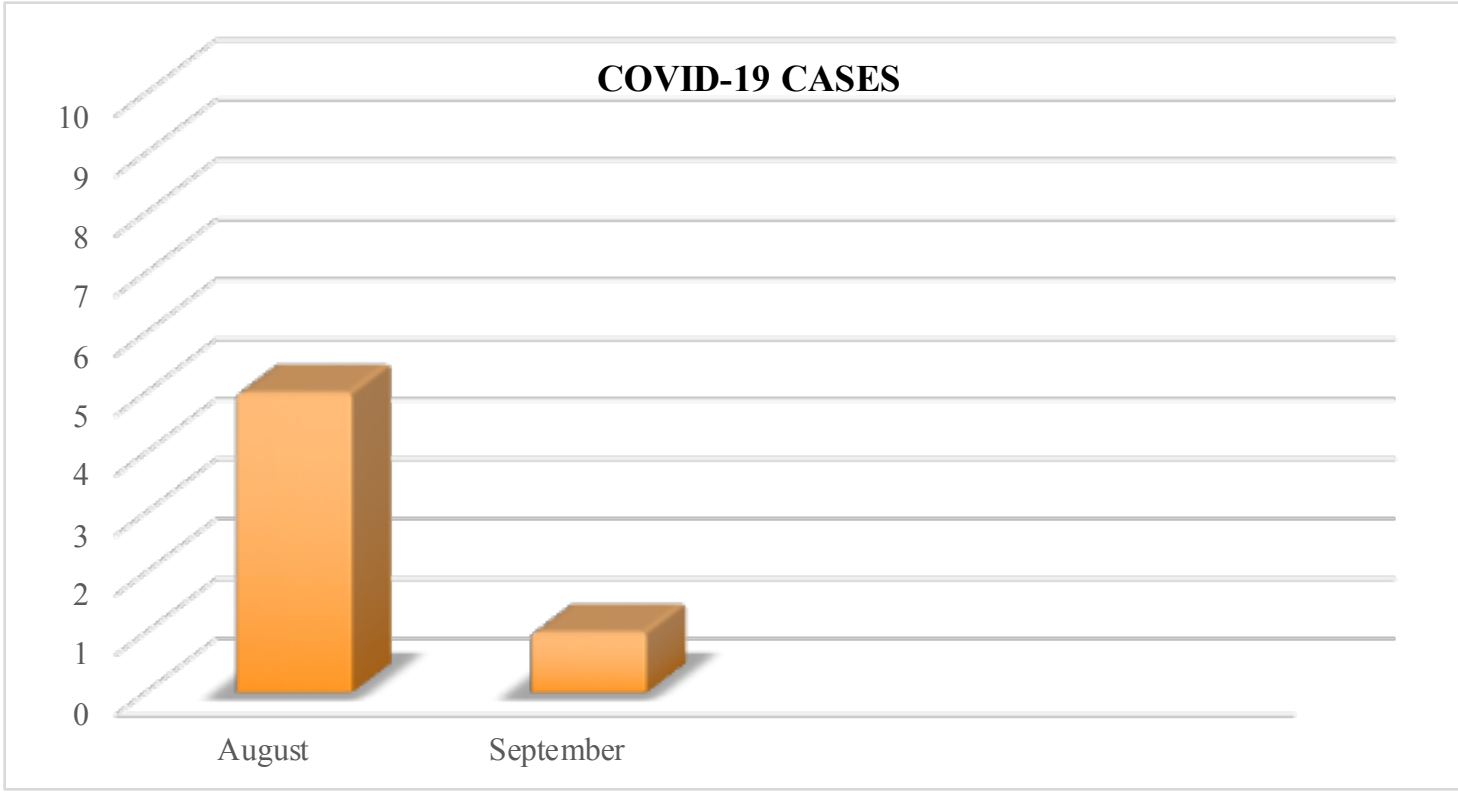
Notes (Implemented Strategies &/or Challenges):

a) ParentSquare sends absence & tardy notifications then parents contact school, teachers, office staff to provide information.

b) Teachers and office staff make phone calls and send emails to continue engaging students and parents reply via ParentSquare, email, phone and text messages.

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2021-2022

COVID-19 CASES

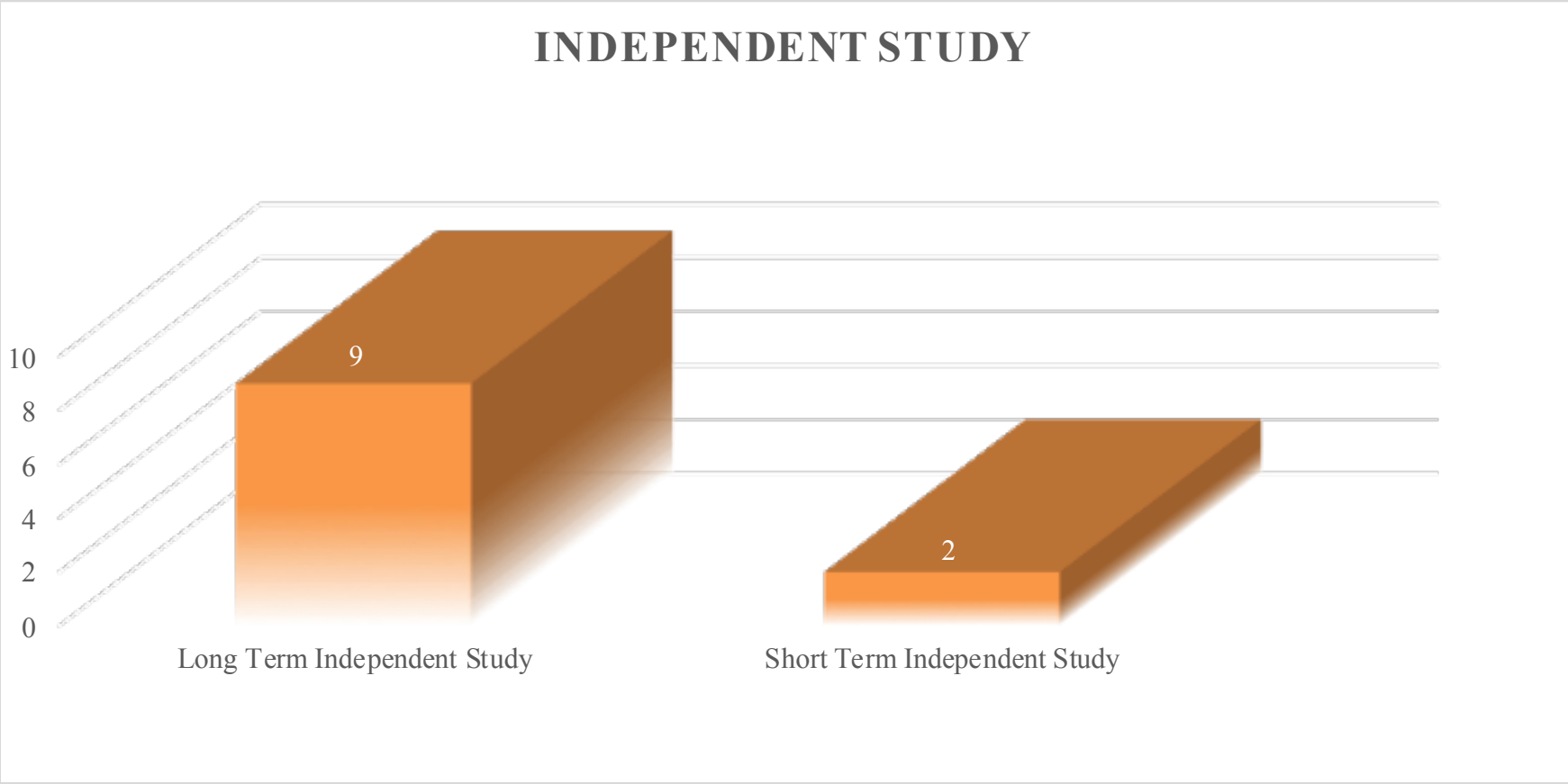


Notes (Implemented Strategies &/or Challenges):

1) There was 1 COVID-19 cases found during school hours. Letters were sent to families regarding COVID-19 Exposure.
2) For the possible exposure, all results were negative
3) TEACH Academy of Technologies continues following the safety precautions reminding constantly to students the use of the facemask.

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2021-2022

INDEPENDENT STUDY



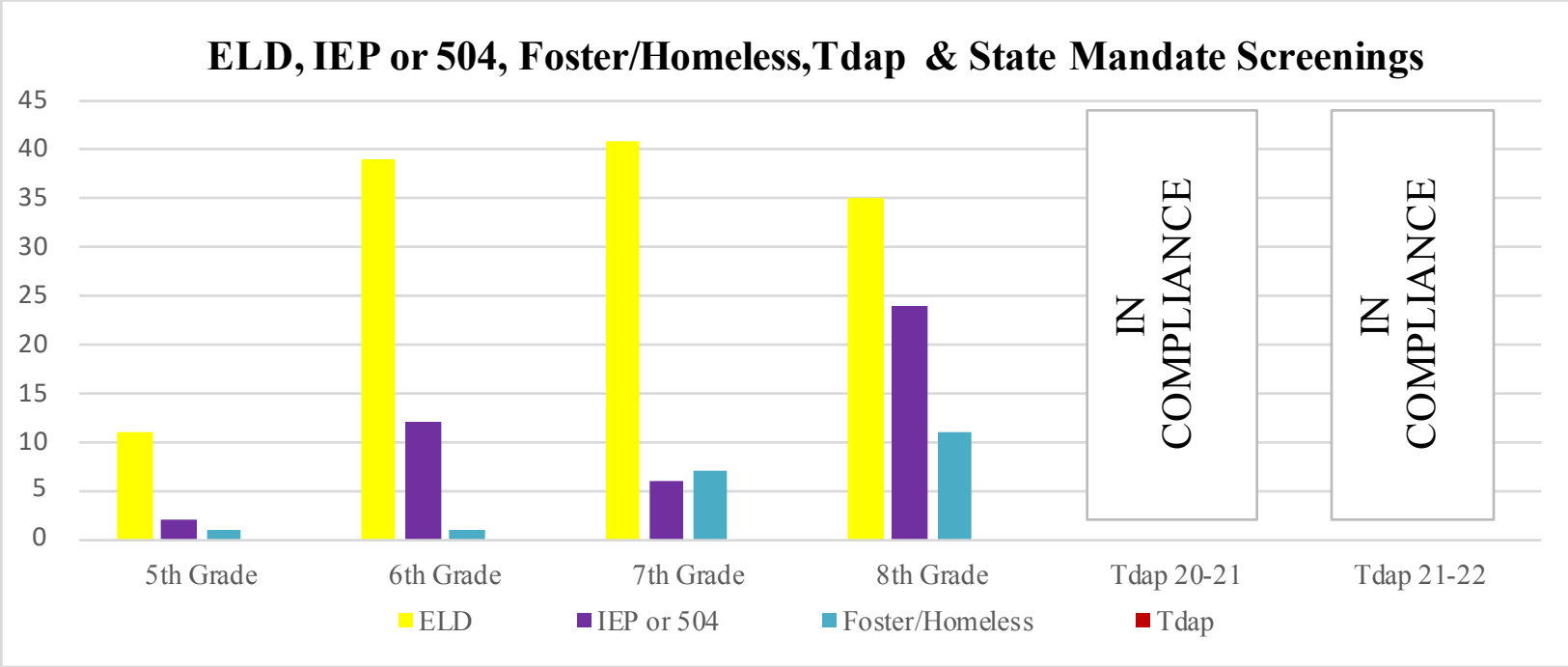
Notes (Implemented Strategies &/or Challenges):

a) Technology was distributed to students who are participating in Independent Study

b) Families who have been exposed to COVID-19 and need to quarantine have been offered a Short Term Independen Study Program

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2021-2022

ELD, IEP or 504, Foster/Homeless & Tdap



Notes (Implemented Strategies &/or Challenges):

a) Our school accomodates students who are English Language Learners, have IEPs or 504s, or are Foster children or Homeless.

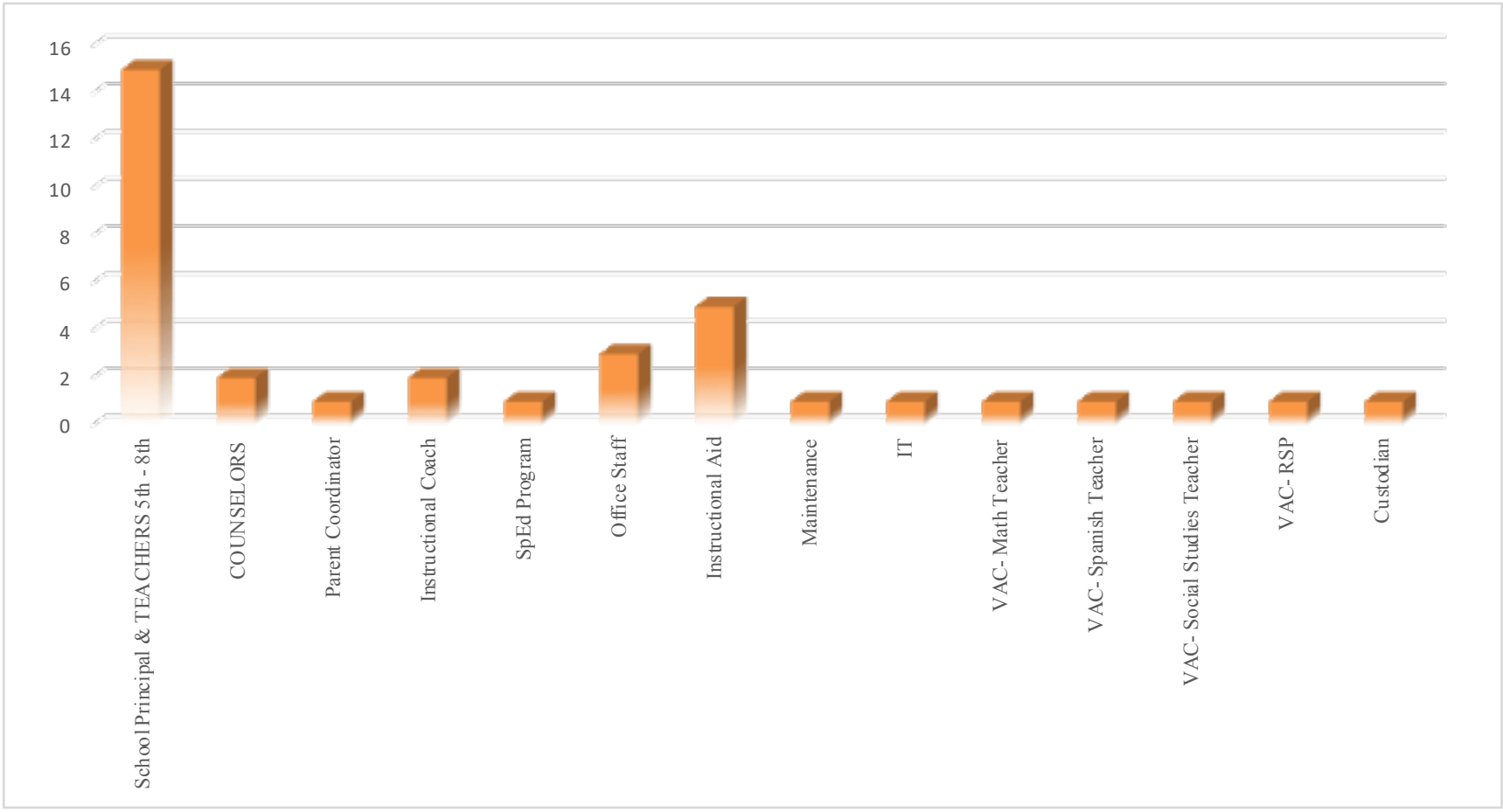
b) TEACH Academy continues with the IEP meetings and physical assessments.

c) State Mandate Screenings were provided to 5th, 7th & 8th graders. (Audio, Vision & Scoliosis)

TEACH Public Schools - TEACH Academy of Technologies: School Goals Report 2021-2022

TAT STAFF MEMBERS

CERTIFIED & CLASSIFIED



Notes (Implemented Strategies &/or Challenges):

a) If any teacher is absent of has to leave early, the teachers send messages to parents and the students follow the teacher's agendas posted in their Weebly pages

b) Instructional aides were hired to provide suppor to students

TEACH Public Schools - TEACH Academy of Technologies: PROFESSIONAL DEVELOPMENT

Summary Status:

Professional Development every Wednesday

Professional Development

Clever
Google Classroom
HRW- Spanish Class
HMH Core & Supplementals
Instructional Coach Intervention
Khan Academy
ParentSquare
Students Awards
Pixton
PowerSchool
Schoology
SpEd Ins. & IEP Accomodations
Success Academy
Weebly Pages
Writable- Feature



a) Instructional coaches are providing resources, feedback, modeling, to teachers to help TAT meet instructional goals.
b) TEACH Academy distributes awards to students every month.

Coversheet

Principal's Report: TEACH Tech Charter High School

Section:	III. Items Scheduled for Information and Potential Action
Item:	L. Principal's Report: TEACH Tech Charter High School
Purpose:	FYI
Submitted by:	
Related Material:	OctoberTEACH_Tech_MonthlyBoardReport 2021 2022.xlsb

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

OctoberTEACH_Tech_MonthlyBoardReport 2021 2022.xlsb