TEACH Public Schools

TEACH Public Schools Governing Board Meeting

Date and Time

Friday June 17, 2022 at 4:00 PM PDT

Location

Beth Bulgeron is inviting you to a scheduled Zoom meeting.
Topic: TEACH Governing Board Meeting
Time: Jun 17, 2022 04:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83066140087
Meeting ID: 830 6614 0087
One tap mobile
+16699006833,,83066140087# US (San Jose)
+13462487799,,83066140087# US (Houston)
Dial by your location

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

Meeting ID: 830 6614 0087
Find your local number: https://teachpublicschools-org.zoom.us/u/kcmrGmWz4e

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**			**4:00 PM**
A.	Call the Meeting to Order		J.J. Lewis	
B.	Record Attendance		Beth Bulgeron	2 m
C.	Public Comment		J.J. Lewis	5 m
II.	**Consent Items**			**4:07 PM**
A.	Consent Items: Approve the Current Agenda and Minutes From the May 18, 2022 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.	Resolution to Hold Virtual Board Meetings	Vote	Beth Bulgeron	3 m
C.	Approve the Updated Fiscal Policies	Vote	Matthew Brown	
	Annual board review of TEACH fiscal polices			
D.	Approval of New Teacher Salary Schedule	Vote	Matthew Brown	
	Added stipends for masters and doctorate degrees.			

		Purpose	Presenter	Time
E.	Resolution for Pre-K Expansion Grant	Vote	Matthew Brown	

III. Items Scheduled for Information and Potential Action — 4:13 PM

A.	TEACH Public Schools Financial Report	Discuss	Theresa Thompson	10 m
B.	TEACH 2022-2023 Budgets & Executive Director Salary	Vote	Theresa Thompson	5 m

22-23 Annual Budget for TEACH Inc. and all its entities and 22-23 salary for Executive Director. Executive Director salary is assumed in TEACH Public Schools budget forecast as presented.

C.	22-23 Local Control And Accountability Plans	Vote	Beth Bulgeron	5 m

LCAPs for each TEACH Public School LEA (TEACH Tech, TEACH Academy and TEACH Prep)

D.	Approval of the After School Services Provider	Vote	Enrique Robles	5 m

Proposal to contract with After School All Stars for ASES funded after school programs at TEACH Academy and TEACH Prep for the 2022-2023 school year.

E.	Chief Academic Officer's Report on Academic Performance	Discuss	Kristen McGregor	10 m
F.	TEACH Preparatory Elementary School Principal's Report	FYI	Sharon Rhee	5 m
G.	TEACH Academy of Technologies Principal's Report	FYI	Suzette Torres	5 m
H.	TEACH Tech High School Principal's Report	FYI	Monique Woodley	5 m
I.	CEO's Report	Discuss	Raul Carranza	5 m

IV. Closing Items — 5:08 PM

A.	Upcoming Meeting Date	FYI	J.J. Lewis	

The next Regular Board Meeting is scheduled for July 27, 2022 at 5 pm

B.	Public Comment			5 m
C.	Board Member Comments			5 m

	Purpose	Presenter	Time
D. Adjourn Meeting	Vote		

Coversheet

Consent Items: Approve the Current Agenda and Minutes From the May 18, 2022 Meeting

Section: II. Consent Items
Item: A. Consent Items: Approve the Current Agenda and Minutes From the May 18, 2022 Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for TEACH Public Schools Regular Board Meeting on April 20, 2022
2022_05_18_board_meeting_minutes.pdf

APPROVED

TEACH Public Schools

Minutes

TEACH Public Schools Regular Board Meeting

Date and Time
Wednesday April 20, 2022 at 5:00 PM

Location
Beth Bulgeron is inviting you to a scheduled Zoom meeting.
Topic: TEACH Regular Board Meeting
Time: Apr 20, 2022 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83472586430?pwd=SXk4SGZ6Y2tycCtvaUFSMHMrdGhDdz09
Meeting ID: 834 7258 6430
Passcode: 828011
One tap mobile
+16699006833,,83472586430#,,,,*828011# US (San Jose)
+12532158782,,83472586430#,,,,*828011# US (Tacoma)
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+1 929 205 6099 US (New York)
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Passcode: 828011
Find your local number: https://teachpublicschools-org.zoom.us/u/kddJVQbg7Y

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www.teachpublicschools.org

Directors Present

A. Dragon (remote), J. Lewis (remote), J. Lobdell (remote)

Directors Absent

C. Villarreal, S. Burrows

Guests Present

B. Bulgeron (remote)

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 Apr 20, 2022 at 5:02 PM.

B. Record Attendance

C. Public Comment

No public comment

II. Consent Items

A.

Consent Items: Approve the Current Agenda and Minutes From the March 23, 2022 Meeting

J. Lobdell made a motion to Approve the consent agenda.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
J. Lobdell	Aye
S. Burrows	Absent
C. Villarreal	Absent
J. Lewis	Aye

J. Lobdell made a motion to approve the minutes from TEACH Governing Board Meeting on 03-23-22.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
S. Burrows	Absent
A. Dragon	Aye
J. Lewis	Aye
C. Villarreal	Absent

B. Resolution to Hold Virtual Board Meetings

J. Lobdell made a motion to Approve the resolution.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
J. Lobdell	Aye
S. Burrows	Absent
J. Lewis	Aye
C. Villarreal	Absent

III. Items Scheduled for Information and Potential Action

A. TEACH Public Schools Financial Report

Theresa Thompson gave the financial report and summarized March highlights including the surplus for the three schools and the CMO, meeting or exceeding all of the bond requirements and the overall strong fiscal position. Theresa also told the board that cash may be invested in market accounts and that is a potential issue for the board to consider at a later date.

B.

Consideration of Board Member Applicant Cecilia Sandoval

J. Lobdell made a motion to Approve the application of Cecilia Sandoval to the Board.
A. Dragon seconded the motion.
Beth introduced Cecilia and highlighted her education experience and then Cecilia answered the question, "why do you want to serve the TEACH community?' Cecilia talked about her work experience and that she has the perspective of a community member living near the TEACH schools.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
C. Villarreal	Absent
J. Lewis	Aye
S. Burrows	Absent
A. Dragon	Aye

C. Approve the Annual School Calendar and Bell Schedule

D. Acceptance of Emergency Connectivity Funds Program

J. Lobdell made a motion to Approve Acceptance of Emergency Connectivity Funds.
A. Dragon seconded the motion.
Enrique Robles gave the presentation explaining the program and how it will provide technology and connectivity (via hotspots) to students for use at school and at home.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Absent
J. Lobdell	Aye
C. Villarreal	Absent
J. Lewis	Aye
A. Dragon	Aye

E. RFP for After School Services

J. Lobdell made a motion to Approve the RFP for After-School Services.
A. Dragon seconded the motion.
Enrique Robles presented the RFP timeline and requirements for vendors to provide after school services for both the elementary and middle school.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Absent
J. Lobdell	Aye
A. Dragon	Aye
J. Lewis	Aye
C. Villarreal	Absent

F.

TEACH Preparatory Elementary School Principal's Report

Sharon Rhee reviewed the current enrollment (up one student from last month), attendance rate of 87.1% and the upcoming LAUSD site visit. She also discussed testing strategies and end of the year ceremonies.

G. TEACH Academy of Technologies Principal's Report

Suzette Torres presented the report for the middle school. She referred to the written report that was attached to the board materials and informed the board of her upcoming LAUSD site visit.

H. TEACH Tech High School Principal's Report

Dr. Woodley gave the presentation for the high school. She reported a 92% attendance rate and expressed hope that more students would report to school after a restful spring break.

I. CEO's Report

Dr. Carranza informed the board of the gas leak in the vicinity of the high school that prompted a change to distance learning for the following two days. He also expounded upon the articulation between the schools that will allow teams to master student baseline data quickly and efficiently in order to immediately address student needs at the beginning of the year.

IV. Closing Items

A. Upcoming Meeting Date

The next Regular Board meeting will be held on May 18, 2022 at 5 pm.

B. Public Comment

There was no public comment.

C. Board Member Comments

There was no board comment.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:49 PM.

Respectfully Submitted,
J. Lewis

DRAFT

TEACH Public Schools

Minutes

TEACH Public Schools Regular Board Meeting

Date and Time
Wednesday May 18, 2022 at 5:00 PM

Location
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Topic: TEACH Board Meeting
Time: May 18, 2022 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
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Meeting ID: 878 5744 5993
Passcode: 996019
One tap mobile
+16699006833,,87857445993#,,,,*996019# US (San Jose)
+13462487799,,87857445993#,,,,*996019# US (Houston)
Dial by your location
+1 669 900 6833 US (San Jose)
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+1 253 215 8782 US (Tacoma)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 929 205 6099 US (New York)
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Passcode: 996019
Find your local number: https://teachpublicschools-org.zoom.us/u/kebxbCu6g2

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Directors Present
A. Dragon (remote), C. Sandoval (remote), J. Lewis (remote), J. Lobdell (remote), S. Burrows (remote)

Directors Absent
C. Villarreal

Ex Officio Members Present
R. Carranza

Non Voting Members Present
R. Carranza

Guests Present
B. Bulgeron (remote), E, E. Robles, M. Pimienta, M. Woodley, S. Lawson, S. Rhee, S. Torres

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I. Opening Items

A. Call the Meeting to Order

B. Record Attendance

C. Public Comment

There was no public comment.

II. Consent Items

A. Consent Items: Approve the Current Agenda and Minutes From the April 20, 2022 Meeting

J. Lobdell made a motion to Approve the current agenda and minutes from the April meeting.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
C. Villarreal	Absent

Roll Call

C. Sandoval	Aye
S. Burrows	Aye
J. Lewis	Aye
A. Dragon	Aye

B. Resolution to Hold Virtual Board Meetings

J. Lobdell made a motion to Approve the consent agenda.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
J. Lewis	Aye
S. Burrows	Aye
J. Lobdell	Aye
C. Sandoval	Aye
C. Villarreal	Absent

III. Items Scheduled for Information and Potential Action

A. TEACH Public Schools Financial Report

Theresa Thompson presented the financial report which was very consistent with last month's report. The board asked questions about the financial accounts for each school, and Ms. Thompson explained the separation of accounts.

B. Review the Proposed Budget for 2022-2023

Theresa Thompson explained that the proposed budget would be reviewed in detail at the next month's board meeting.

C. Approve Investment Fund Opportunities

S. Burrows made a motion to Table the vote for this item until the next meeting.
J. Lobdell seconded the motion.
The board discussed the need for more details before voting on this item. They requested to know the name of the institution, amount invested, maturation dates and to have a carefully worded resolution in the meeting packet materials.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Aye
A. Dragon	Aye
C. Villarreal	Absent
J. Lewis	Aye
J. Lobdell	Aye
C. Sandoval	Aye

D. Approval of 2022-2023 Board Meeting Schedule

J. Lobdell made a motion to Approve the Board Meeting Schedule.
A. Dragon seconded the motion.
The board discussed the meeting schedule and in-person and virtual board meetings.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
J. Lobdell	Aye
C. Villarreal	Absent
C. Sandoval	Aye
S. Burrows	Aye
J. Lewis	Aye

E. Approve the RFP for Food Services

A. Dragon made a motion to Approve the RFP for food services.
J. Lobdell seconded the motion.
Enrique Robles presented the RFP for food services and explained the process.
The board asked if the current vendor was applying and about the timeline.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
C. Sandoval	Aye
C. Villarreal	Absent
S. Burrows	Aye
J. Lobdell	Aye
J. Lewis	Aye

F. Approval of Update Teacher Salary Schedule

S. Burrows made a motion to Approve the updated teacher salary schedule.
J. Lobdell seconded the motion.
Beth Bulgeron and Dr. Carranza presented the new teacher salary schedule in light of LA and state law. The board asked questions about our level of competitiveness and Dr. Pimienta provided information about comparable salaries at other schools and described our scale as competitive and attractive to new teachers.
The board **VOTED** to approve the motion.

Roll Call

C. Villarreal	Absent
J. Lewis	Aye
A. Dragon	Aye
J. Lobdell	Aye
C. Sandoval	Aye
S. Burrows	Aye

G. Chief Academic Officer's Report on Academic Performance including: NWEA, SBAC completion, percentage of students on track for on-time graduation, percentage of students earning a D or F in a core course, graduation data, summer professional development plans.

This item was postponed until next month's meeting.

H. TEACH Preparatory Elementary School Principal's Report

Ms. Rhee provided a report that highlighted all of the end of the year activities as well as the successful LAUSD oversight visit.

I. TEACH Academy of Technologies Principal's Report

Ms. Torres provided an end of year report and described the testing and activities that were taking place at the middle school.

J. TEACH Tech High School Principal's Report

Monique Woodley gave a detailed report on the high school and end of year activities including graduation and senior activities. She also described her very successful LAUSD oversight visit.

K. CEO's Report

Dr. Carranza provided his report that included highlights about the first class of TEACH kids graduating from college. The board members shared their support and congratulations related to this important milestone.

IV. Closing Items

A. Upcoming Meeting Date

The next meeting is scheduled for Friday June 17th at 4 pm

B. Public Comment

There was no public comment.

C. Board Member Comments

Board Chair Lewis expressed his appreciation for the TEACH team.

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:08 PM.

Respectfully Submitted,
J. Lewis

Coversheet

Resolution to Hold Virtual Board Meetings

Section: II. Consent Items
Item: B. Resolution to Hold Virtual Board Meetings
Purpose: Vote
Submitted by:
Related Material: Virtual_Board_Meeting_Resolution.pdf

RESOLUTION OF THE BOARD OF DIRECTORS OF TEACH, INC. CONSIDERING THE CONTINUED STATE OF EMERGENCY AND CIRCUMSTANCES FOR BOARD MEETINGS BY TELECONFERENCE PURSUANT TO THE BROWN ACT

WHEREAS, meetings of the Board of Directors ("Board") of TEACH, Inc. ("TEACH") are called, held, and conducted in accordance with the Ralph M. Brown Act (Govt. Code § 54950, *et seq.*) (the "Brown Act"), as applicable.

WHEREAS, on or about March 4, 2020, Governor Newsom proclaimed a state of emergency in California in response to the coronavirus (COVID-19) outbreak. The state of emergency remains active, and state and local officials recommend health and safety measures to promote social distancing.

WHEREAS, on or about March 20, 2020, Governor Newsom issued Executive Order N-29-20 to temporarily suspend certain requirements under the Brown Act which, among other things, expanded flexibility to hold meetings by teleconference during the COVID-19 pandemic. Executive Order N-29-20 expired on September 30, 2021.

WHEREAS, following the recent enactment of Assembly Bill 361 (2021), revised Section 54953(e) of the Brown Act now provides modified conditions with regards to Board member and public participation by teleconference during a state of emergency in order to maintain social distancing.

NOW, THEREFORE, this Board hereby finds, resolves and orders as follows:

Section 1. After consideration or reconsideration, as applicable, of the circumstances of the ongoing state of emergency, this Board finds that such circumstances continue to directly impact the ability of Board members to meet safely in person, and that state and local health officials continue to recommend measures to promote social distancing.

Section 2. In light of these ongoing circumstances, meetings of the Board, and its committees, if any, shall be called, held and conducted in accordance with the teleconferencing requirements of Section 54953(e)(2) of the Brown Act, rather than Section 54953(b)(3).

Section 3. This resolution shall take effect immediately upon its adoption and shall remain effective for thirty (30) days, or until this Board adopts a subsequent resolution or otherwise makes findings by majority vote in accordance with Section 54953(e)(3) to extend the effective period by another thirty (30) days. The Board may delegate, by motion or other action of the Board, its authority to make findings in accordance with Section 54953(e)(3) to a Board committee.

Section 4. The officers of this Board, the Executive Director of TEACH, or their designee(s), are individually authorized and directed to take or cause to be taken such other actions as may be required to fulfill the purposes of this resolution.

# # #

CERTIFICATE OF ADOPTION

I, _____, Secretary of Board of Directors of TEACH, Inc., a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a regular meeting of the Board of Directors of TEACH, Inc., which was held on _____, 2021, at which all the members of the Board of Directors had due notice and at which a quorum was present; and at such meeting such resolutions were adopted by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

WITNESS my hand this _____ day of _____, 2021.

_____
Secretary, TEACH, Inc.

Coversheet

Approve the Updated Fiscal Policies

Section: II. Consent Items
Item: C. Approve the Updated Fiscal Policies
Purpose: Vote
Submitted by:
Related Material: TEACH Fiscal Policy_Board Propsedv2 07.22.docx

TEACH Public Schools
Fiscal Policies and Procedures

TEACH Public Schools
Fiscal Policies and Procedures

OVERVIEW AND GENERAL BUSINESS POLICIES

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

1. The Board approves financial policies and procedures, delegate's administration of the policies and the procedures to the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer and reviews operations and activities on a regular basis.

2. The Executive Director/Chief Executive Officer has responsibility for all operations and activities related to financial management. However, the Board and Executive Director/Chief Executive Officer can appoint or delegate someone else to perform the responsibilities.
3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.

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

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

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

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

Budget Development, Oversight Calendar and Responsibilities

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

January – April

Charter Impact works with Executive Director/Chief Executive Officer, and Chief Operating Officer/Chief Financial Officer to review Governor's proposed state

budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with the schools' established strategic and growth plans.

Budget Development, Oversight Calendar and Responsibilities (*continued*)

May – June

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

July – August

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

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

September – December

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

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

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

On a monthly basis, the Executive Director/Chief Executive Officer, and Chief Operating Officer/Chief Financial Officer and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by

TEACH Public Schools
Fiscal Policies and Procedures

Charter Impact. The Board approves any needed changes to the annual budget.

Budget Transfers

The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer may transfer up to $10,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

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

Record Keeping

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

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

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

Property Inventory

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

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer provided the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer engages in due diligence

to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $1,000 shall be approved in advance by the Board.

The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer will immediately notify Charter Impact of all cases of theft, loss, damage or destruction of assets.

Attendance Accounting

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

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

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

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

Annual Financial Audit

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

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TEACH Public Schools
Fiscal Policies and Procedures

Required Budget and Other Fiscal Reports

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

Property and Liability Insurance

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

Board Compensation

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

Fundraising, Grant Solicitation, and Donation Recognition

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

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer may enter into contracts and agreements not to exceed $50,000 without Board approval, provided funds sufficient for

the contract or agreement are authorized and available within the school's board- adopted budget. Contracts and agreements in excess of $50,000 must be submitted for board approval and may be executed by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer or other person specifically designated by the Board after the Board has duly approved the contract or agreement. Board approval is only required if a contract is entered into that exceeds $50,000 in value or an individual transaction exceeds the $50,000 threshold. The $50,000 board approval threshold does not apply to cumulative expenditures that may exceed $50,000 in a fiscal year if no contract exists.

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

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer may also require that contract service providers list the school as an additional insured.

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

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

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

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

PURCHASING AND VENDOR PAYMENT

Segregation of Duties

The School will develop and maintain purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, the School will develop and maintain a check request form to document the approval of payment for specific items.

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

General Purchasing Procedures

Purchases of individual items and services over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least two vendors were contacted and such documentation shall be maintained for three years. Purchases in excess of $50,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services. While the lowest possible cost will always be reasonably secured, bidding and documentation of a good faith effort is not needed for cumulative expenditures that may

exceed $50,000 in a fiscal year if no contract exists or if no individual good or service exceeds $50,000 in cost.

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

When approving purchases, the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer must:

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

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

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

The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer may authorize an individual to use a school debit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer and/or Governing Board. The following provisions apply to debit card purchases:

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

Executive Officer, or Chief Operating Officer/Chief Financial Officer.

Petty Cash

The Business Operations Manager will manage the petty cash fund, which will be capped at $200. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Business Operations Manager and Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer will have keys to the petty cash box and drawer or file cabinet. All disbursements will require documentation of purchase.
A register receipt for all purchases must be provided. The following are general petty cash operating procedures:

1. At all times the petty cash box will contain receipts and cash totaling $200. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Business Operations Manager within 24 hours of withdrawing the petty cash.
2. When expenditures total $200 (when cash balance is reduced to $0), the Business Operations Manager will total the disbursements, complete a Petty Cash Reimbursement Form, and obtain the approval of the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer. This should be done on at least a quarterly basis. The supporting receipts will be attached to the reimbursement request form and forwarded to Charter Impact.
3. Petty cash fund reimbursement checks will be made payable to the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer.
4. Any irregularities in the petty cash fund will be immediately reported in writing to the Executive Director/Chief Executive Officer, and Chief Operating Officer/Chief Financial Officer.
5. Charter Impact will conduct surprise counts of the petty cash fund.

Purchase Orders

Non-recurring purchases should be accompanied by a purchase order, which must be approved by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer.

1. The Principals, Assistant Principals, Directors, Coordinators and Office Mangers all have the ability to generate a PO request in Office Books.
2. The PO is then automatically sent in Office Books to the Executive Director/Chief Executive Officer, and/or Chief Operating Officer/Chief Financial Officer for approval.
3. Once approved, the PO is then emailed to the vendor or copied and mailed for confirmation.

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TEACH Public Schools
Fiscal Policies and Procedures

Payment Authorization

All original invoices will be forwarded to the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer for approval.

1. The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer will carefully review each invoice, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to Charter Impact with the invoice.
2. Once approved by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.
3. The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer may authorize Charter Impact to pay recurring expenses (e.g. utilities, leases, etc.) without the Executive Director/Chief Executive Officer, of Chief Operating Officer/Chief Financial Officer's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

Accounts Payable Checks

The Governing Board will approve, in advance, the list of authorized signers on the school account. The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the Business Operations Manager will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).

4. The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer and Board Treasurer/Chief Financial Officer will co-sign checks in excess of $50,000 for all non-recurring items. All checks less than $50,000 require only the signature of the Executive Director/Chief Executive Officer or Chief Operating Officer/Chief Financial Officer.
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
7. A copy of any impress check will be sent to Charter Impact with directions to transfer funds from the schools operating account to refresh the impress account balance to $10,000 within 5 business days.
8. Charter Impact will distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee
    b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
    c. Cancelled Checks – maintained with the banking institution.
    d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Bank Reconciliations

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

1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6th months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer.

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TEACH Public Schools
Fiscal Policies and Procedures

CASH RECEIPT MANAGEMENT

General Procedures for Non-Governmental Cash Receipts

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

1. All fundraising activities must receive written preapproval from the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer.
    a. All funds must be collected by the Business Operations Manager and deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
    b. The Business Operations Manager and one other district staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
    c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
2. All checks will be immediately endorsed with the school deposit stamp, containing the following information: “For Deposit Only”
3. A deposit slip will be completed by the Business Operations Manager and initialed by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than $2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than $2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

Volunteer Expenses

All volunteers will submit a purchase requisition form to the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer for all potential expenses. Only items with prior written authorization from the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer will be paid/reimbursed.

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds

(NSF). Unless otherwise pre-approved by Charter Impact or the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer, payment of the NSF check and processing fee must be made by money order or certified check.

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

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

HUMAN RESOURCES AND PAYROLL

Payroll Services and Setup

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

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

Timesheets

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

employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

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

Payroll Processing

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

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

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

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

Payroll Taxes and Record Keeping

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

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Paychex will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer, and submit the forms to the state on behalf of the school.

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

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

Expense Reports

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

Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer expense reports must be approved by another staff member (one of the other three not receiving the reimbursement) and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

Travel

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

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

Travel advances require written approval from the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer and receipts for all advanced funds not returned. After the trip, the employee must enter all of the appropriate information on a

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Travel Expense Report and submit it to the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer for approval and then on to Charter Impact for processing. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Telephone Usage

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

FINANCE AND FINANCIAL REPORTING

Monthly Reporting

Charter Impact will submit a monthly financial report including:

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

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

Third Party Loans

The Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer and the Board will approve all loans from third parties. In the case of a long- term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer before funds are borrowed.

Fund Balance Reserve

A cash reserve of at least 5% of the annual expenses will be maintained. Charter Impact will provide the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer with a Statement of Financial Position on a monthly basis. It is the responsibility of the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer and the Governing Board to understand the school's cash situation. It is the responsibility of the Executive Director/Chief Executive Officer, or Chief Operating Officer/Chief Financial Officer to prioritize payments as needed.

Coversheet

Approval of New Teacher Salary Schedule

Section: II. Consent Items
Item: D. Approval of New Teacher Salary Schedule
Purpose: Vote
Submitted by:
Related Material: 22-23 New_Teacher_Salary_Schedule 2 (1).pdf

2022-2023 New Teacher Salary Schedule

11 Month Employee

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Teachers New to TEACH	$61,200	$63,000	$64,500	$65,882	$67,105	$69,429	$71,532	$72,883	$73,135	$73,387
	YEAR 11	YEAR 12	YEAR 13	YEAR 14	YEAR 15	YEAR 16	YEAR 17	YEAR 18	YEAR 19	YEAR 20
	$73,640	$73,894	$74,149	$74,406	$75,663	$75,921	$76,179	$76,439	$76,699	$76,961
	YEAR 21	YEAR 22	YEAR 23	YEAR 24	YEAR 25	YEAR 26	YEAR 27	YEAR 28	YEAR 29	YEAR 30
	$77,223	$77,487	$77,751	$78,016	$79,281	$79,549	$80,817	$81,086	81,560	$82,000

Salary Bonus

- **Teachers will be eligible earn up to a 2.5% bonus of base pay each semester their school meets budgeted ADA. (ADA target is based on 22-23 board approved annual budget. ADA is measured by P1 & P2 attendance reports.) Earned bonuses will be paid out in December and June. Bonuses are prorated for employees who start after July 1.**
- **Credentialed Math, Science & Special Education teachers are eligible for salary bonuses of up to $1000 per semester. (Paid out in December & June)**
- **Masters Degrees are eligible for a $750 increase in annual base salary**
- **Doctorate Degrees are eligible for a $1500 increase in annual base salary.**

Sick Days

•Teachers receive 6 sick days (48 hours) annually. Sick days may be cashed out at the end of the year at $23 per hour.

BTSA

•TEACH will reimburse teachers up to $1000 per semester towards teachers BTSA Induction Program. Reimbursements will be paid out in September of the year following BTSA completion.

Coversheet

Resolution for Pre-K Expansion Grant

Section: II. Consent Items
Item: E. Resolution for Pre-K Expansion Grant
Purpose: Vote
Submitted by:
Related Material: Board Resolution TEACH Prep Pre K Grant.docx

GOVERNING BOARD RESOLUTION
Of
TEACH INCORPORATED DBA TEACH PUBLIC SCHOOLS

1. Resolution from Board of Directors of TEACH INCORPORATED approving the following plan for the Pre-Kindergarten Planning and Implementation Grant Plan of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School.

   TEACH Preparatory will expand its Transitional Kindergarten program by offering a full section of full school day TK starting in 2022-23 school year. The $59,306 in grant funds will go towards the hiring of a dedicated TK teacher.

Resolved on ***June 17, 2022*** by the following vote:

	[vote]
JJ Lewis	
Spencer Burrows	
Cecilia Sandoval	
James Lobdell	
Austin Dragon	

Aye:
Nay:
Abstention:
Absent:

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary for the Board of Directors of TEACH INC., a California nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on June 17, 2022, and that this resolution has not been revoked

_____
Spencer Burrows
Board Secretary

Coversheet

TEACH 2022-2023 Budgets & Executive Director Salary

Section:	III. Items Scheduled for Information and Potential Action
Item:	B. TEACH 2022-2023 Budgets & Executive Director Salary
Purpose:	Vote
Submitted by:	
Related Material:	FY23-TEACH- -FY22-23 Board Summary- Final.pdf Carranza Offer Letter 22-23.docx Executive Comp CEO SALARY 990 Period Ending June 2020.pdf FY23-TEACH- -FY22-23 Board Summary- Final.pdf

CHARTER IMPACT

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

FY22-23 Budget Overview

FY23 Budget Highlights

- Final State Budget not approved as of June 15, 2022
- FY22/23 LCFF Funding Rates will be potentially raised 6.56% (COLA) compared to FY22/23.
- One -time funds of up to $1500 per ADA is not included in budgets
- All schools are projecting surplus, positive fund balance and cash flow
- All schools are projected to exceed the bond requirements Debt Service Ratio of 1.20 and 45- Days Cash on Hand

FY22 Budget Assumptions

TEACH Inc Planning Factors

FACTORS	FY20/21	FY21/22	FY22/23	FY23/24	FY24/25	FY25/26	FY26/27
Enrollment: TAT	**468**	**415**	**440**	**440**	**440**	**440**	**440**
ADA	434	366	418	418	418	418	418
	93%	88%	95%	95%	95%	95%	95%
Enrollment: TTHS	**432**	**477**	**440**	**440**	**440**	**440**	**440**
ADA	402	404	418	418	418	418	418
	93%	85%	95%	95%	95%	95%	95%
Enrollment: TES	**194**	**262**	**276**	**276**	**276**	**276**	**276**
ADA	184	221	262	262	262	262	262
	95%	85%	95%	95%	95%	95%	95%
COLA	**0.00%**	**5.07%**	**6.56%**	**5.38%**	**4.02%**	**3.72%**	**0**
TK-3	$ 7,702.00	$ 8,092.00	$ 8,624.00	$ 9,088.00	$ 9,453.00	$ 9,805.00	$ 9,805.00
4-6	$ 7,818.00	$ 8,214.00	$ 8,754.00	$ 9,225.00	$ 9,596.00	$ 9,953.00	$ 9,953.00
7-8	$ 8,050.00	$ 8,458.00	$ 9,013.00	$ 9,498.00	$ 9,880.00	$ 10,248.00	$ 10,248.00
9-12	$ 9,329.00	$ 9,802.00	$10,445.00	$11,007.00	$11,449.00	$ 11,875.00	$ 11,875.00
Federal Special Education IDEA rate per ADA	$ 195.00	$ 195.00	$ 192.00	$ 192.00	$ 192.00	$ 192.00	$ 192.00
State Special Education- AB602	$ 625.00	$ 625.00	$ 725.00	$ 725.00	$ 725.00	$ 725.00	$ 725.00
Mandate Cost per ADA K-8	$ 16.86	$ 16.86	$ 17.21	$ 17.21	$ 17.21	$ 17.21	$ 17.21
Mandate Cost per ADA 9-12	$ 46.87	$ 46.87	$ 47.87	$ 47.87	$ 47.87	$ 47.87	$ 47.87
State Lottery Per ADA	$ 207	$ 207	$ 207	$ 207	$ 207	$ 207	$ 207
CAL STRS	16.15%	16.02%	19.10%	19.10%	19.10%	19.10%	19.10%
CAL PERS	20.70%	23.01%	26.10%	27.10%	27.70%	27.70%	27.70%

FY22 Budget Highlights

TEACH Academy of Technologies

Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 4,185,358	$ 5,192,704	$ 1,007,346
Federal Revenue	1,836,141	1,182,566	(653,576)
Other State Revenue	1,400,356	1,233,777	(166,579)
Other Local Revenue	18,263	-	18,263
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 205,454**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 1,645,013	$ 1,843,496	$ 198,482
Classified Salaries	640,700	738,111	97,412
Benefits	679,356	821,633	142,277
Books and Supplies	777,296	838,984	61,687
Subagreement Services	831,279	651,200	(180,079)
Operations	214,944	255,700	40,756
Facilities	936,547	950,759	14,212
Professional Services	1,243,736	1,335,875	92,139
Depreciation	134,244	159,700	25,456
Interest	15,459	-	(15,459)
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 476,883**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 321,543**	**$ 13,588**	**$ (271,429)**
Beginning Fund Balance	4,683,995	5,005,538	
Ending Fund Balance	**$ 5,005,538**	**$ 5,019,127**	
As a % of Annual Expenses	*70.3%*	*66.1%*	

LCFF revenue- COLA rate increased by 6.56% as well as ADA budgeted at 95%

Federal Revenue: decrease mainly due to ESSER I, II and a portion of ESSER III recognized in P/Y. Current year only recognizing ESSER III

Other State Revenue: projected decrease as P/Y recognized Educator Effectiveness and ELO

Salaries and Benefits increase due to raises and bonuses – Administration Staff updated

Subagreement Services projected decrease due to Other Educational Consultants as placeholder for ESSER II and ESSER III funds in P/Y

Professional Services projected increase mainly to increase management fees as calculated as a percentage of revenue

FY22 Budget Highlights

TEACH Tech Charter High School

FY22/23 Budget Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 5,938,575	$ 6,232,033	$ 293,458
Federal Revenue	1,552,231	985,444	(566,787)
Other State Revenue	1,339,849	1,087,307	(252,542)
Other Local Revenue	34,912	-	34,912
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ (490,960)**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 1,914,624	$ 2,084,434	$ 169,810
Classified Salaries	607,505	693,559	86,054
Benefits	651,416	750,515	99,100
Books and Supplies	1,154,986	1,060,285	(94,700)
Subagreement Services	374,457	389,700	15,243
Operations	263,255	272,300	9,045
Facilities	870,444	898,478	28,034
Professional Services	1,530,230	1,474,938	(55,292)
Depreciation	58,451	60,400	1,949
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 259,242**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,440,198**	**$ 620,174**	**$ (750,201)**
Beginning Fund Balance	4,027,093	5,467,291	
Ending Fund Balance	**$ 5,467,291**	**$ 6,087,465**	
As a % of Annual Expenses	*73.6%*	*79.2%*	

LCFF revenue- COLA rate increased by 6.56%

Federal Revenue: decrease mainly due as ESSER I, II and partial ESSER III recognized-only ESSER III in FY22/23

Other State Revenue: decrease All revenue streams increase due to increase in enrollment as P/Y included ELO and Educator Effectiveness

Salaries and Benefits increased as per increase of overall salaries

Books and Supplies decrease due to decrease in non-cap equipment. Many computer purchases in P/Y.

Professional Services projected decrease mainly due to decrease management fees as calculated as per decrease in revenue

FY22 Budget Highlights

TEACH Prep
FY 22/23 Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 2,749,991	$ 3,419,169	$ 669,178
Federal Revenue	948,457	559,413	(389,044)
Other State Revenue	657,102	961,380	304,279
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 584,413**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 926,526	$ 1,174,826	$ 248,300
Classified Salaries	364,039	405,122	41,083
Benefits	357,839	453,517	95,678
Books and Supplies	735,099	730,177	(4,922)
Subagreement Services	249,337	295,800	46,463
Operations	107,534	127,600	20,066
Facilities	616,560	627,294	10,734
Professional Services	759,703	874,434	114,731
Depreciation	38,631	45,800	7,169
Interest	750	-	(750)
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 578,552**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 199,531**	**$ 205,391**	**$1,162,965**
Beginning Fund Balance	1,206,369	1,405,900	
Ending Fund Balance	**$ 1,405,900**	**$ 1,611,291**	
As a % of Annual Expenses	*33.8%*	*34.0%*	

LCFF revenue- COLA rate increased by 6.56% as well as increase in enrollment- projecting 95% ADA

Federal Revenue: projected decrease as in P/Y recognized ESSER I, II and some of ESSER III. CY will only recognize a portion of ESSER III

Other State Revenue: projected increase as projected to recognized ELOP grant. All revenue streams increase due to increase in enrollment

Salaries increase due to projecting salary increase and bonus for staff. Benefits increase due to increase in salaries

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

FY22 Budget Highlights

TEACH Public Schools

CHARTER IMPACT

FY22-23 Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
Other Local Revenue	2,062,948	2,218,123	155,175
Total Revenue	**$2,062,948**	**$2,218,123**	**$ 155,175**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 774,177	$ 735,881	$ (38,296)
Classified Salaries	533,723	680,856	147,133
Benefits	319,660	392,016	72,356
Books and Supplies	68,718	77,500	8,782
Subagreement Services	19,937	19,200	(737)
Operations	63,489	78,900	15,411
Facilities	74,870	42,700	(32,170)
Professional Services	70,301	86,300	15,999
Depreciation	12,266	15,000	2,734
Interest	-	-	-
Total Expenses	**$1,937,141**	**$2,128,353**	**$ 191,212**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 125,807**	**$ 89,770**	**$ (36,037)**
Beginning Fund Balance	617,037	742,844	
Ending Fund Balance	**$ 742,844**	**$ 832,614**	
As a % of Annual Expenses	*38.3%*	*39.1%*	

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

Classified Salaries increase due full year's pay 2 new Director's Positions from PY as well as overall increase in salaries

Facilities decrease – due to home office going remote

FY22 Multi-Year Projections

TEACH Academy of Technologies

Multi-Year Forecast

Revised 05/31/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*415.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*351.43*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 7,885,837**	**$ 7,386,009**	**$ 7,597,974**	**$ 7,597,974**
Expenses						
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 7,573,596**	**$ 7,292,060**	**$ 7,285,412**	**$ 7,348,103**
Surplus (Deficit)	**$ 321,544**	**$ 13,589**	**$ 312,241**	**$ 93,949**	**$ 312,561**	**$ 249,870**
Fund Balance, Beginning of Year	$ 4,683,995	$ 5,005,539	$ 5,019,127	$ 5,331,368	$ 5,425,317	$ 5,737,878
Fund Balance, End of Year	**$ 5,005,539**	**$ 5,019,127**	**$ 5,331,368**	**$ 5,425,317**	**$ 5,737,878**	**$ 5,987,748**
	70.3%	*66.1%*	*70.4%*	*74.4%*	*78.8%*	*81.5%*
Cash Flow Adjustments						
Surplus (Deficit)	321,544	13,589	312,241	93,949	312,561	249,870
Total Change in Cash	217,160	(31,456)	503,445	220,758	421,106	378,575
Cash, Beginning of Year	2,745,308	2,962,468	2,931,011	3,434,456	3,655,214	4,076,320
Cash, End of Year	**$ 2,962,468**	**$ 2,931,011**	**$ 3,434,456**	**$ 3,655,214**	**$ 4,076,320**	**$ 4,454,896**

FY22 Multi-Year Projections

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*477.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*404.22*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
State Aid - Revenue Limit						
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ 8,638,504**	**$ 8,352,527**	**$ 8,606,548**	**$ 8,606,548**
Expenses						
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 7,808,601**	**$ 7,780,381**	**$ 7,761,036**	**$ 7,785,044**
Surplus (Deficit)	**$ 1,440,198**	**$ 620,174**	**$ 829,904**	**$ 572,146**	**$ 845,512**	**$ 821,504**
Fund Balance, Beginning of Year	$ 4,027,093	$ 5,467,291	$ 6,087,465	$ 6,917,368	$ 7,489,514	$ 8,335,026
Fund Balance, End of Year	**$ 5,467,291**	**$ 6,087,465**	**$ 6,917,368**	**$ 7,489,514**	**$ 8,335,026**	**$ 9,156,530**
	73.6%					
Cash Flow Adjustments						
Surplus (Deficit)	1,440,198	620,174	829,904	572,146	845,512	821,504
Total Change in Cash	1,839,109	507,898	850,301	629,804	886,360	885,621
Cash, Beginning of Year	1,969,433	3,808,542	4,316,440	5,166,741	5,796,546	6,682,906
Cash, End of Year	**$ 3,808,542**	**$ 4,316,440**	**$ 5,166,741**	**$ 5,796,546**	**$ 6,682,906**	**$ 7,568,527**

FY22 Multi-Year Projections

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*261.00*	*276.00*	*276.00*	*276.00*	*276.00*	*276.00*
Average Daily Attendance	*220.96*	*262.20*	*262.20*	*262.20*	*262.20*	*262.20*
Revenues						
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 4,923,033**	**$ 4,865,587**	**$ 5,005,221**	**$ 5,005,221**
Expenses						
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 4,681,648**	**$ 4,616,052**	**$ 4,619,266**	**$ 4,621,642**
Surplus (Deficit)	**$ 199,531**	**$ 205,391**	**$ 241,386**	**$ 249,535**	**$ 385,955**	**$ 383,579**
Fund Balance, Beginning of Year	$ 1,206,369	$ 1,405,900	$ 1,611,291	$ 1,852,676	$ 2,102,211	$ 2,488,166
Fund Balance, End of Year	**$ 1,405,900**	**$ 1,611,291**	**$ 1,852,676**	**$ 2,102,211**	**$ 2,488,166**	**$ 2,871,746**
	33.8%	*34.0%*	*39.6%*	*45.5%*	*53.9%*	*62.1%*
Cash Flow Adjustments						
Surplus (Deficit)	199,531	205,391	241,386	249,535	385,955	383,579
Total Change in Cash	567,623	21,334	314,630	304,534	418,656	429,173
Cash, Beginning of Year	175,032	742,655	763,989	1,078,620	1,383,153	1,801,809
Cash, End of Year	**$ 742,655**	**$ 763,989**	**$ 1,078,620**	**$ 1,383,153**	**$ 1,801,809**	**$ 2,230,982**

FY22 Multi-Year Projections

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.33%*	*2.48%*	*3.54%*	*0.00%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*130.00*	*130.00*	*130.00*	*130.00*	*130.00*
Average Daily Attendance	*50.00*	*123.50*	*123.50*	*123.50*	*123.50*	*123.50*
Revenues						
Total Revenue	$ 2,062,948	$ 2,218,123	$ 2,218,123	$ 2,218,123	$ 2,218,123	$ 2,218,123
Expenses						
Total Expenses	$ 1,937,141	$ 2,128,353	$ 2,113,392	$ 2,111,861	$ 2,153,991	$ 2,196,963
Surplus (Deficit)	$ 125,807	$ 89,770	$ 104,731	$ 106,262	$ 64,132	$ 21,160
Fund Balance, Beginning of Ye	$ 617,037	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739
Fund Balance, End of Year	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739	$ 1,128,900
	38.3%	*39.1%*	*44.4%*	*49.4%*	*51.4%*	*51.4%*
Cash Flow Adjustments						
Total Change in Cash	318,762	65,400	120,031	121,868	80,050	37,397
Cash, Beginning of Year	386,721	705,483	770,883	890,914	1,012,782	1,092,832
Cash, End of Year	$ 705,483	$ 770,883	$ 890,914	$ 1,012,782	$ 1,092,832	$ 1,130,229

Questions?

- Attachments:
  - Detailed FY22/23 Monthly Forecast
  - Detailed Multi-Year Projections

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY22-23

Revised 6/15/2022

ADA = 418.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 418.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	163,919	163,919	295,054	295,054	295,054	295,054	295,054	419,255	419,255	419,255	419,255	419,255	**3,899,383**	3,899,383	-
8012 Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	65,241	130,482	86,988	86,988	86,988	86,988	86,988	220,886	110,443	110,443	110,443	110,443	**1,293,321**	1,293,321	-
	-	229,160	294,401	382,042	382,042	382,042	382,042	382,042	640,142	529,699	529,699	529,699	529,699	**5,192,704**	**5,192,704**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	3,374	3,374	6,073	6,073	6,073	6,073	6,073	8,629	8,629	8,629	8,629	8,629	**80,256**	80,256	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	-	17,018	32,335	32,335	32,335	32,335	32,335	32,335	32,335	32,335	64,670	**340,367**	340,367	-
8290 Title I, Part A - Basic Low Income	-	-	54,526	-	-	163,577	-	-	-	-	-	-	-	**218,102**	218,102	-
8291 Title II, Part A - Teacher Quality	-	-	6,424	-	-	19,271	-	-	-	-	-	-	-	**25,694**	25,694	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	518,147	-	**518,147**	518,147	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	3,374	64,323	23,091	38,408	221,255	38,408	38,408	40,964	40,964	40,964	559,110	73,299	**1,182,566**	**1,182,566**	**-**
Other State Revenue																
8311 State Special Education	-	12,739	12,739	22,931	22,931	22,931	22,931	22,931	32,583	32,583	32,583	32,583	32,583	**303,050**	303,050	-
8520 Child Nutrition	-	-	-	1,611	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	6,121	**32,217**	32,217	-
8545 School Facilities (SB740)	-	-	-	-	-	-	227,789	-	-	-	113,895	-	113,895	**455,578**	455,578	-
8550 Mandated Cost	-	-	-	-	-	6,048	-	-	-	-	-	-	-	**6,048**	6,048	-
8560 State Lottery	-	-	-	-	-	-	18,187	-	-	18,187	-	-	50,153	**86,526**	86,526	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	206,912	-	-	-	93,240	-	-	-	-	35,862	-	-	14,345	**350,358**	350,358	-
	206,912	12,739	12,739	24,542	119,231	32,039	271,967	25,991	35,644	89,692	149,539	35,644	217,097	**1,233,777**	**1,233,777**	**-**
Total Revenue	**206,912**	**245,273**	**371,463**	**429,674**	**539,680**	**635,336**	**692,416**	**446,440**	**716,750**	**660,354**	**720,201**	**1,124,453**	**820,094**	**7,609,046**	**7,609,046**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	-	**1,290,051**	1,290,051	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	39,118	-	**39,118**	39,118	-
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200 Pupil Support Salaries	-	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	-	**74,530**	74,530	-
1300 Administrators' Salaries	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	-	**293,147**	293,147	-
1900 Other Certificated Salaries	-	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	-	**146,650**	146,650	-
	24,429	161,814	161,814	161,814	161,814	161,814	161,814	161,814	161,814	161,814	161,814	200,931	-	**1,843,496**	**1,843,496**	**-**
Classified Salaries																
2100 Instructional Salaries	22,167	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	-	**342,824**	342,824	-
2200 Support Salaries	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	-	**48,048**	48,048	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	14,179	-	**14,179**	14,179	-
2400 Clerical and Office Staff Salaries	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	-	**194,376**	194,376	-
2900 Other Classified Salaries	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	-	**138,684**	138,684	-
	53,926	60,910	60,910	60,910	60,910	60,910	60,910	60,910	60,910	60,910	60,910	75,089	-	**738,111**	**738,111**	**-**
Benefits																
3101 STRS	4,666	30,906	30,906	30,906	30,906	30,906	30,906	30,906	30,906	30,906	30,906	38,378	-	**352,108**	352,108	-
3202 PERS	14,075	15,897	15,897	15,897	15,897	15,897	15,897	15,897	15,897	15,897	15,897	19,598	-	**192,647**	192,647	-
3301 OASDI	3,343	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	4,655	-	**45,763**	45,763	-
3311 Medicare	1,136	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	4,002	-	**37,433**	37,433	-
3401 Health and Welfare	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	-	**135,000**	135,000	-
3501 State Unemployment	1,127	1,127	1,127	1,127	1,127	1,127	5,635	4,508	2,254	1,127	1,127	1,127	-	**22,540**	22,540	-
3601 Workers' Compensation	1,097	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,864	-	**36,142**	36,142	-
	36,694	69,305	69,305	69,305	69,305	69,305	73,813	72,686	70,432	69,305	69,305	82,875	-	**821,633**	**821,633**	**-**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY22-23

Revised 6/15/2022

ADA = 418.00

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	20,625	20,625	20,625	20,625	-	-	-	-	-	-	-	-	**82,500**	82,500	-
4200	Books and Reference Materials	140	140	140	140	140	-	-	-	-	-	-	-	-	**700**	700	-
4302	School Supplies	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	-	**28,900**	28,900	-
4305	Software	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	-	**101,300**	101,300	-
4310	Office Expense	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	-	**53,000**	53,000	-
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	40,000	40,000	40,000	40,000	40,000	-	-	-	-	-	-	-	**200,000**	200,000	-
4700	Food Services	-	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	-	**372,584**	372,584	-
		15,407	109,903	109,903	109,903	109,903	89,138	49,138	49,138	49,138	49,138	49,138	49,138	-	**838,984**	**838,984**	**-**
Subagreement Services																	
5101	Nursing	33	33	33	33	33	33	33	33	33	33	33	33	-	**400**	400	-
5102	Special Education	-	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	-	**232,900**	232,900	-
5103	Substitute Teacher	-	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	-	**187,300**	187,300	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105	Security	-	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	-	**30,600**	30,600	-
5106	Other Educational Consultants	-	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	-	**200,000**	200,000	-
		33	41,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	-	**651,200**	**651,200**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	73	73	73	73	73	73	73	73	73	73	73	-	**800**	800	-
5300	Dues & Memberships	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-
5400	Insurance	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	-	**74,400**	74,400	-
5501	Utilities	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	-	**89,700**	89,700	-
5502	Janitorial Services	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	-	**31,900**	31,900	-
5900	Communications	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	-	**50,800**	50,800	-
5901	Postage and Shipping	-	-	640	640	640	640	640	640	640	640	640	640	-	**6,400**	6,400	-
		20,708	20,781	21,421	21,421	21,421	21,421	21,421	21,421	21,421	21,421	21,421	21,421	-	**255,700**	**255,700**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	-	**870,973**	870,973	-
5602	Additional Rent	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	-	**(9,514)**	(9,514)	-
5603	Equipment Leases	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	-	**56,400**	56,400	-
5604	Other Leases	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	100	-
5605	Real/Personal Property Taxes	33	33	33	33	33	33	33	33	33	33	33	33	-	**400**	400	-
5610	Repairs and Maintenance	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	-	**32,400**	32,400	-
		79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	-	**950,759**	**950,759**	**-**
Professional/Consulting Services																	
5801	IT	275	275	275	275	275	275	275	275	275	275	275	275	-	**3,300**	3,300	-
5802	Audit & Taxes	-	-	-	4,667	4,667	4,667	-	-	-	-	-	-	-	**14,000**	14,000	-
5803	Legal	275	275	275	275	275	275	275	275	275	275	275	275	-	**3,300**	3,300	-
5804	Professional Development	-	-	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	-	**48,100**	48,100	-
5805	General Consulting	-	-	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	-	**11,700**	11,700	-
5806	Special Activities/Field Trips	-	-	-	-	-	13,867	13,867	13,867	-	-	-	-	-	**41,600**	41,600	-
5808	Printing	-	-	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	**10,500**	10,500	-
5809	Other taxes and fees	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	**15,300**	15,300	-
5810	Payroll Service Fee	300	300	300	300	300	300	300	300	300	300	300	300	-	**3,600**	3,600	-
5811	Management Fee	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	-	**856,018**	856,018	-
5812	District Oversight Fee	-	2,292	2,944	3,820	3,820	3,820	3,820	3,820	6,401	5,297	5,297	5,297	5,297	**51,927**	51,927	-
5813	County Fees	-	-	-	1,675	-	-	1,675	-	-	1,675	-	-	1,675	**6,700**	6,700	-
5814	SPED Encroachment	-	13,272	13,272	23,889	23,889	23,889	23,889	12,900	28,666	28,666	28,666	28,666	15,767	**265,430**	265,430	-
5815	Public Relations/Recruitment	-	-	440	440	440	440	440	440	440	440	440	440	-	**4,400**	4,400	-
		72,185	87,748	97,400	115,236	113,561	127,427	124,436	111,772	116,253	116,823	115,148	115,148	22,739	**1,335,875**	**1,335,875**	**-**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY22-23

Revised 6/15/2022

ADA = 418.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Depreciation																
6900 Depreciation Expense	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	**159,700**	159,700	-
	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	**159,700**	**159,700**	**-**
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**315,920**	**644,013**	**674,306**	**692,141**	**690,466**	**683,568**	**645,084**	**631,293**	**633,520**	**632,964**	**631,289**	**698,156**	**22,739**	**7,595,458**	**7,595,458**	**-**
Monthly Surplus (Deficit)	**(109,008)**	**(398,741)**	**(302,843)**	**(262,467)**	**(150,786)**	**(48,232)**	**47,332**	**(184,853)**	**83,230**	**27,391**	**88,912**	**426,297**	**797,356**	**13,589**	**13,589**	**-**
Cash Flow Adjustments															**#SPILL!**	
Monthly Surplus (Deficit)	(109,008)	(398,741)	(302,843)	(262,467)	(150,786)	(48,232)	47,332	(184,853)	83,230	27,391	88,912	426,297	797,356	**13,589**	***Coverage 1.20***	
Cash flows from operating activities																
Depreciation/Amortization	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	**159,700**		
Public Funding Receivables	404,901	-	107,585	-	97,908	17,847	9,295	-	-	-	-	-	(820,094)	**(182,559)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(44,924)	-	-	-	-	-	-	-	-	-	-	-	22,739	**(22,186)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	264,276	(385,432)	(181,950)	(249,158)	(39,569)	(17,077)	69,935	(171,544)	96,538	40,699	102,221	439,606				
Cash, Beginning of Month	2,962,468	3,226,744	2,841,312	2,659,361	2,410,203	2,370,634	2,353,557	2,423,492	2,251,948	2,348,486	2,389,185	2,491,406				
													168	ADCOH		
Cash, End of Month	**3,226,744**	**2,841,312**	**2,659,361**	**2,410,203**	**2,370,634**	**2,353,557**	**2,423,492**	**2,251,948**	**2,348,486**	**2,389,185**	**2,491,406**	**2,931,011**	**141**	**DCOH**		

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY22-23

Revised 6/14/2022

ADA = 418.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 418.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	238,795	238,795	429,831	429,831	429,831	429,831	429,831	462,393	462,393	462,393	462,393	462,393	**4,938,711**	4,938,711	-
8012 Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	75,041	150,082	100,055	100,055	100,055	100,055	100,055	189,308	94,654	94,654	94,654	94,654	**1,293,321**	1,293,321	-
	-	313,836	388,877	529,886	529,886	529,886	529,886	529,886	651,701	557,047	557,047	557,047	557,047	**6,232,033**	**6,232,033**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	3,941	3,941	7,094	7,094	7,094	7,094	7,094	7,631	7,631	7,631	7,631	7,631	**81,510**	81,510	-
8220 Federal Child Nutrition	-	-	-	16,671	31,675	31,675	31,675	31,675	31,675	31,675	31,675	31,675	63,351	**333,426**	333,426	-
8290 Title I, Part A - Basic Low Income	-	-	45,490	-	-	136,471	-	-	-	-	-	-	-	**181,961**	181,961	-
8291 Title II, Part A - Teacher Quality	-	-	5,448	-	-	16,345	-	-	-	-	-	-	-	**21,793**	21,793	-
8296 Other Federal Revenue	78,260	-	-	-	-	-	-	-	-	-	-	288,495	-	**366,754**	366,754	-
	78,260	3,941	54,880	23,765	38,770	191,585	38,770	38,770	39,307	39,307	39,307	327,801	70,982	**985,444**	**985,444**	**-**
Other State Revenue																
8311 State Special Education	-	14,653	14,653	26,375	26,375	26,375	26,375	26,375	28,373	28,373	28,373	28,373	28,373	**303,050**	303,050	-
8520 Child Nutrition	-	-	-	1,578	2,998	2,998	2,998	2,998	2,998	2,998	2,998	2,998	5,996	**31,560**	31,560	-
8545 School Facilities (SB740)	-	-	-	-	-	-	227,789	-	-	-	113,895	-	113,895	**455,578**	455,578	-
8550 Mandated Cost	-	-	-	-	-	19,350	-	-	-	-	-	-	-	**19,350**	19,350	-
8560 State Lottery	-	-	-	-	-	-	23,041	-	-	23,041	-	-	49,223	**95,304**	95,304	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	182,466	-	**182,466**	182,466	-
	-	14,653	14,653	27,953	29,374	48,724	280,203	29,374	31,372	54,412	145,266	213,837	197,487	**1,087,307**	**1,087,307**	**-**
Other Local Revenue																
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue	**78,260**	**332,430**	**458,410**	**581,604**	**598,029**	**770,194**	**848,858**	**598,029**	**722,380**	**650,766**	**741,620**	**1,098,686**	**825,517**	**8,304,784**	**8,304,784**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	32,151	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	-	**1,378,831**	1,378,831	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	40,552	-	**40,552**	40,552	-
1175 Teachers' Extra Duty/Stipends	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	**55,000**	55,000	-
1200 Pupil Support Salaries	-	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	-	**165,050**	165,050	-
1300 Administrators' Salaries	21,222	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	-	**365,967**	365,967	-
1900 Other Certificated Salaries	-	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	-	**79,035**	79,035	-
	57,957	180,539	180,539	180,539	180,539	180,539	180,539	180,539	180,539	180,539	180,539	221,090	-	**2,084,434**	**2,084,434**	**-**
Classified Salaries																
2100 Instructional Salaries	29,440	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	-	**330,022**	330,022	-
2200 Support Salaries	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	-	**48,048**	48,048	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	13,250	-	**13,250**	13,250	-
2400 Clerical and Office Staff Salaries	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	-	**193,040**	193,040	-
2900 Other Classified Salaries	3,640	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	-	**109,200**	109,200	-
	53,171	57,013	57,013	57,013	57,013	57,013	57,013	57,013	57,013	57,013	57,013	70,262	-	**693,559**	**693,559**	**-**
Benefits																
3101 STRS	11,070	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	42,228	-	**398,127**	398,127	-
3301 OASDI	3,297	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	4,356	-	**43,001**	43,001	-
3311 Medicare	1,611	3,444	3,444	3,444	3,444	3,444	3,444	3,444	3,444	3,444	3,444	4,225	-	**40,281**	40,281	-
3401 Health and Welfare	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	-	**170,500**	170,500	-
3501 State Unemployment	1,250	1,250	1,250	1,250	1,250	1,250	6,248	4,998	2,499	1,250	1,250	1,250	-	**24,990**	24,990	-
3601 Workers' Compensation	1,556	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	4,079	-	**38,892**	38,892	-
3901 Other Benefits	1,389	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	3,642	-	**34,725**	34,725	-
	34,380	63,215	63,215	63,215	63,215	63,215	68,213	66,964	64,465	63,215	63,215	73,988	-	**750,515**	**750,515**	**-**

Powered by BoardOnTrack

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY22-23

Revised 6/14/2022

ADA = 418.00

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	31,250	31,250	31,250	31,250	-	-	-	-	-	-	-	-	**125,000**	125,000	-
4200	Books and Reference Materials	15,520	15,520	15,520	15,520	15,520	-	-	-	-	-	-	-	-	**77,600**	77,600	-
4302	School Supplies	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**100,000**	100,000	-
4305	Software	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	200,000	-
4310	Office Expense	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	-	**42,500**	42,500	-
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	200	-
4400	Noncapitalized Equipment	-	30,000	30,000	30,000	30,000	30,000	-	-	-	-	-	-	-	**150,000**	150,000	-
4700	Food Services	-	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	-	**364,985**	364,985	-
		44,078	138,509	138,509	138,509	138,509	91,739	61,739	61,739	61,739	61,739	61,739	61,739	-	**1,060,285**	**1,060,285**	**-**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	-	**258,500**	258,500	-
5103	Substitute Teacher	-	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	-	**80,900**	80,900	-
5104	Transportation	-	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	-	**28,000**	28,000	-
5105	Security	-	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	-	**17,100**	17,100	-
5106	Other Educational Consultants	-	-	520	520	520	520	520	520	520	520	520	520	-	**5,200**	5,200	-
		-	34,955	35,475	35,475	35,475	35,475	35,475	35,475	35,475	35,475	35,475	35,475	-	**389,700**	**389,700**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	27	27	27	27	27	27	27	27	27	27	27	-	**300**	300	-
5300	Dues & Memberships	133	133	133	133	133	133	133	133	133	133	133	133	-	**1,600**	1,600	-
5400	Insurance	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	-	**70,900**	70,900	-
5501	Utilities	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	-	**90,800**	90,800	-
5502	Janitorial Services	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	-	**27,100**	27,100	-
5900	Communications	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	-	**80,800**	80,800	-
5901	Postage and Shipping	-	-	80	80	80	80	80	80	80	80	80	80	-	**800**	800	-
		22,600	22,627	22,707	22,707	22,707	22,707	22,707	22,707	22,707	22,707	22,707	22,707	-	**272,300**	**272,300**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	-	**740,013**	740,013	-
5602	Additional Rent	89	89	89	89	89	89	89	89	89	89	89	89	-	**1,065**	1,065	-
5603	Equipment Leases	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	200	-
5605	Real/Personal Property Taxes	50	50	50	50	50	50	50	50	50	50	50	50	-	**600**	600	-
5610	Repairs and Maintenance	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	-	**156,600**	156,600	-
		74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	-	**898,478**	**898,478**	**-**
Professional/Consulting Services																	
5801	IT	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	300	-
5802	Audit & Taxes	-	-	-	4,033	4,033	4,033	-	-	-	-	-	-	-	**12,100**	12,100	-
5803	Legal	83	83	83	83	83	83	83	83	83	83	83	83	-	**1,000**	1,000	-
5804	Professional Development	-	-	6,720	6,720	6,720	6,720	6,720	6,720	6,720	6,720	6,720	6,720	-	**67,200**	67,200	-
5805	General Consulting	-	-	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	-	**19,100**	19,100	-
5806	Special Activities/Field Trips	-	-	-	-	-	25,867	25,867	25,867	-	-	-	-	-	**77,600**	77,600	-
5808	Printing	-	-	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	-	**17,800**	17,800	-
5809	Other taxes and fees	-	-	600	600	600	600	600	600	600	600	600	600	-	**6,000**	6,000	-
5810	Payroll Service Fee	283	283	283	283	283	283	283	283	283	283	283	283	-	**3,400**	3,400	-
5811	Management Fee	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	-	**934,288**	934,288	-
5812	District Oversight Fee	-	3,138	3,889	5,299	5,299	5,299	5,299	5,299	6,517	5,570	5,570	5,570	5,570	**62,320**	62,320	-
5813	County Fees	-	-	-	1,300	-	-	1,300	-	-	1,300	-	-	1,300	**5,200**	5,200	-
5814	SPED Encroachment	-	13,272	13,272	23,889	23,889	23,889	23,889	12,900	28,666	28,666	28,666	28,666	15,767	**265,430**	265,430	-
5815	Public Relations/Recruitment	-	-	320	320	320	320	320	320	320	320	320	320	-	**3,200**	3,200	-
		78,249	94,659	106,739	124,100	122,800	148,667	145,933	133,644	124,762	125,116	123,816	123,816	22,637	**1,474,938**	**1,474,938**	**-**
Depreciati	Parent Coordinator- Move to TPS																
6900	Depreciation Expense	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	-	**60,400**	60,400	-
		5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	-	**60,400**	**60,400**	**-**

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY22-23

Revised 6/14/2022

ADA = 418.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**370,341**	**671,422**	**684,103**	**701,463**	**700,163**	**679,260**	**651,525**	**637,986**	**626,606**	**625,709**	**624,409**	**688,984**	**22,637**	**7,684,610**	**7,684,610**	**-**
Monthly Surplus (Deficit)	**(292,082)**	**(338,992)**	**(225,693)**	**(119,859)**	**(102,135)**	**90,934**	**197,334**	**(39,958)**	**95,774**	**25,057**	**117,211**	**409,702**	**802,880**	**620,174**	**620,174**	**-**
Cash Flow Adjustments															**2.987**	
Monthly Surplus (Deficit)	(292,082)	(338,992)	(225,693)	(119,859)	(102,135)	90,934	197,334	(39,958)	95,774	25,057	117,211	409,702	802,880	**620,174**	***Coverage 1.20***	
Cash flows from operating activities																
Depreciation/Amortization	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	-	**60,400**		
Public Funding Receivables	588,183	-	-	-	115,982	35,433	29,949	-	-	-	-	-	(825,517)	**(55,969)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	161,791	(333,959)	(220,660)	(114,826)	18,881	131,401	232,316	(34,924)	100,808	30,090	122,244	414,736				
Cash, Beginning of Month	3,808,542	3,970,333	3,636,374	3,415,714	3,300,888	3,319,769	3,451,170	3,683,487	3,648,562	3,749,370	3,779,460	3,901,704				
													233	ADCOH		
Cash, End of Month	**3,970,333**	**3,636,374**	**3,415,714**	**3,300,888**	**3,319,769**	**3,451,170**	**3,683,487**	**3,648,562**	**3,749,370**	**3,779,460**	**3,901,704**	**4,316,440**	**205**	**DCOH**		

TEACH Prep

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2023

ADA = 262.20

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 262.20	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	109,886	109,886	197,795	197,795	197,795	197,795	197,795	279,831	279,831	279,831	279,831	279,831	**2,607,903**	2,607,903	-
8012 Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	41,020	82,040	54,693	54,693	54,693	54,693	54,693	138,246	69,123	69,123	69,123	69,123	**811,265**	811,265	-
	-	150,906	191,926	252,488	252,488	252,488	252,488	252,488	418,078	348,955	348,955	348,955	348,955	**3,419,169**	**3,419,169**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	2,154	2,154	3,878	3,878	3,878	3,878	3,878	5,486	5,486	5,486	5,486	5,486	**51,129**	51,129	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	-	10,614	20,167	20,167	20,167	20,167	20,167	20,167	20,167	20,167	40,334	**212,284**	212,284	-
8290 Title I, Part A - Basic Low Income	-	-	21,081	-	-	63,242	-	-	-	-	-	-	-	**84,322**	84,322	-
8291 Title II, Part A - Teacher Quality	-	-	2,512	-	-	7,536	-	-	-	-	-	-	-	**10,048**	10,048	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	201,630	-	**201,630**	201,630	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	2,154	25,747	14,492	24,045	94,822	24,045	24,045	25,653	25,653	25,653	227,283	45,820	**559,413**	**559,413**	**-**
Other State Revenue																
8311 State Special Education	-	8,010	8,010	14,418	14,418	14,418	14,418	14,418	20,397	20,397	20,397	20,397	20,397	**190,095**	190,095	-
8520 Child Nutrition	-	-	-	1,005	1,909	1,909	1,909	1,909	1,909	1,909	1,909	1,909	3,818	**20,093**	20,093	-
8545 School Facilities (SB740)	-	-	-	-	-	-	142,886	-	-	-	71,443	-	71,443	**285,772**	285,772	-
8550 Mandated Cost	-	-	-	-	-	3,803	-	-	-	-	-	-	-	**3,803**	3,803	-
8560 State Lottery	-	-	-	-	-	-	12,595	-	-	12,595	-	-	34,592	**59,782**	59,782	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	-	-	-	-	130,000	-	-	-	-	50,000	-	201,836	20,000	**401,836**	401,836	-
	-	8,010	8,010	15,422	146,326	20,129	171,807	16,326	22,306	84,901	93,749	224,142	150,250	**961,380**	**961,380**	**-**
Total Revenue	**-**	**161,070**	**225,683**	**282,402**	**422,859**	**367,440**	**448,340**	**292,859**	**466,037**	**459,509**	**468,357**	**800,380**	**545,025**	**4,939,962**	**4,939,962**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	18,759	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	-	**835,353**	835,353	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	23,336	-	**23,336**	23,336	-
1175 Teachers' Extra Duty/Stipends	-	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	-	**15,000**	15,000	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1300 Administrators' Salaries	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	-	**231,136**	231,136	-
1900 Other Certificated Salaries	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-	**70,000**	70,000	-
	43,853	100,694	100,694	100,694	100,694	100,694	100,694	100,694	100,694	100,694	100,694	124,031	-	**1,174,826**	**1,174,826**	**-**
Classified Salaries																
2100 Instructional Salaries	17,400	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	-	**210,600**	210,600	-
2200 Support Salaries	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**40,000**	40,000	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	7,922	-	**7,922**	7,922	-
2400 Clerical and Office Staff Salaries	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	-	**86,600**	86,600	-
2900 Other Classified Salaries	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,000**	60,000	-
	32,950	33,114	33,114	33,114	33,114	33,114	33,114	33,114	33,114	33,114	33,114	41,036	-	**405,122**	**405,122**	**-**
Benefits																
3101 STRS	8,376	19,233	19,233	19,233	19,233	19,233	19,233	19,233	19,233	19,233	19,233	23,690	-	**224,392**	224,392	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301 OASDI	2,043	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,544	-	**25,118**	25,118	-
3311 Medicare	1,114	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	2,393	-	**22,909**	22,909	-
3401 Health and Welfare	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	-	**127,500**	127,500	-
3501 State Unemployment	784	784	784	784	784	784	3,920	3,136	1,568	784	784	784	-	**15,680**	15,680	-
3601 Workers' Compensation	1,075	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	2,311	-	**22,119**	22,119	-
3901 Other Benefits	768	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,651	-	**15,799**	15,799	-
	24,785	37,846	37,846	37,846	37,846	37,846	40,982	40,198	38,630	37,846	37,846	43,998	-	**453,517**	**453,517**	**-**

TEACH Prep

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Books and Supplies																
4100 Textbooks and Core Materials	-	29,675	29,675	29,675	29,675	-	-	-	-	-	-	-	-	**118,700**	118,700	-
4200 Books and Reference Materials	9,500	9,500	9,500	9,500	9,500	-	-	-	-	-	-	-	-	**47,500**	47,500	-
4302 School Supplies	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	-	**81,600**	81,600	-
4305 Software	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	-	**123,900**	123,900	-
4310 Office Expense	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	-	**33,100**	33,100	-
4400 Noncapitalized Equipment	-	18,600	18,600	18,600	18,600	18,600	-	-	-	-	-	-	-	**93,000**	93,000	-
4700 Food Services	-	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	-	**232,377**	232,377	-
	29,383	98,784	98,784	98,784	98,784	59,609	41,009	41,009	41,009	41,009	41,009	41,009	-	**730,177**	**730,177**	-
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102 Special Education	-	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	-	**146,600**	146,600	-
5103 Substitute Teacher	-	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	-	**15,500**	15,500	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105 Security	-	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	-	**13,000**	13,000	-
5106 Other Educational Consultants	-	-	12,070	12,070	12,070	12,070	12,070	12,070	12,070	12,070	12,070	12,070	-	**120,700**	120,700	-
	-	15,918	27,988	27,988	27,988	27,988	27,988	27,988	27,988	27,988	27,988	27,988	-	**295,800**	**295,800**	-
Operations and Housekeeping																
5201 Auto and Travel	-	18	18	18	18	18	18	18	18	18	18	18	-	**200**	200	-
5300 Dues & Memberships	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
5400 Insurance	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	-	**40,900**	40,900	-
5501 Utilities	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	**12,600**	12,600	-
5502 Janitorial Services	733	733	733	733	733	733	733	733	733	733	733	733	-	**8,800**	8,800	-
5900 Communications	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	-	**61,800**	61,800	-
5901 Postage and Shipping	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	300	-
	10,592	10,610	10,640	10,640	10,640	10,640	10,640	10,640	10,640	10,640	10,640	10,640	-	**127,600**	**127,600**	-
Facilities, Repairs and Other Leases																
5601 Rent	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	-	**558,394**	558,394	-
5603 Equipment Leases	958	958	958	958	958	958	958	958	958	958	958	958	-	**11,500**	11,500	-
5605 Real/Personal Property Taxes	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	300	-
5610 Repairs and Maintenance	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	-	**57,100**	57,100	-
	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	-	**627,294**	**627,294**	-
Professional/Consulting Services																
5801 IT	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**	500	-
5802 Audit & Taxes	-	-	-	4,067	4,067	4,067	-	-	-	-	-	-	-	**12,200**	12,200	-
5803 Legal	92	92	92	92	92	92	92	92	92	92	92	92	-	**1,100**	1,100	-
5804 Professional Development	-	-	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	-	**57,500**	57,500	-
5805 General Consulting	-	-	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	-	**13,100**	13,100	-
5808 Printing	-	-	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	-	**16,300**	16,300	-
5809 Other taxes and fees	-	-	300	300	300	300	300	300	300	300	300	300	-	**3,000**	3,000	-
5810 Payroll Service Fee	350	350	350	350	350	350	350	350	350	350	350	350	-	**4,200**	4,200	-
5811 Management Fee	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	-	**555,746**	555,746	-
5812 District Oversight Fee	-	1,509	1,919	2,525	2,525	2,525	2,525	2,525	4,181	3,490	3,490	3,490	3,490	**34,192**	34,192	-
5813 County Fees	-	-	-	1,475	-	-	1,475	-	-	1,475	-	-	1,475	**5,900**	5,900	-
5814 SPED Encroachment	-	8,325	8,325	14,985	14,985	14,985	14,985	8,092	17,982	17,982	17,982	17,982	9,890	**166,497**	166,497	-
5815 Public Relations/Recruitment	-	-	420	420	420	420	420	420	420	420	420	420	-	**4,200**	4,200	-
	46,795	56,629	66,450	79,257	77,782	77,782	75,190	66,822	78,368	79,152	77,677	77,677	14,854	**874,434**	**874,434**	-
Depreciation																
6900 Depreciation Expense	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	-	**45,800**	45,800	-
	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	-	**45,800**	**45,800**	-

TEACH Prep

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2023

ADA = 262.20

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**244,450**	**409,686**	**431,606**	**444,414**	**442,939**	**403,764**	**385,708**	**376,556**	**386,534**	**386,533**	**385,058**	**422,469**	**14,854**	**4,734,571**	**4,734,571**	**-**
Monthly Surplus (Deficit)	**(244,450)**	**(248,616)**	**(205,924)**	**(162,011)**	**(20,079)**	**(36,324)**	**62,632**	**(83,696)**	**79,504**	**72,975**	**83,299**	**377,911**	**530,171**	**205,391**	**205,391**	**-**
Cash Flow Adjustments															2.29	
Monthly Surplus (Deficit)	(244,450)	(248,616)	(205,924)	(162,011)	(20,079)	(36,324)	62,632	(83,696)	79,504	72,975	83,299	377,911	530,171	**205,391**	Coverage 1.20	
Cash flows from operating activities																
Depreciation/Amortization	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	-	**45,800**		
Public Funding Receivables	277,979	-	-	-	61,266	22,348	7,536	-	-	-	-	-	(545,025)	**(175,896)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(68,816)	-	-	-	-	-	-	-	-	-	-	-	14,854	**(53,962)**		
Total Change in Cash	(31,470)	(244,799)	(202,107)	(158,194)	45,004	(10,159)	73,985	(79,880)	83,320	76,792	87,115	381,728				
Cash, Beginning of Month	742,655	711,186	466,386	264,279	106,085	151,088	140,929	214,914	135,034	218,355	295,147	382,262				
													88	ADCOH		
Cash, End of Month	**711,186**	**466,386**	**264,279**	**106,085**	**151,088**	**140,929**	**214,914**	**135,034**	**218,355**	**295,147**	**382,262**	**763,989**	**59**	**DCOH**		

FY22-23 TEMPLATE

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2022

ADA = 123.50

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 123.50	
Other Local Revenue																
8689 Other Fees and Contracts	46,842	89,935	120,029	142,651	168,005	188,183	208,764	146,797	200,742	187,961	203,118	306,985	208,110	**2,218,123**	2,218,123	-
	46,842	89,935	120,029	142,651	168,005	188,183	208,764	146,797	200,742	187,961	203,118	306,985	208,110	**2,218,123**	**2,218,123**	-
Total Revenue	**46,842**	**89,935**	**120,029**	**142,651**	**168,005**	**188,183**	**208,764**	**146,797**	**200,742**	**187,961**	**203,118**	**306,985**	**208,110**	**2,218,123**	**2,218,123**	-
Expenses																
Certificated Salaries																
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	17,948	-	**17,948**	17,948	-
1300 Administrators' Salaries	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	-	**717,933**	717,933	-
	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	77,776	-	**735,881**	**735,881**	-
Classified Salaries																
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	16,606	-	**16,606**	16,606	-
2300 Classified Administrators' Salaries	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	-	**365,250**	365,250	-
2400 Clerical and Office Staff Salaries	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	-	**214,000**	214,000	-
2900 Other Classified Salaries	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	**85,000**	85,000	-
	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	71,960	-	**680,856**	**680,856**	-
Benefits																
3101 STRS	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	14,855	-	**140,553**	140,553	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301 OASDI	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	4,462	-	**42,213**	42,213	-
3311 Medicare	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	2,171	-	**20,543**	20,543	-
3401 Health and Welfare	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	**120,000**	120,000	-
3501 State Unemployment	319	319	319	319	319	319	1,593	1,274	637	319	319	319	-	**6,370**	6,370	-
3601 Workers' Compensation	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	2,096	-	**19,834**	19,834	-
3901 Other Benefits	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	4,492	-	**42,502**	42,502	-
	31,916	31,916	31,916	31,916	31,916	31,916	33,190	32,871	32,234	31,916	31,916	38,395	-	**392,016**	**392,016**	-
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302 School Supplies	600	600	600	600	600	600	600	600	600	600	600	600	-	**7,200**	7,200	-
4305 Software	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	15,000	-
4310 Office Expense	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	-	**39,200**	39,200	-
4311 Business Meals	458	458	458	458	458	458	458	458	458	458	458	458	-	**5,500**	5,500	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400 Noncapitalized Equipment	-	2,120	2,120	2,120	2,120	2,120	-	-	-	-	-	-	-	**10,600**	10,600	-
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	5,575	7,695	7,695	7,695	7,695	7,695	5,575	5,575	5,575	5,575	5,575	5,575	-	**77,500**	**77,500**	-

FY22-23 TEMPLATE

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2022

ADA = 123.50

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	9	9	9	9	9	9	9	9	9	9	9	-	**100**	100	-
5105 Security	-	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	-	**19,100**	19,100	-
	-	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	-	**19,200**	**19,200**	**-**
Operations and Housekeeping																
5201 Auto and Travel	-	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	-	**14,100**	14,100	-
5300 Dues & Memberships	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**	3,700	-
5400 Insurance	517	517	517	517	517	517	517	517	517	517	517	517	-	**6,200**	6,200	-
5501 Utilities	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	**14,400**	14,400	-
5502 Janitorial Services	617	617	617	617	617	617	617	617	617	617	617	617	-	**7,400**	7,400	-
5900 Communications	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	-	**29,300**	29,300	-
5901 Postage and Shipping	-	-	380	380	380	380	380	380	380	380	380	380	-	**3,800**	3,800	-
	5,083	6,365	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	-	**78,900**	**78,900**	**-**
Facilities, Repairs and Other Leases																
5601 Rent	5,000	5,000	5,000	5,000	-	-	-	-	-	-	-	-	-	**20,000**	20,000	-
5602 Additional Rent	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5603 Equipment Leases	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**	3,700	-
5604 Other Leases	558	558	558	558	558	558	558	558	558	558	558	558	-	**6,700**	6,700	-
5605 Real/Personal Property Taxes	358	358	358	358	358	358	358	358	358	358	358	358	-	**4,300**	4,300	-
5610 Repairs and Maintenance	567	567	567	567	567	567	567	567	567	567	567	567	-	**6,800**	6,800	-
	6,892	6,892	6,892	6,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	-	**42,700**	**42,700**	**-**
Professional/Consulting Services																
5801 IT	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**	3,700	-
5802 Audit & Taxes	-	-	-	2,167	2,167	2,167	-	-	-	-	-	-	-	**6,500**	6,500	-
5803 Legal	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**12,000**	12,000	-
5804 Professional Development	-	-	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	-	**16,800**	16,800	-
5805 General Consulting	-	-	600	600	600	600	600	600	600	600	600	600	-	**6,000**	6,000	-
5806 Special Activities/Field Trips	-	-	-	-	-	600	600	600	-	-	-	-	-	**1,800**	1,800	-
5807 Bank Charges	-	-	390	390	390	390	390	390	390	390	390	390	-	**3,900**	3,900	-
5808 Printing	-	-	60	60	60	60	60	60	60	60	60	60	-	**600**	600	-
5809 Other taxes and fees	-	-	400	400	400	400	400	400	400	400	400	400	-	**4,000**	4,000	-
5810 Payroll Service Fee	225	225	225	225	225	225	225	225	225	225	225	225	-	**2,700**	2,700	-
5811 Management Fee	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	-	**28,000**	28,000	-
5815 Public Relations/Recruitment	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	300	-
	3,867	3,867	7,027	9,193	9,193	9,793	7,627	7,627	7,027	7,027	7,027	7,027	-	**86,300**	**86,300**	**-**
Depreciation																
6900 Depreciation Expense	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	15,000	-
	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	**15,000**	**-**
Total Expenses	**169,764**	**174,912**	**178,452**	**180,618**	**175,618**	**176,218**	**173,206**	**172,887**	**171,650**	**171,332**	**171,332**	**212,365**	**-**	**2,128,353**	**2,128,353**	**-**
Monthly Surplus (Deficit)	**(122,922)**	**(84,977)**	**(58,423)**	**(37,967)**	**(7,613)**	**11,965**	**35,559**	**(26,090)**	**29,092**	**16,629**	**31,787**	**94,620**	**208,110**	**89,770**	**89,770**	**-**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(122,922)	(84,977)	(58,423)	(37,967)	(7,613)	11,965	35,559	(26,090)	29,092	16,629	31,787	94,620	208,110	**89,770**		
Cash flows from operating activities																
Depreciation/Amortization	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**		
Public Funding Receivables	-	-	-	-	-	-	168,740	-	-	-	-	-	(208,110)	**(39,370)**		
Total Change in Cash	(121,672)	(83,727)	(57,173)	(36,717)	(6,363)	13,215	205,549	(24,840)	30,342	17,879	33,037	95,870				
Cash, Beginning of Month	705,483	583,811	500,084	442,912	406,194	399,831	413,046	618,595	593,755	624,097	641,977	675,013				
Cash, End of Month	**583,811**	**500,084**	**442,912**	**406,194**	**399,831**	**413,046**	**618,595**	**593,755**	**624,097**	**641,977**	**675,013**	**770,883**				

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*415.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*351.43*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 2,290,631	$ 3,899,383	$ 4,175,027	$ 4,400,258	$ 4,612,223	$ 4,612,223
8012 Education Protection Account	840,779	-	-	-	-	-
8019 State Aid - Prior Year	1	-	-	-	-	-
8096 In Lieu of Property Taxes	1,053,947	1,293,321	1,293,321	1,293,321	1,293,321	1,293,321
	4,185,358	5,192,704	5,468,349	5,693,579	5,905,544	5,905,544
Federal Revenue						
8181 Special Education - Entitlement	70,069	80,256	80,256	80,256	80,256	80,256
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	348,866	340,367	340,367	340,367	340,367	340,367
8290 Title I, Part A - Basic Low Income	218,102	218,102	218,102	218,102	218,102	218,102
8291 Title II, Part A - Teacher Quality	25,694	25,694	25,694	25,694	25,694	25,694
8296 Other Federal Revenue	1,173,409	518,147	518,147	-	-	-
8299 Prior Year Federal Revenue	1	-	-	-	-	-
	1,836,141	1,182,566	1,182,566	664,419	664,419	664,419
Other State Revenue						
8311 State Special Education	260,514	303,050	303,050	303,050	303,050	303,050
8520 Child Nutrition	33,129	32,217	32,217	32,217	32,217	32,217
8545 School Facilities (SB740)	391,634	455,578	455,578	455,578	455,578	455,578
8550 Mandated Cost	7,477	6,048	7,194	7,194	7,194	7,194
8560 State Lottery	71,507	86,526	86,526	86,526	86,526	86,526
8598 Prior Year Revenue	58,064	-	-	-	-	-
8599 Other State Revenue	578,031	350,358	350,358	143,446	143,446	143,446
	1,400,356	1,233,777	1,234,923	1,028,011	1,028,011	1,028,011
Other Local Revenue						
8689 Other Fees and Contracts	2,715	-	-	-	-	-
8990 Contributions, Restricted	15,548	-	-	-	-	-
	18,263	-	-	-	-	-
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 7,885,837**	**$ 7,386,009**	**$ 7,597,974**	**$ 7,597,974**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	1,182,373	1,290,051	1,315,852	1,342,169	1,369,013	1,396,393
1170 Teachers' Substitute Hours	114,856	39,118	39,900	-	-	-
1175 Teachers' Extra Duty/Stipends	32,978	-	-	-	-	-
1200 Pupil Support Salaries	151,884	74,530	76,021	77,541	79,092	80,674
1300 Administrators' Salaries	153,461	293,147	299,010	304,990	311,090	317,311
1900 Other Certificated Salaries	9,462	146,650	149,583	152,575	155,626	158,739
	1,645,013	1,843,496	1,880,366	1,877,275	1,914,820	1,953,117

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Classified Salaries						
2100 Instructional Salaries	291,848	342,824	349,681	356,675	363,808	371,084
2200 Support Salaries	50,402	48,048	49,009	49,989	50,989	52,009
2300 Classified Administrators' Salaries	49,057	14,179	14,462	-	-	-
2400 Clerical and Office Staff Salaries	134,793	194,376	198,264	202,229	206,273	210,399
2900 Other Classified Salaries	114,600	138,684	141,458	144,287	147,173	150,116
	640,700	738,111	752,874	753,179	768,243	783,608
Benefits						
3101 STRS	272,114	352,108	359,150	358,559	365,731	373,045
3202 PERS	161,595	192,647	204,029	208,631	213,572	217,843
3301 OASDI	44,840	45,763	46,678	46,697	47,631	48,584
3311 Medicare	34,433	37,433	38,182	38,142	38,904	39,683
3401 Health and Welfare	116,428	135,000	137,700	140,454	143,263	146,128
3501 State Unemployment	22,774	22,540	22,540	21,560	21,560	21,560
3601 Workers' Compensation	14,365	36,142	36,865	36,826	37,563	38,314
3901 Other Benefits	12,808	-	-	-	-	-
	679,356	821,633	845,144	850,869	868,224	885,157
Books and Supplies						
4100 Textbooks and Core Curricula	69,400	82,500	84,150	60,833	61,441	37,056
4200 Books and Other Materials	600	700	714	728	736	743
4302 School Supplies	24,334	28,900	29,478	30,068	30,368	30,672
4305 Software	85,179	101,300	103,326	70,393	71,096	71,807
4310 Office Expense	44,594	53,000	54,060	30,141	25,443	25,697
4311 Business Meals	42	-	-	-	-	-
4400 Noncapitalized Equipment	214,100	200,000	54,000	(19,920)	(45,119)	(45,570)
4700 Food Services	339,047	372,584	380,035	387,636	391,512	395,428
	777,296	838,984	705,763	559,879	535,477	515,832
Subagreement Services						
5101 Nursing	333	400	408	416	420	425
5102 Special Education	195,823	232,900	237,558	242,309	244,732	247,180
5103 Substitute Teacher	157,461	187,300	191,046	144,867	146,316	147,779
5104 Transportation	-	-	-	-	-	-
5105 Security	25,712	30,600	31,212	31,836	32,155	32,476
5106 Other Educational Consultants	451,951	200,000	204,000	208,080	210,161	212,262
	831,279	651,200	664,224	627,508	633,784	640,121

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping						
5201 Auto and Travel	632	800	816	832	841	849
5300 Dues & Memberships	1,424	1,700	1,734	1,769	1,786	1,804
5400 Insurance	62,531	74,400	75,888	62,406	63,030	63,660
5501 Utilities	75,391	89,700	81,494	73,124	73,855	74,594
5502 Janitorial Services	26,853	31,900	32,538	33,189	33,521	33,856
5900 Communications	42,698	50,800	51,816	52,852	53,381	53,915
5901 Postage and Shipping	5,415	6,400	6,528	6,659	6,725	6,792
	214,944	255,700	250,814	230,830	233,139	235,470
Facilities, Repairs and Other Leases						
5601 Rent	866,238	870,973	871,254	867,261	871,682	880,399
5602 Additional Rent	(4,810)	(9,514)	(9,824)	(5,833)	(10,254)	(10,357)
5603 Equipment Leases	47,458	56,400	57,528	58,679	59,265	59,858
5604 Other Leases	83	100	102	104	105	106
5605 Real/Personal Property Taxes	333	400	408	416	420	425
5610 Repairs and Maintenance	27,244	32,400	33,048	33,709	29,046	29,337
	936,547	950,759	952,516	954,336	950,265	959,767
Professional/Consulting Services						
5801 IT	2,767	3,300	3,366	3,433	3,468	3,502
5802 Audit & Taxes	11,800	14,000	14,280	14,566	14,711	14,858
5803 Legal	2,750	3,300	3,366	3,433	3,468	3,502
5804 Professional Development	40,451	48,100	49,062	40,043	40,444	40,848
5805 General Consulting	9,863	11,700	11,934	12,173	12,294	12,417
5806 Special Activities/Field Trips	35,000	41,600	42,432	33,281	33,613	28,950
5807 Bank Charges	15	-	-	-	-	-
5808 Printing	8,848	10,500	10,710	10,924	11,033	11,144
5809 Other taxes and fees	12,825	15,300	15,606	15,918	16,077	16,238
5810 Payroll Service Fee	3,002	3,600	3,672	3,745	3,783	3,821
5811 Management Fee	837,013	856,018	873,138	840,601	779,007	774,797
5812 District Oversight Fee	41,854	51,927	54,683	56,936	59,055	59,055
5813 County Fees	5,674	6,700	6,834	6,971	7,040	7,111
5814 SPED Encroachment	228,175	265,430	265,430	265,430	265,430	265,430
5815 Public Relations/Recruitment	3,700	4,400	4,488	4,578	4,624	4,670
	1,243,736	1,335,875	1,359,002	1,312,032	1,254,048	1,246,344
Depreciation						
6900 Depreciation Expense	134,244	159,700	162,894	126,152	127,413	128,688
	134,244	159,700	162,894	126,152	127,413	128,688
Interest						
7438 Interest Expense	15,459	-	-	-	-	-
	15,459	-	-	-	-	-
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 7,573,596**	**$ 7,292,060**	**$ 7,285,412**	**$ 7,348,103**
Surplus (Deficit)	**$ 321,544**	**$ 13,589**	**$ 312,241**	**$ 93,949**	**$ 312,561**	**$ 249,870**
Fund Balance, Beginning of Year	$ 4,683,995	$ 5,005,539	$ 5,019,127	$ 5,331,368	$ 5,425,317	$ 5,737,878
Fund Balance, End of Year	**$ 5,005,539**	**$ 5,019,127**	**$ 5,331,368**	**$ 5,425,317**	**$ 5,737,878**	**$ 5,987,748**
	70.3%	***66.1%***	***70.4%***	***74.4%***	***78.8%***	***81.5%***
Cash Flow Adjustments						

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Surplus (Deficit)	321,544	13,589	312,241	93,949	312,561	249,870
Cash Flows From Operating Activities						
Depreciation/Amortization	134,244	159,700	162,894	126,152	127,413	128,688
Public Funding Receivables	180,937	(182,559)	28,911	420	(19,077)	-
Grants and Contributions Rec.	(71,650)	-	-	-	-	-
Due To/From Related Parties	(118,116)	-	-	-	-	-
Prepaid Expenses	(53,445)	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Accounts Payable	(20,662)	(22,186)	(601)	237	208	18
Accrued Expenses	(111,424)	-	-	-	-	-
Other Liabilities	(8,953)	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(4,284)	-	-	-	-	-
Proceeds(Payments) on Debt	(31,030)	-	-	-	-	-
Total Change in Cash	217,160	(31,456)	503,445	220,758	421,106	378,575
Cash, Beginning of Year	2,745,308	2,962,468	2,931,011	3,434,456	3,655,214	4,076,320
Cash, End of Year	**$ 2,962,468**	**$ 2,931,011**	**$ 3,434,456**	**$ 3,655,214**	**$ 4,076,320**	**$ 4,454,896**

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*477.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*404.22*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 4,604,936	$ 4,938,711	$ 5,271,772	$ 5,535,014	$ 5,789,035	$ 5,789,035
8012 Education Protection Account	85,133	-	-	-	-	-
8096 In Lieu of Property Taxes	1,248,506	1,293,321	1,293,321	1,293,321	1,293,321	1,293,321
	5,938,575	6,232,033	6,565,094	6,828,335	7,082,356	7,082,356
Federal Revenue						
8181 Special Education - Entitlement	83,004	81,510	81,510	81,510	81,510	81,510
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	353,130	333,426	333,426	333,426	333,426	333,426
8290 Title I, Part A - Basic Low Income	181,961	181,961	181,961	181,961	181,961	181,961
8291 Title II, Part A - Teacher Quality	21,793	21,793	21,793	21,793	21,793	21,793
8296 Other Federal Revenue	912,343	366,754	366,754	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-
	1,552,231	985,444	985,444	618,690	618,690	618,690
Other State Revenue						
8311 State Special Education	308,605	303,050	303,050	303,050	303,050	303,050
8520 Child Nutrition	34,470	31,560	31,560	31,560	31,560	31,560
8545 School Facilities (SB740)	463,930	455,578	455,578	455,578	455,578	455,578
8550 Mandated Cost	18,930	19,350	20,010	20,010	20,010	20,010
8560 State Lottery	84,707	95,304	95,304	95,304	95,304	95,304
8598 Prior Year Revenue	1,791	-	-	-	-	-
8599 Other State Revenue	427,416	182,466	182,466	1	1	1
	1,339,849	1,087,307	1,087,967	905,502	905,502	905,502
Other Local Revenue						
8990 Contributions, Restricted	34,912	-	-	-	-	-
	34,912	-	-	-	-	-
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ 8,638,504**	**$ 8,352,527**	**$ 8,606,548**	**$ 8,606,548**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	1,227,206	1,378,831	1,406,407	1,434,536	1,448,881	1,463,370
1170 Teachers' Substitute Hours	133,675	40,552	41,363	-	-	-
1175 Teachers' Extra Duty/Stipends	56,427	55,000	56,100	57,222	57,794	58,372
1200 Pupil Support Salaries	145,057	165,050	168,351	171,718	173,435	175,170
1300 Administrators' Salaries	253,517	365,967	373,286	380,752	384,559	388,405
1900 Other Certificated Salaries	98,742	79,035	80,615	82,228	83,050	83,880
	1,914,624	2,084,434	2,126,122	2,126,455	2,147,719	2,169,197

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Classified Salaries						
2100 Instructional Salaries	265,870	330,022	336,622	343,354	346,788	350,256
2200 Support Salaries	114,883	48,048	49,009	49,989	50,489	50,994
2300 Classified Administrators' Salaries	42,335	13,250	13,515	-	-	-
2400 Clerical and Office Staff Salaries	102,337	193,040	196,901	200,839	202,847	204,876
2900 Other Classified Salaries	82,080	109,200	111,384	113,612	114,748	115,895
	607,505	693,559	707,431	707,794	714,872	722,021
Benefits						
3101 STRS	326,135	398,127	406,089	406,153	410,214	414,317
3301 OASDI	42,055	43,001	43,861	43,883	44,322	44,765
3311 Medicare	38,320	40,281	41,087	41,097	41,508	41,923
3401 Health and Welfare	175,635	170,500	173,910	177,388	179,162	180,954
3501 State Unemployment	23,384	24,990	24,990	24,010	24,010	24,010
3601 Workers' Compensation	16,446	38,892	39,670	39,679	40,076	40,477
3901 Other Benefits	29,441	34,725	35,419	35,428	35,782	36,140
	651,416	750,515	765,026	767,639	775,075	782,585
Books and Supplies						
4100 Textbooks and Core Curricula	150,000	125,000	127,500	130,050	131,351	132,664
4200 Books and Other Materials	75,000	77,600	79,152	80,735	81,542	82,358
)irector School Supplies	90,813	100,000	102,000	104,040	105,080	106,131
c Direc Software	175,660	200,000	204,000	208,080	210,161	212,262
4310 Office Expense	41,117	42,500	43,350	44,217	44,659	45,106
4311 Business Meals	220	200	204	208	210	212
4400 Noncapitalized Equipment	300,000	150,000	143,000	95,860	46,819	47,287
4700 Food Services	322,176	364,985	372,285	379,731	383,528	387,363
	1,154,986	1,060,285	1,071,491	1,042,921	1,003,350	1,013,384
5102 Special Education	250,000	258,500	263,670	268,943	271,633	274,349
5103 Substitute Teacher	78,257	80,900	82,518	84,168	85,010	85,860
5104 Transportation	27,120	28,000	28,560	29,131	29,423	29,717
	14,080	17,100	17,442	17,791	17,969	18,148
5106 Other Educational Consultants	5,000	5,200	5,304	5,410	5,464	5,519
	374,457	389,700	397,494	405,444	409,498	413,593
Operations and Housekeeping						
5201 Auto and Travel	318	300	306	312	315	318
5300 Dues & Memberships	1,508	1,600	1,632	1,665	1,681	1,698
5400 Insurance	68,563	70,900	72,318	68,764	69,452	70,147
5501 Utilities	87,785	90,800	92,616	89,468	90,363	91,267
5502 Janitorial Services	26,214	27,100	27,642	28,195	28,477	28,762
5516 Miscellaneous Expense	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-
5900 Communications	78,113	80,800	82,416	84,064	84,905	85,754
5901 Postage and Shipping	754	800	816	832	841	849
	263,255	272,300	277,746	273,301	276,034	278,794
Facilities, Repairs and Other Leases						
5601 Rent	741,140	740,013	738,836	741,873	733,180	740,512
5602 Additional Rent	(63)	1,065	1,086	1,108	1,119	1,130
5603 Equipment Leases	208	200	204	208	210	212
5604 Other Leases	-	-	-	-	-	-
5605 Real/Personal Property Taxes	583	600	612	624	630	637
5610 Repairs and Maintenance	128,575	156,600	159,732	142,927	144,356	105,799
	870,444	898,478	900,470	886,740	879,496	848,291

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Professional/Consulting Services						
5801 IT	333	300	306	312	315	318
5802 Audit & Taxes	11,700	12,100	12,342	12,589	12,715	12,842
5803 Legal	958	1,000	1,020	1,040	1,051	1,061
5804 Professional Development	64,962	67,200	68,544	59,915	45,514	45,969
5805 General Consulting	15,723	19,100	19,482	19,872	5,070	5,121
5806 Special Activities/Field Trips	75,000	77,600	79,152	70,735	71,442	62,157
5807 Bank Charges	-	-	-	-	-	-
5808 Printing	17,235	17,800	18,156	18,519	18,704	18,891
5809 Other taxes and fees	5,804	6,000	6,120	6,242	6,305	6,368
5810 Payroll Service Fee	3,336	3,400	3,468	3,537	3,573	3,608
5811 Management Fee	997,376	934,288	952,974	972,033	981,754	991,571
5812 District Oversight Fee	59,386	62,320	65,651	68,283	70,824	70,824
5813 County Fees	5,073	5,200	5,304	5,410	5,464	5,519
5814 SPED Encroachment	270,296	265,430	265,430	265,430	265,430	265,430
5815 Public Relations/Recruitment	3,050	3,200	3,264	3,329	3,363	3,396
	1,530,230	1,474,938	1,501,213	1,507,248	1,491,523	1,493,076
Dinator- Move to TPS						
6900 Depreciation Expense	58,451	60,400	61,608	62,840	63,469	64,103
	58,451	60,400	61,608	62,840	63,469	64,103
Interest						
7438 Interest Expense	-	-	-	-	-	-
	-	-	-	-	-	-
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 7,808,601**	**$ 7,780,381**	**$ 7,761,036**	**$ 7,785,044**
Surplus (Deficit)	**$ 1,440,198**	**$ 620,174**	**$ 829,904**	**$ 572,146**	**$ 845,512**	**$ 821,504**
Fund Balance, Beginning of Year	$ 4,027,093	$ 5,467,291	$ 6,087,465	$ 6,917,368	$ 7,489,514	$ 8,335,026
Fund Balance, End of Year	**$ 5,467,291**	**$ 6,087,465**	**$ 6,917,368**	**$ 7,489,514**	**$ 8,335,026**	**$ 9,156,530**
	73.6%					
Cash Flow Adjustments						
Surplus (Deficit)	1,440,198	620,174	829,904	572,146	845,512	821,504
Total Change in Cash	1,839,109	507,898	850,301	629,804	886,360	885,621
Cash, Beginning of Year	1,969,433	3,808,542	4,316,440	5,166,741	5,796,546	6,682,906
Cash, End of Year	**$ 3,808,542**	**$ 4,316,440**	**$ 5,166,741**	**$ 5,796,546**	**$ 6,682,906**	**$ 7,568,527**

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*261.00*	*276.00*	*276.00*	*276.00*	*276.00*	*276.00*
Average Daily Attendance	*220.96*	*262.20*	*262.20*	*262.20*	*262.20*	*262.20*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 2,045,484	$ 2,607,903	$ 2,791,895	$ 2,936,285	$ 3,075,919	$ 3,075,919
8012 Education Protection Account	44,972	-	-	-	-	-
8096 In Lieu of Property Taxes	659,535	811,265	811,265	811,265	811,265	811,265
	2,749,991	3,419,169	3,603,160	3,747,550	3,887,184	3,887,184
Federal Revenue						
8181 Special Education - Entitlement	41,575	51,129	51,129	51,129	51,129	51,129
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	239,370	212,284	212,284	212,284	212,284	212,284
8290 Title I, Part A - Basic Low Income	103,481	84,322	84,322	84,322	84,322	84,322
8291 Title II, Part A - Teacher Quality	10,048	10,048	10,048	10,048	10,048	10,048
8296 Other Federal Revenue	553,983	201,630	-	-	-	-
8299 Prior Year Federal Revenue	(0)	-	-	-	-	-
	948,457	559,413	357,783	357,783	357,783	357,783
Other State Revenue						
8311 State Special Education	149,019	190,095	190,095	190,095	190,095	190,095
8520 Child Nutrition	22,331	20,093	20,093	20,093	20,093	20,093
8545 School Facilities (SB740)	245,064	285,772	285,772	285,772	285,772	285,772
8550 Mandated Cost	3,074	3,803	4,512	4,512	4,512	4,512
8560 State Lottery	44,745	59,782	59,782	59,782	59,782	59,782
8598 Prior Year Revenue	14,249	-	-	-	-	-
8599 Other State Revenue	178,620	401,836	401,836	200,000	200,000	200,000
	657,102	961,380	962,090	760,254	760,254	760,254
Other Local Revenue						
	-	-	-	-	-	-
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 4,923,033**	**$ 4,865,587**	**$ 5,005,221**	**$ 5,005,221**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	677,935	835,353	852,060	869,101	886,483	904,213
1170 Teachers' Substitute Hours	57,868	23,336	23,803	-	-	-
1175 Teachers' Extra Duty/Stipends	22,472	15,000	15,300	15,606	15,918	16,236
1200 Pupil Support Salaries	11,806	-	-	-	-	-
1300 Administrators' Salaries	146,983	231,136	235,759	240,474	245,283	250,189
1900 Other Certificated Salaries	9,462	70,000	71,400	72,828	74,285	75,770
	926,526	1,174,826	1,198,322	1,198,009	1,221,970	1,246,409

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Classified Salaries						
2100 Instructional Salaries	186,567	210,600	214,464	218,753	223,128	227,591
2200 Support Salaries	45,947	40,000	40,800	41,616	42,448	43,297
2300 Classified Administrators' Salaries	27,375	7,922	8,081	-	-	-
2400 Clerical and Office Staff Salaries	55,345	86,600	88,332	90,099	91,901	93,739
2900 Other Classified Salaries	48,804	60,000	61,200	62,424	63,672	64,946
	364,039	405,122	412,877	412,892	421,150	429,573
Benefits						
3101 STRS	155,869	224,392	228,880	228,820	233,396	238,064
3202 PERS	-	-	-	-	-	-
3301 OASDI	24,251	25,118	25,598	25,599	26,111	26,634
3311 Medicare	19,178	22,909	23,362	23,358	23,825	24,302
3401 Health and Welfare	114,083	127,500	127,500	127,500	127,500	127,500
3501 State Unemployment	12,545	15,680	15,680	14,700	14,700	14,700
3601 Workers' Compensation	14,411	22,119	22,557	22,553	23,004	23,464
3901 Other Benefits	17,503	15,799	16,112	16,109	16,431	16,760
	357,839	453,517	459,689	458,639	464,968	471,423
Books and Supplies						
4100 Textbooks and Core Curricula	100,000	118,700	61,074	42,295	37,718	38,096
4200 Books and Other Materials	40,000	47,500	48,450	49,419	44,913	45,362
4302 School Supplies	85,659	81,600	83,232	59,897	50,496	51,001
4305 Software	104,424	123,900	126,378	128,906	110,195	111,297
4310 Office Expense	27,886	33,100	33,762	34,437	34,782	35,129
4400 Noncapitalized Equipment	150,000	93,000	44,860	45,757	46,215	46,677
4700 Food Services	227,130	232,377	237,025	241,765	244,183	246,625
	735,099	730,177	634,781	602,476	568,501	574,186
Subagreement Services						
5101 Nursing	-	-	-	-	-	-
5102 Special Education	123,583	146,600	149,532	152,523	154,048	150,588
5103 Substitute Teacher	13,087	15,500	15,810	16,126	16,287	16,450
5105 Security	10,972	13,000	13,260	13,525	13,660	13,797
5106 Other Educational Consultants	101,695	120,700	123,114	125,576	126,832	128,100
	249,337	295,800	301,716	307,750	310,828	308,936

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping						
5201 Auto and Travel	182	200	204	208	210	212
5300 Dues & Memberships	2,543	3,000	3,060	3,121	3,152	3,184
5400 Insurance	34,456	40,900	41,718	42,552	42,978	38,408
5501 Utilities	10,611	12,600	12,852	13,109	13,240	13,373
5502 Janitorial Services	7,391	8,800	8,976	9,156	9,247	9,340
5900 Communications	52,102	61,800	53,036	44,097	44,538	34,983
5901 Postage and Shipping	249	300	306	312	315	318
	107,534	127,600	120,152	112,555	113,681	99,817
Facilities, Repairs and Other Leases						
5601 Rent	558,394	558,394	557,368	559,659	553,101	558,632
5602 Additional Rent	-	-	-	-	-	-
5603 Equipment Leases	9,729	11,500	11,730	11,965	12,084	12,205
5604 Other Leases	-	-	-	-	-	-
5605 Real/Personal Property Taxes	292	300	306	312	315	318
5610 Repairs and Maintenance	48,145	57,100	58,242	29,407	29,701	29,998
	616,560	627,294	627,646	601,343	595,201	601,153
Professional/Consulting Services						
5801 IT	417	500	510	520	525	531
5802 Audit & Taxes	10,305	12,200	12,444	12,693	12,820	12,948
5803 Legal	916	1,100	1,122	1,144	1,156	1,167
5804 Professional Development	48,491	57,500	48,650	34,623	34,969	35,319
5805 General Consulting	11,005	13,100	13,362	13,629	13,766	13,903
5808 Printing	13,694	16,300	16,626	11,959	7,078	7,149
5809 Other taxes and fees	2,507	3,000	3,060	3,121	3,152	3,184
5810 Payroll Service Fee	3,544	4,200	4,284	4,370	4,413	4,458
5811 Management Fee	489,999	555,746	566,861	578,198	583,980	549,820
5812 District Oversight Fee	27,500	34,192	36,032	37,475	38,872	38,872
5813 County Fees	4,989	5,900	6,018	6,138	6,200	6,262
5814 SPED Encroachment	142,786	166,497	166,497	166,497	166,497	166,497
5815 Public Relations/Recruitment	3,550	4,200	4,284	4,370	4,413	4,458
	759,703	874,434	879,749	874,738	877,842	844,566
Depreciation						
6900 Depreciation Expense	38,631	45,800	46,716	47,650	45,127	45,578
	38,631	45,800	46,716	47,650	45,127	45,578
Interest						
7438 Interest Expense	750	-	-	-	-	-
	750	-	-	-	-	-
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 4,681,648**	**$ 4,616,052**	**$ 4,619,266**	**$ 4,621,642**
Surplus (Deficit)	**$ 199,531**	**$ 205,391**	**$ 241,386**	**$ 249,535**	**$ 385,955**	**$ 383,579**

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Fund Balance, Beginning of Year	$ 1,206,369	$ 1,405,900	$ 1,611,291	$ 1,852,676	$ 2,102,211	$ 2,488,166
Fund Balance, End of Year	**$ 1,405,900**	**$ 1,611,291**	**$ 1,852,676**	**$ 2,102,211**	**$ 2,488,166**	**$ 2,871,746**
	33.8%	***34.0%***	***39.6%***	***45.5%***	***53.9%***	***62.1%***
Cash Flow Adjustments						
Surplus (Deficit)	199,531	205,391	241,386	249,535	385,955	383,579
Total Change in Cash	567,623	21,334	314,630	304,534	418,656	429,173
Cash, Beginning of Year	175,032	742,655	763,989	1,078,620	1,383,153	1,801,809
Cash, End of Year	**$ 742,655**	**$ 763,989**	**$ 1,078,620**	**$ 1,383,153**	**$ 1,801,809**	**$ 2,230,982**

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

CHARTER IMPACT

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.33%*	*2.48%*	*3.54%*	*0.00%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*130.00*	*130.00*	*130.00*	*130.00*	*130.00*
Average Daily Attendance	*50.00*	*123.50*	*123.50*	*123.50*	*123.50*	*123.50*
Revenues						
State Aid - Revenue Limit						
Other Local Revenue						
8689 Other Fees and Contracts	2,062,948	2,218,123	2,218,123	2,218,123	2,218,123	2,218,123
	2,062,948	2,218,123	2,218,123	2,218,123	2,218,123	2,218,123
Total Revenue	**$ 2,062,948**	**$ 2,218,123**	**$ 2,218,123**	**$ 2,218,123**	**$ 2,218,123**	**$ 2,218,123**
Expenses						
Certificated Salaries						
1170 Teachers' Substitute Hours	-	17,948	18,307	-	-	-
1300 Administrators' Salaries	774,177	717,933	732,291	746,937	761,876	777,113
	774,177	735,881	750,599	746,937	761,876	777,113
Classified Salaries						
2200 Support Salaries	24,550	16,606	16,938	-	-	-
2300 Classified Administrators' Salaries	343,644	365,250	372,555	380,006	387,606	395,358
2400 Clerical and Office Staff Salaries	75,542	214,000	218,280	222,646	227,099	231,640
2900 Other Classified Salaries	89,987	85,000	86,700	88,434	90,203	92,007
	533,723	680,856	694,473	691,086	704,907	719,006
Benefits						
3101 STRS	122,984	140,553	143,364	142,665	145,518	148,429
3301 OASDI	31,679	42,213	43,057	42,847	43,704	44,578
3311 Medicare	18,818	20,543	20,954	20,851	21,268	21,694
3401 Health and Welfare	82,675	120,000	122,400	124,848	127,345	129,892
3501 State Unemployment	7,008	6,370	6,370	5,390	5,390	5,390
3601 Workers' Compensation	18,316	19,834	20,231	20,132	20,535	20,946
3901 Other Benefits	38,180	42,502	43,352	43,141	44,004	44,884
	319,660	392,016	399,728	399,875	407,764	415,812
Books and Supplies						
4302 School Supplies	2,918	7,200	7,344	7,491	7,641	7,794
4305 Software	12,145	15,000	15,300	15,606	15,918	16,236
4310 Office Expense	40,156	39,200	14,984	15,284	15,589	15,901
4311 Business Meals	2,237	5,500	5,610	5,722	5,837	5,953
4400 Noncapitalized Equipment	10,362	10,600	10,812	11,028	11,249	11,474
4700 Food Services	900	-	-	-	-	-
	68,718	77,500	54,050	55,131	56,234	57,358

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Subagreement Services						
5104 Transportation	45	100	102	104	106	108
5105 Security	19,892	19,100	19,482	19,872	20,269	20,674
	19,937	19,200	19,584	19,976	20,375	20,783
Operations and Housekeeping						
5201 Auto and Travel	11,792	14,100	14,382	14,670	14,963	15,262
5300 Dues & Memberships	1,500	3,700	3,774	3,849	3,926	4,005
5400 Insurance	2,500	6,200	6,324	6,450	6,579	6,711
5501 Utilities	13,907	14,400	14,688	14,982	15,281	15,587
5502 Janitorial Services	5,000	7,400	7,548	7,699	7,853	8,010
5900 Communications	23,185	29,300	17,886	18,244	18,609	18,981
5901 Postage and Shipping	5,605	3,800	3,876	3,954	4,033	4,113
	63,489	78,900	68,478	69,848	71,245	72,669
Facilities, Repairs and Other Leases						
5601 Rent	60,000	20,000	-	-	-	-
5602 Additional Rent	502	1,200	1,224	1,248	1,273	1,299
5603 Equipment Leases	1,486	3,700	3,774	3,849	3,926	4,005
5604 Other Leases	4,750	6,700	6,834	6,971	7,110	7,252
5605 Real/Personal Property Taxes	1,736	4,300	4,386	4,474	4,563	4,654
5610 Repairs and Maintenance	6,395	6,800	6,936	7,075	7,216	7,361
	74,870	42,700	23,154	23,617	24,089	24,571
Professional/Consulting Services						
5801 IT	2,917	3,700	3,774	3,849	3,926	4,005
5802 Audit & Taxes	5,880	6,500	6,630	6,763	6,898	7,036
5803 Legal	11,350	12,000	12,240	12,485	12,734	12,989
5804 Professional Development	10,864	16,800	17,136	17,479	17,828	18,185
5805 General Consulting	4,441	6,000	6,120	6,242	6,367	6,495
5806 Special Activities/Field Trips	733	1,800	1,836	1,873	1,910	1,948
5807 Bank Charges	1,585	3,900	3,978	4,058	4,139	4,221
5808 Printing	232	600	612	624	637	649
5809 Other taxes and fees	5,681	4,000	4,080	4,162	4,245	4,330
5810 Payroll Service Fee	5,142	2,700	2,754	2,809	2,865	2,923
5811 Management Fee	21,350	28,000	28,560	29,131	29,714	30,308
5815 Public Relations/Recruitment	125	300	306	312	318	325
	70,301	86,300	88,026	89,787	91,582	93,414

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Depreciation						
6900 Depreciation Expense	12,266	15,000	15,300	15,606	15,918	16,236
	12,266	15,000	15,300	15,606	15,918	16,236
Interest						
7438 Interest Expense	-	-	-	-	-	-
	-	-	-	-	-	-
Total Expenses	**$ 1,937,141**	**$ 2,128,353**	**$ 2,113,392**	**$ 2,111,861**	**$ 2,153,991**	**$ 2,196,963**
Surplus (Deficit)	**$ 125,807**	**$ 89,770**	**$ 104,731**	**$ 106,262**	**$ 64,132**	**$ 21,160**
Fund Balance, Beginning of Year	$ 617,037	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739
Fund Balance, End of Year	**$ 742,844**	**$ 832,614**	**$ 937,345**	**$ 1,043,607**	**$ 1,107,739**	**$ 1,128,900**
	38.3%	***39.1%***	***44.4%***	***49.4%***	***51.4%***	***51.4%***
Cash Flow Adjustments						
Surplus (Deficit)	125,807	89,770	104,731	106,262	64,132	21,160
Cash Flows From Operating Activities						
Depreciation/Amortization	12,266	15,000	15,300	15,606	15,918	16,236
Public Funding Receivables	(174,114)	(39,370)	-	-	-	-
Grants and Contributions Rec.	-	-	-	-	-	-
Due To/From Related Parties	311,921	-	-	-	-	-
Prepaid Expenses	(8,508)	-	-	-	-	-
Accounts Payable	(380)	-	-	-	-	-
Accrued Expenses	53,185	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(1,415)	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-
Cash Flows From Financing Activities					-	-
Proceeds from Factoring	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-
Total Change in Cash	318,762	65,400	120,031	121,868	80,050	37,397
Cash, Beginning of Year	386,721	705,483	770,883	890,914	1,012,782	1,092,832
Cash, End of Year	**$ 705,483**	**$ 770,883**	**$ 890,914**	**$ 1,012,782**	**$ 1,092,832**	**$ 1,130,229**

June 17, 2022

Dear Raul Carranza,

On behalf of TEACH Public Schools we are pleased to offer you the following terms of employment as CEO/Executive Director with TEACH Public Schools effective 07/01/2022. The terms of your position with TEACH Public Schools are set forth below:

1. Work Schedule.

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

Initial_____

2. Compensation and Benefits.

Your base salary will be $10,416.67 per pay period, less payroll deductions and all required withholdings including STRS or PERS. You will be paid semi-monthly on the TEACH Public Schools regularly scheduled pay dates. For employees beginning employment after the start of the scheduled work year, the salary shall be pro-rated dependent upon the start date.

In addition, you will be eligible for the following standard TEACH Public Schools benefits: life, health, dental, and vision coverage for employees; and you will be able to participate in the TEACH Public Schools 403 (b) & 457 plan. Additionally, you may be eligible for vacation and sick leave per year. Additional details about these and further benefits are provided in the Employee Handbook. Additionally, you will be eligible for a 2.5% bonus each semester TEACH meets or exceeds its budgeted ADA. You will also receive a retention bonus of 2.5% on 7/1/2022 and 12/15/2022.

Initial_____

Initial_____

3. At-Will Employment.

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

longer at-will, which is signed both by you and the CFO/COO and approved by the TEACH Public Schools Board of Directors.

Initial_____

4. Additional Information.

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

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

Initial_____

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

Sincerely,

_____ _____

JJ Lewis Date
Board Chair
TEACH Public Schools

_____ _____

Dr. Raul Carranza Date

Raul Carranza – $250,000

Proposed 2022-2023 Executive Salary

TEACH Inc. Key Comp Data

Site Based Independent Charter Schools - CA/NV / 4 Schools / 1560 Enrollment / Total Revenue Approx. - 25 million (TLV $4,278,922, TTCH $8,199,958, TAT $7,440,708, TPE $4,792,936)

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990 Period Ending June 2020 *(Most Current Available Data)*

Average CEO salary of similar organizations in 2019-2020 - $256,750

2022-2023 COLA Premium 10% over 3 years – $25,675

Projected Average CMO CEO Salary 22-23 - $282,425

Appropriate Range 2022- 2023 - $256,750 – $282,425

Sample of Similar Organizations

1. **STEM PREP – 2019-20**

Emilio Pack (CEO) $280,464
CA / 3 schools / 18 million revenue in salary year / Enrollment 1140

2. **Extera Public Schools – 19-20**

James Kennedy (CEO) $250,000
CA / 2 schools / 12 million revenue /

3. **Real Journeys – 2019-20**

Alex Lucero (CEO) $213,755
CA/ 4 schools / 24 million in revenue salary year / Enrollment 1711

4. **Equitas Academy Charter School – 2019-20**

Malika Borrego – $304,913
Los Angeles / 5 schools / Revenue - 30 million / Enrollment 1493

5. **ICEF – 2018-19**

Parker Hednut – $245,438
Los Angeles / Revenue - 29 Million / Enrollment

6. **Citizens of the World (Multi State CMO) – 2019-20**

Kristean Dragon – $261,189
Los Angeles / Kansas City / Revenue - $8,858,730

7. **EDNOVATE 2019-20**

Oliver Sicat – $241,651
Los Angeles - Revenue 31 million

CHARTER IMPACT

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

FY22-23 Budget Overview

FY23 Budget Highlights

- Final State Budget not approved as of June 15, 2022
- FY22/23 LCFF Funding Rates will be potentially raised 6.56% (COLA) compared to FY22/23.
- One -time funds of up to $1500 per ADA is not included in budgets
- All schools are projecting surplus, positive fund balance and cash flow
- All schools are projected to exceed the bond requirements Debt Service Ratio of 1.20 and 45- Days Cash on Hand

FY22 Budget Assumptions

TEACH Inc Planning Factors							
FACTORS	**FY20/21**	**FY21/22**	**FY22/23**	**FY23/24**	**FY24/25**	**FY25/26**	**FY26/27**
Enrollment: TAT	**468**	**415**	**440**	**440**	**440**	**440**	**440**
ADA	434	366	418	418	418	418	418
	93%	88%	95%	95%	95%	95%	95%
Enrollment: TTHS	**432**	**477**	**440**	**440**	**440**	**440**	**440**
ADA	402	404	418	418	418	418	418
	93%	85%	95%	95%	95%	95%	95%
Enrollment: TES	**194**	**262**	**276**	**276**	**276**	**276**	**276**
ADA	184	221	262	262	262	262	262
	95%	85%	95%	95%	95%	95%	95%
COLA	**0.00%**	**5.07%**	**6.56%**	**5.38%**	**4.02%**	**3.72%**	**0**
TK-3	$ 7,702.00	$ 8,092.00	$ 8,624.00	$ 9,088.00	$ 9,453.00	$ 9,805.00	$ 9,805.00
4-6	$ 7,818.00	$ 8,214.00	$ 8,754.00	$ 9,225.00	$ 9,596.00	$ 9,953.00	$ 9,953.00
7-8	$ 8,050.00	$ 8,458.00	$ 9,013.00	$ 9,498.00	$ 9,880.00	$ 10,248.00	$ 10,248.00
9-12	$ 9,329.00	$ 9,802.00	$10,445.00	$11,007.00	$11,449.00	$ 11,875.00	$ 11,875.00
Federal Special Education IDEA rate per ADA	$ 195.00	$ 195.00	$ 192.00	$ 192.00	$ 192.00	$ 192.00	$ 192.00
State Special Education- AB602	$ 625.00	$ 625.00	$ 725.00	$ 725.00	$ 725.00	$ 725.00	$ 725.00
Mandate Cost per ADA K-8	$ 16.86	$ 16.86	$ 17.21	$ 17.21	$ 17.21	$ 17.21	$ 17.21
Mandate Cost per ADA 9-12	$ 46.87	$ 46.87	$ 47.87	$ 47.87	$ 47.87	$ 47.87	$ 47.87
State Lottery Per ADA	$ 207	$ 207	$ 207	$ 207	$ 207	$ 207	$ 207
CAL STRS	16.15%	16.02%	19.10%	19.10%	19.10%	19.10%	19.10%
CAL PERS	20.70%	23.01%	26.10%	27.10%	27.70%	27.70%	27.70%

FY22 Budget Highlights

TEACH Academy of Technologies

Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 4,185,358	$ 5,192,704	$ 1,007,346
Federal Revenue	1,836,141	1,182,566	(653,576)
Other State Revenue	1,400,356	1,233,777	(166,579)
Other Local Revenue	18,263	-	18,263
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 205,454**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 1,645,013	$ 1,843,496	$ 198,482
Classified Salaries	640,700	738,111	97,412
Benefits	679,356	821,633	142,277
Books and Supplies	777,296	838,984	61,687
Subagreement Services	831,279	651,200	(180,079)
Operations	214,944	255,700	40,756
Facilities	936,547	950,759	14,212
Professional Services	1,243,736	1,335,875	92,139
Depreciation	134,244	159,700	25,456
Interest	15,459	-	(15,459)
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 476,883**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 321,543**	**$ 13,588**	**$ (271,429)**
Beginning Fund Balance	4,683,995	5,005,538	
Ending Fund Balance	**$ 5,005,538**	**$ 5,019,127**	
As a % of Annual Expenses	*70.3%*	*66.1%*	

LCFF revenue- COLA rate increased by 6.56% as well as ADA budgeted at 95%

Federal Revenue: decrease mainly due to ESSER I, II and a portion of ESSER III recognized in P/Y. Current year only recognizing ESSER III

Other State Revenue: projected decrease as P/Y recognized Educator Effectiveness and ELO

Salaries and Benefits increase due to raises and bonuses – Administration Staff updated

Subagreement Services projected decrease due to Other Educational Consultants as placeholder for ESSER II and ESSER III funds in P/Y

Professional Services projected increase mainly to increase management fees as calculated as a percentage of revenue

FY22 Budget Highlights

TEACH Tech Charter High School

FY22/23 Budget Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 5,938,575	$ 6,232,033	$ 293,458
Federal Revenue	1,552,231	985,444	(566,787)
Other State Revenue	1,339,849	1,087,307	(252,542)
Other Local Revenue	34,912	-	34,912
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ (490,960)**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 1,914,624	$ 2,084,434	$ 169,810
Classified Salaries	607,505	693,559	86,054
Benefits	651,416	750,515	99,100
Books and Supplies	1,154,986	1,060,285	(94,700)
Subagreement Services	374,457	389,700	15,243
Operations	263,255	272,300	9,045
Facilities	870,444	898,478	28,034
Professional Services	1,530,230	1,474,938	(55,292)
Depreciation	58,451	60,400	1,949
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 259,242**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 1,440,198**	**$ 620,174**	**$ (750,201)**
Beginning Fund Balance	4,027,093	5,467,291	
Ending Fund Balance	**$ 5,467,291**	**$ 6,087,465**	
As a % of Annual Expenses	*73.6%*	*79.2%*	

LCFF revenue- COLA rate increased by 6.56%

Federal Revenue: decrease mainly due as ESSER I, II and partial ESSER III recognized-only ESSER III in FY22/23

Other State Revenue: decrease All revenue streams increase due to increase in enrollment as P/Y included ELO and Educator Effectiveness

Salaries and Benefits increased as per increase of overall salaries

Books and Supplies decrease due to decrease in non-cap equipment. Many computer purchases in P/Y.

Professional Services projected decrease mainly due to decrease management fees as calculated as per decrease in revenue

FY22 Budget Highlights

TEACH Prep

FY 22/23 Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
State Aid-Rev Limit	$ 2,749,991	$ 3,419,169	$ 669,178
Federal Revenue	948,457	559,413	(389,044)
Other State Revenue	657,102	961,380	304,279
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 584,413**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Expenses			
Certificated Salaries	$ 926,526	$ 1,174,826	$ 248,300
Classified Salaries	364,039	405,122	41,083
Benefits	357,839	453,517	95,678
Books and Supplies	735,099	730,177	(4,922)
Subagreement Services	249,337	295,800	46,463
Operations	107,534	127,600	20,066
Facilities	616,560	627,294	10,734
Professional Services	759,703	874,434	114,731
Depreciation	38,631	45,800	7,169
Interest	750	-	(750)
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 578,552**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 199,531**	**$ 205,391**	**$1,162,965**
Beginning Fund Balance	1,206,369	1,405,900	
Ending Fund Balance	**$ 1,405,900**	**$ 1,611,291**	
As a % of Annual Expenses	*33.8%*	*34.0%*	

LCFF revenue- COLA rate increased by 6.56% as well as increase in enrollment- projecting 95% ADA

Federal Revenue: projected decrease as in P/Y recognized ESSER I, II and some of ESSER III. CY will only recognize a portion of ESSER III

Other State Revenue: projected increase as projected to recognized ELOP grant. All revenue streams increase due to increase in enrollment

Salaries increase due to projecting salary increase and bonus for staff. Benefits increase due to increase in salaries

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

FY22 Budget Highlights

TEACH Public Schools

CHARTER IMPACT

FY22-23 Board Summary

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Revenue			
Other Local Revenue	2,062,948	2,218,123	155,175
Total Revenue	**$2,062,948**	**$2,218,123**	**$ 155,175**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	(Fav)/Unfav
Expenses			
Certificated Salaries	$ 774,177	$ 735,881	$ (38,296)
Classified Salaries	533,723	680,856	147,133
Benefits	319,660	392,016	72,356
Books and Supplies	68,718	77,500	8,782
Subagreement Services	19,937	19,200	(737)
Operations	63,489	78,900	15,411
Facilities	74,870	42,700	(32,170)
Professional Services	70,301	86,300	15,999
Depreciation	12,266	15,000	2,734
Interest	-	-	-
Total Expenses	**$1,937,141**	**$2,128,353**	**$ 191,212**

	Annual/Full Year		
	Forecast @ 6/30/2022	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	**$ 125,807**	**$ 89,770**	**$ (36,037)**
Beginning Fund Balance	617,037	742,844	
Ending Fund Balance	**$ 742,844**	**$ 832,614**	
As a % of Annual Expenses	*38.3%*	*39.1%*	

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

Classified Salaries increase due full year's pay 2 new Director's Positions from PY as well as overall increase in salaries

Facilities decrease – due to home office going remote

FY22 Multi-Year Projections

TEACH Academy of Technologies

Multi-Year Forecast

Revised 05/31/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*415.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*351.43*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 7,885,837**	**$ 7,386,009**	**$ 7,597,974**	**$ 7,597,974**
Expenses						
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 7,573,596**	**$ 7,292,060**	**$ 7,285,412**	**$ 7,348,103**
Surplus (Deficit)	**$ 321,544**	**$ 13,589**	**$ 312,241**	**$ 93,949**	**$ 312,561**	**$ 249,870**
Fund Balance, Beginning of Year	$ 4,683,995	$ 5,005,539	$ 5,019,127	$ 5,331,368	$ 5,425,317	$ 5,737,878
Fund Balance, End of Year	**$ 5,005,539**	**$ 5,019,127**	**$ 5,331,368**	**$ 5,425,317**	**$ 5,737,878**	**$ 5,987,748**
	70.3%	*66.1%*	*70.4%*	*74.4%*	*78.8%*	*81.5%*
Cash Flow Adjustments						
Surplus (Deficit)	321,544	13,589	312,241	93,949	312,561	249,870
Total Change in Cash	217,160	(31,456)	503,445	220,758	421,106	378,575
Cash, Beginning of Year	2,745,308	2,962,468	2,931,011	3,434,456	3,655,214	4,076,320
Cash, End of Year	**$ 2,962,468**	**$ 2,931,011**	**$ 3,434,456**	**$ 3,655,214**	**$ 4,076,320**	**$ 4,454,896**

FY22 Multi-Year Projections

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*477.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*404.22*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
State Aid - Revenue Limit						
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ 8,638,504**	**$ 8,352,527**	**$ 8,606,548**	**$ 8,606,548**
Expenses						
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 7,808,601**	**$ 7,780,381**	**$ 7,761,036**	**$ 7,785,044**
Surplus (Deficit)	**$ 1,440,198**	**$ 620,174**	**$ 829,904**	**$ 572,146**	**$ 845,512**	**$ 821,504**
Fund Balance, Beginning of Year	$ 4,027,093	$ 5,467,291	$ 6,087,465	$ 6,917,368	$ 7,489,514	$ 8,335,026
Fund Balance, End of Year	**$ 5,467,291**	**$ 6,087,465**	**$ 6,917,368**	**$ 7,489,514**	**$ 8,335,026**	**$ 9,156,530**
	73.6%					
Cash Flow Adjustments						
Surplus (Deficit)	1,440,198	620,174	829,904	572,146	845,512	821,504
Total Change in Cash	1,839,109	507,898	850,301	629,804	886,360	885,621
Cash, Beginning of Year	1,969,433	3,808,542	4,316,440	5,166,741	5,796,546	6,682,906
Cash, End of Year	**$ 3,808,542**	**$ 4,316,440**	**$ 5,166,741**	**$ 5,796,546**	**$ 6,682,906**	**$ 7,568,527**

FY22 Multi-Year Projections

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*261.00*	*276.00*	*276.00*	*276.00*	*276.00*	*276.00*
Average Daily Attendance	*220.96*	*262.20*	*262.20*	*262.20*	*262.20*	*262.20*
Revenues						
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 4,923,033**	**$ 4,865,587**	**$ 5,005,221**	**$ 5,005,221**
Expenses						
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 4,681,648**	**$ 4,616,052**	**$ 4,619,266**	**$ 4,621,642**
Surplus (Deficit)	**$ 199,531**	**$ 205,391**	**$ 241,386**	**$ 249,535**	**$ 385,955**	**$ 383,579**
Fund Balance, Beginning of Year	$ 1,206,369	$ 1,405,900	$ 1,611,291	$ 1,852,676	$ 2,102,211	$ 2,488,166
Fund Balance, End of Year	**$ 1,405,900**	**$ 1,611,291**	**$ 1,852,676**	**$ 2,102,211**	**$ 2,488,166**	**$ 2,871,746**
	33.8%	*34.0%*	*39.6%*	*45.5%*	*53.9%*	*62.1%*
Cash Flow Adjustments						
Surplus (Deficit)	199,531	205,391	241,386	249,535	385,955	383,579
Total Change in Cash	567,623	21,334	314,630	304,534	418,656	429,173
Cash, Beginning of Year	175,032	742,655	763,989	1,078,620	1,383,153	1,801,809
Cash, End of Year	**$ 742,655**	**$ 763,989**	**$ 1,078,620**	**$ 1,383,153**	**$ 1,801,809**	**$ 2,230,982**

FY22 Multi-Year Projections

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.33%*	*2.48%*	*3.54%*	*0.00%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*130.00*	*130.00*	*130.00*	*130.00*	*130.00*
Average Daily Attendance	*50.00*	*123.50*	*123.50*	*123.50*	*123.50*	*123.50*
Revenues						
Total Revenue	$ 2,062,948	$ 2,218,123	$ 2,218,123	$ 2,218,123	$ 2,218,123	$ 2,218,123
Expenses						
Total Expenses	$ 1,937,141	$ 2,128,353	$ 2,113,392	$ 2,111,861	$ 2,153,991	$ 2,196,963
Surplus (Deficit)	$ 125,807	$ 89,770	$ 104,731	$ 106,262	$ 64,132	$ 21,160
Fund Balance, Beginning of Ye	$ 617,037	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739
Fund Balance, End of Year	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739	$ 1,128,900
	38.3%	*39.1%*	*44.4%*	*49.4%*	*51.4%*	*51.4%*
Cash Flow Adjustments						
Total Change in Cash	318,762	65,400	120,031	121,868	80,050	37,397
Cash, Beginning of Year	386,721	705,483	770,883	890,914	1,012,782	1,092,832
Cash, End of Year	$ 705,483	$ 770,883	$ 890,914	$ 1,012,782	$ 1,092,832	$ 1,130,229

Questions?

- Attachments:
  - Detailed FY22/23 Monthly Forecast
  - Detailed Multi-Year Projections

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY22-23

Revised 6/15/2022

ADA = 418.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 418.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	163,919	163,919	295,054	295,054	295,054	295,054	295,054	419,255	419,255	419,255	419,255	419,255	**3,899,383**	3,899,383	-
8012 Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	65,241	130,482	86,988	86,988	86,988	86,988	86,988	220,886	110,443	110,443	110,443	110,443	**1,293,321**	1,293,321	-
	-	229,160	294,401	382,042	382,042	382,042	382,042	382,042	640,142	529,699	529,699	529,699	529,699	**5,192,704**	**5,192,704**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	3,374	3,374	6,073	6,073	6,073	6,073	6,073	8,629	8,629	8,629	8,629	8,629	**80,256**	80,256	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	-	17,018	32,335	32,335	32,335	32,335	32,335	32,335	32,335	32,335	64,670	**340,367**	340,367	-
8290 Title I, Part A - Basic Low Income	-	-	54,526	-	-	163,577	-	-	-	-	-	-	-	**218,102**	218,102	-
8291 Title II, Part A - Teacher Quality	-	-	6,424	-	-	19,271	-	-	-	-	-	-	-	**25,694**	25,694	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	518,147	-	**518,147**	518,147	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	3,374	64,323	23,091	38,408	221,255	38,408	38,408	40,964	40,964	40,964	559,110	73,299	**1,182,566**	**1,182,566**	**-**
Other State Revenue																
8311 State Special Education	-	12,739	12,739	22,931	22,931	22,931	22,931	22,931	32,583	32,583	32,583	32,583	32,583	**303,050**	303,050	-
8520 Child Nutrition	-	-	-	1,611	3,061	3,061	3,061	3,061	3,061	3,061	3,061	3,061	6,121	**32,217**	32,217	-
8545 School Facilities (SB740)	-	-	-	-	-	-	227,789	-	-	-	113,895	-	113,895	**455,578**	455,578	-
8550 Mandated Cost	-	-	-	-	-	6,048	-	-	-	-	-	-	-	**6,048**	6,048	-
8560 State Lottery	-	-	-	-	-	-	18,187	-	-	18,187	-	-	50,153	**86,526**	86,526	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	206,912	-	-	-	93,240	-	-	-	-	35,862	-	-	14,345	**350,358**	350,358	-
	206,912	12,739	12,739	24,542	119,231	32,039	271,967	25,991	35,644	89,692	149,539	35,644	217,097	**1,233,777**	**1,233,777**	**-**
Total Revenue	**206,912**	**245,273**	**371,463**	**429,674**	**539,680**	**635,336**	**692,416**	**446,440**	**716,750**	**660,354**	**720,201**	**1,124,453**	**820,094**	**7,609,046**	**7,609,046**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	117,277	-	**1,290,051**	1,290,051	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	39,118	-	**39,118**	39,118	-
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1200 Pupil Support Salaries	-	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	6,775	-	**74,530**	74,530	-
1300 Administrators' Salaries	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	24,429	-	**293,147**	293,147	-
1900 Other Certificated Salaries	-	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	13,332	-	**146,650**	146,650	-
	24,429	161,814	161,814	161,814	161,814	161,814	161,814	161,814	161,814	161,814	161,814	200,931	-	**1,843,496**	**1,843,496**	**-**
Classified Salaries																
2100 Instructional Salaries	22,167	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	29,151	-	**342,824**	342,824	-
2200 Support Salaries	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	-	**48,048**	48,048	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	14,179	-	**14,179**	14,179	-
2400 Clerical and Office Staff Salaries	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	16,198	-	**194,376**	194,376	-
2900 Other Classified Salaries	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	-	**138,684**	138,684	-
	53,926	60,910	60,910	60,910	60,910	60,910	60,910	60,910	60,910	60,910	60,910	75,089	-	**738,111**	**738,111**	**-**
Benefits																
3101 STRS	4,666	30,906	30,906	30,906	30,906	30,906	30,906	30,906	30,906	30,906	30,906	38,378	-	**352,108**	352,108	-
3202 PERS	14,075	15,897	15,897	15,897	15,897	15,897	15,897	15,897	15,897	15,897	15,897	19,598	-	**192,647**	192,647	-
3301 OASDI	3,343	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	4,655	-	**45,763**	45,763	-
3311 Medicare	1,136	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	3,229	4,002	-	**37,433**	37,433	-
3401 Health and Welfare	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	-	**135,000**	135,000	-
3501 State Unemployment	1,127	1,127	1,127	1,127	1,127	1,127	5,635	4,508	2,254	1,127	1,127	1,127	-	**22,540**	22,540	-
3601 Workers' Compensation	1,097	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,864	-	**36,142**	36,142	-
	36,694	69,305	69,305	69,305	69,305	69,305	73,813	72,686	70,432	69,305	69,305	82,875	-	**821,633**	**821,633**	**-**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY22-23

Revised 6/15/2022

ADA = 418.00

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	20,625	20,625	20,625	20,625	-	-	-	-	-	-	-	-	**82,500**	82,500	-
4200	Books and Reference Materials	140	140	140	140	140	-	-	-	-	-	-	-	-	**700**	700	-
4302	School Supplies	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	-	**28,900**	28,900	-
4305	Software	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	8,442	-	**101,300**	101,300	-
4310	Office Expense	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	4,417	-	**53,000**	53,000	-
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	40,000	40,000	40,000	40,000	40,000	-	-	-	-	-	-	-	**200,000**	200,000	-
4700	Food Services	-	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	33,871	-	**372,584**	372,584	-
		15,407	109,903	109,903	109,903	109,903	89,138	49,138	49,138	49,138	49,138	49,138	49,138	-	**838,984**	**838,984**	**-**
Subagreement Services																	
5101	Nursing	33	33	33	33	33	33	33	33	33	33	33	33	-	**400**	400	-
5102	Special Education	-	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	-	**232,900**	232,900	-
5103	Substitute Teacher	-	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	17,027	-	**187,300**	187,300	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105	Security	-	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	-	**30,600**	30,600	-
5106	Other Educational Consultants	-	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	-	**200,000**	200,000	-
		33	41,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	61,015	-	**651,200**	**651,200**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	73	73	73	73	73	73	73	73	73	73	73	-	**800**	800	-
5300	Dues & Memberships	142	142	142	142	142	142	142	142	142	142	142	142	-	**1,700**	1,700	-
5400	Insurance	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	-	**74,400**	74,400	-
5501	Utilities	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	7,475	-	**89,700**	89,700	-
5502	Janitorial Services	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	-	**31,900**	31,900	-
5900	Communications	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	4,233	-	**50,800**	50,800	-
5901	Postage and Shipping	-	-	640	640	640	640	640	640	640	640	640	640	-	**6,400**	6,400	-
		20,708	20,781	21,421	21,421	21,421	21,421	21,421	21,421	21,421	21,421	21,421	21,421	-	**255,700**	**255,700**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	72,581	-	**870,973**	870,973	-
5602	Additional Rent	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	(793)	-	**(9,514)**	(9,514)	-
5603	Equipment Leases	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	-	**56,400**	56,400	-
5604	Other Leases	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	100	-
5605	Real/Personal Property Taxes	33	33	33	33	33	33	33	33	33	33	33	33	-	**400**	400	-
5610	Repairs and Maintenance	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	-	**32,400**	32,400	-
		79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	79,230	-	**950,759**	**950,759**	**-**
Professional/Consulting Services																	
5801	IT	275	275	275	275	275	275	275	275	275	275	275	275	-	**3,300**	3,300	-
5802	Audit & Taxes	-	-	-	4,667	4,667	4,667	-	-	-	-	-	-	-	**14,000**	14,000	-
5803	Legal	275	275	275	275	275	275	275	275	275	275	275	275	-	**3,300**	3,300	-
5804	Professional Development	-	-	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	4,810	-	**48,100**	48,100	-
5805	General Consulting	-	-	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	-	**11,700**	11,700	-
5806	Special Activities/Field Trips	-	-	-	-	-	13,867	13,867	13,867	-	-	-	-	-	**41,600**	41,600	-
5808	Printing	-	-	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	**10,500**	10,500	-
5809	Other taxes and fees	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	**15,300**	15,300	-
5810	Payroll Service Fee	300	300	300	300	300	300	300	300	300	300	300	300	-	**3,600**	3,600	-
5811	Management Fee	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	71,335	-	**856,018**	856,018	-
5812	District Oversight Fee	-	2,292	2,944	3,820	3,820	3,820	3,820	3,820	6,401	5,297	5,297	5,297	5,297	**51,927**	51,927	-
5813	County Fees	-	-	-	1,675	-	-	1,675	-	-	1,675	-	-	1,675	**6,700**	6,700	-
5814	SPED Encroachment	-	13,272	13,272	23,889	23,889	23,889	23,889	12,900	28,666	28,666	28,666	28,666	15,767	**265,430**	265,430	-
5815	Public Relations/Recruitment	-	-	440	440	440	440	440	440	440	440	440	440	-	**4,400**	4,400	-
		72,185	87,748	97,400	115,236	113,561	127,427	124,436	111,772	116,253	116,823	115,148	115,148	22,739	**1,335,875**	**1,335,875**	**-**

TEACH Academy of Technologies

Monthly Cash Flow/Budget FY22-23

Revised 6/15/2022

ADA = 418.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Depreciation																
6900 Depreciation Expense	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	**159,700**	159,700	-
	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	**159,700**	**159,700**	**-**
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**315,920**	**644,013**	**674,306**	**692,141**	**690,466**	**683,568**	**645,084**	**631,293**	**633,520**	**632,964**	**631,289**	**698,156**	**22,739**	**7,595,458**	**7,595,458**	**-**
Monthly Surplus (Deficit)	**(109,008)**	**(398,741)**	**(302,843)**	**(262,467)**	**(150,786)**	**(48,232)**	**47,332**	**(184,853)**	**83,230**	**27,391**	**88,912**	**426,297**	**797,356**	**13,589**	**13,589**	**-**
Cash Flow Adjustments															#SPILL!	
Monthly Surplus (Deficit)	(109,008)	(398,741)	(302,843)	(262,467)	(150,786)	(48,232)	47,332	(184,853)	83,230	27,391	88,912	426,297	797,356	**13,589**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	13,308	-	**159,700**		
Public Funding Receivables	404,901	-	107,585	-	97,908	17,847	9,295	-	-	-	-	-	(820,094)	**(182,559)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(44,924)	-	-	-	-	-	-	-	-	-	-	-	22,739	**(22,186)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	264,276	(385,432)	(181,950)	(249,158)	(39,569)	(17,077)	69,935	(171,544)	96,538	40,699	102,221	439,606				
Cash, Beginning of Month	2,962,468	3,226,744	2,841,312	2,659,361	2,410,203	2,370,634	2,353,557	2,423,492	2,251,948	2,348,486	2,389,185	2,491,406				
													168	ADCOH		
Cash, End of Month	**3,226,744**	**2,841,312**	**2,659,361**	**2,410,203**	**2,370,634**	**2,353,557**	**2,423,492**	**2,251,948**	**2,348,486**	**2,389,185**	**2,491,406**	**2,931,011**	**141**	**DCOH**		

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY22-23

Revised 6/14/2022

ADA = 418.00

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 418.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	238,795	238,795	429,831	429,831	429,831	429,831	429,831	462,393	462,393	462,393	462,393	462,393	**4,938,711**	4,938,711	-
8012	Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096	In Lieu of Property Taxes	-	75,041	150,082	100,055	100,055	100,055	100,055	100,055	189,308	94,654	94,654	94,654	94,654	**1,293,321**	1,293,321	-
		-	313,836	388,877	529,886	529,886	529,886	529,886	529,886	651,701	557,047	557,047	557,047	557,047	**6,232,033**	**6,232,033**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	3,941	3,941	7,094	7,094	7,094	7,094	7,094	7,631	7,631	7,631	7,631	7,631	**81,510**	81,510	-
8220	Federal Child Nutrition	-	-	-	16,671	31,675	31,675	31,675	31,675	31,675	31,675	31,675	31,675	63,351	**333,426**	333,426	-
8290	Title I, Part A - Basic Low Income	-	-	45,490	-	-	136,471	-	-	-	-	-	-	-	**181,961**	181,961	-
8291	Title II, Part A - Teacher Quality	-	-	5,448	-	-	16,345	-	-	-	-	-	-	-	**21,793**	21,793	-
8296	Other Federal Revenue	78,260	-	-	-	-	-	-	-	-	-	-	288,495	-	**366,754**	366,754	-
		78,260	3,941	54,880	23,765	38,770	191,585	38,770	38,770	39,307	39,307	39,307	327,801	70,982	**985,444**	**985,444**	**-**
Other State Revenue																	
8311	State Special Education	-	14,653	14,653	26,375	26,375	26,375	26,375	26,375	28,373	28,373	28,373	28,373	28,373	**303,050**	303,050	-
8520	Child Nutrition	-	-	-	1,578	2,998	2,998	2,998	2,998	2,998	2,998	2,998	2,998	5,996	**31,560**	31,560	-
8545	School Facilities (SB740)	-	-	-	-	-	-	227,789	-	-	-	113,895	-	113,895	**455,578**	455,578	-
8550	Mandated Cost	-	-	-	-	-	19,350	-	-	-	-	-	-	-	**19,350**	19,350	-
8560	State Lottery	-	-	-	-	-	-	23,041	-	-	23,041	-	-	49,223	**95,304**	95,304	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	182,466	-	**182,466**	182,466	-
		-	14,653	14,653	27,953	29,374	48,724	280,203	29,374	31,372	54,412	145,266	213,837	197,487	**1,087,307**	**1,087,307**	**-**
Other Local Revenue																	
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Revenue		**78,260**	**332,430**	**458,410**	**581,604**	**598,029**	**770,194**	**848,858**	**598,029**	**722,380**	**650,766**	**741,620**	**1,098,686**	**825,517**	**8,304,784**	**8,304,784**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	32,151	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	122,425	-	**1,378,831**	1,378,831	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	40,552	-	**40,552**	40,552	-
1175	Teachers' Extra Duty/Stipends	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	**55,000**	55,000	-
1200	Pupil Support Salaries	-	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	15,005	-	**165,050**	165,050	-
1300	Administrators' Salaries	21,222	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	31,340	-	**365,967**	365,967	-
1900	Other Certificated Salaries	-	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	7,185	-	**79,035**	79,035	-
		57,957	180,539	180,539	180,539	180,539	180,539	180,539	180,539	180,539	180,539	180,539	221,090	-	**2,084,434**	**2,084,434**	**-**
Classified Salaries																	
2100	Instructional Salaries	29,440	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	27,326	-	**330,022**	330,022	-
2200	Support Salaries	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	4,004	-	**48,048**	48,048	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	13,250	-	**13,250**	13,250	-
2400	Clerical and Office Staff Salaries	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	16,087	-	**193,040**	193,040	-
2900	Other Classified Salaries	3,640	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	9,596	-	**109,200**	109,200	-
		53,171	57,013	57,013	57,013	57,013	57,013	57,013	57,013	57,013	57,013	57,013	70,262	-	**693,559**	**693,559**	**-**
Benefits																	
3101	STRS	11,070	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	42,228	-	**398,127**	398,127	-
3301	OASDI	3,297	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	3,535	4,356	-	**43,001**	43,001	-
3311	Medicare	1,611	3,444	3,444	3,444	3,444	3,444	3,444	3,444	3,444	3,444	3,444	4,225	-	**40,281**	40,281	-
3401	Health and Welfare	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	14,208	-	**170,500**	170,500	-
3501	State Unemployment	1,250	1,250	1,250	1,250	1,250	1,250	6,248	4,998	2,499	1,250	1,250	1,250	-	**24,990**	24,990	-
3601	Workers' Compensation	1,556	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	4,079	-	**38,892**	38,892	-
3901	Other Benefits	1,389	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	2,969	3,642	-	**34,725**	34,725	-
		34,380	63,215	63,215	63,215	63,215	63,215	68,213	66,964	64,465	63,215	63,215	73,988	-	**750,515**	**750,515**	**-**

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY22-23

Revised 6/14/2022

ADA = 418.00

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	31,250	31,250	31,250	31,250	-	-	-	-	-	-	-	-	**125,000**	125,000	-
4200	Books and Reference Materials	15,520	15,520	15,520	15,520	15,520	-	-	-	-	-	-	-	-	**77,600**	77,600	-
4302	School Supplies	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	-	**100,000**	100,000	-
4305	Software	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	**200,000**	200,000	-
4310	Office Expense	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	-	**42,500**	42,500	-
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	200	-
4400	Noncapitalized Equipment	-	30,000	30,000	30,000	30,000	30,000	-	-	-	-	-	-	-	**150,000**	150,000	-
4700	Food Services	-	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	33,180	-	**364,985**	364,985	-
		44,078	138,509	138,509	138,509	138,509	91,739	61,739	61,739	61,739	61,739	61,739	61,739	-	**1,060,285**	**1,060,285**	**-**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	-	**258,500**	258,500	-
5103	Substitute Teacher	-	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	7,355	-	**80,900**	80,900	-
5104	Transportation	-	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	-	**28,000**	28,000	-
5105	Security	-	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	1,555	-	**17,100**	17,100	-
5106	Other Educational Consultants	-	-	520	520	520	520	520	520	520	520	520	520	-	**5,200**	5,200	-
		-	34,955	35,475	35,475	35,475	35,475	35,475	35,475	35,475	35,475	35,475	35,475	-	**389,700**	**389,700**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	27	27	27	27	27	27	27	27	27	27	27	-	**300**	300	-
5300	Dues & Memberships	133	133	133	133	133	133	133	133	133	133	133	133	-	**1,600**	1,600	-
5400	Insurance	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	-	**70,900**	70,900	-
5501	Utilities	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	7,567	-	**90,800**	90,800	-
5502	Janitorial Services	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	-	**27,100**	27,100	-
5900	Communications	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	-	**80,800**	80,800	-
5901	Postage and Shipping	-	-	80	80	80	80	80	80	80	80	80	80	-	**800**	800	-
		22,600	22,627	22,707	22,707	22,707	22,707	22,707	22,707	22,707	22,707	22,707	22,707	-	**272,300**	**272,300**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	61,668	-	**740,013**	740,013	-
5602	Additional Rent	89	89	89	89	89	89	89	89	89	89	89	89	-	**1,065**	1,065	-
5603	Equipment Leases	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	200	-
5605	Real/Personal Property Taxes	50	50	50	50	50	50	50	50	50	50	50	50	-	**600**	600	-
5610	Repairs and Maintenance	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	13,050	-	**156,600**	156,600	-
		74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	74,873	-	**898,478**	**898,478**	**-**
Professional/Consulting Services																	
5801	IT	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	300	-
5802	Audit & Taxes	-	-	-	4,033	4,033	4,033	-	-	-	-	-	-	-	**12,100**	12,100	-
5803	Legal	83	83	83	83	83	83	83	83	83	83	83	83	-	**1,000**	1,000	-
5804	Professional Development	-	-	6,720	6,720	6,720	6,720	6,720	6,720	6,720	6,720	6,720	6,720	-	**67,200**	67,200	-
5805	General Consulting	-	-	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	-	**19,100**	19,100	-
5806	Special Activities/Field Trips	-	-	-	-	-	25,867	25,867	25,867	-	-	-	-	-	**77,600**	77,600	-
5808	Printing	-	-	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	-	**17,800**	17,800	-
5809	Other taxes and fees	-	-	600	600	600	600	600	600	600	600	600	600	-	**6,000**	6,000	-
5810	Payroll Service Fee	283	283	283	283	283	283	283	283	283	283	283	283	-	**3,400**	3,400	-
5811	Management Fee	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	77,857	-	**934,288**	934,288	-
5812	District Oversight Fee	-	3,138	3,889	5,299	5,299	5,299	5,299	5,299	6,517	5,570	5,570	5,570	5,570	**62,320**	62,320	-
5813	County Fees	-	-	-	1,300	-	-	1,300	-	-	1,300	-	-	1,300	**5,200**	5,200	-
5814	SPED Encroachment	-	13,272	13,272	23,889	23,889	23,889	23,889	12,900	28,666	28,666	28,666	28,666	15,767	**265,430**	265,430	-
5815	Public Relations/Recruitment	-	-	320	320	320	320	320	320	320	320	320	320	-	**3,200**	3,200	-
		78,249	94,659	106,739	124,100	122,800	148,667	145,933	133,644	124,762	125,116	123,816	123,816	22,637	**1,474,938**	**1,474,938**	**-**
Depreciati	Parent Coordinator- Move to TPS																
6900	Depreciation Expense	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	-	**60,400**	60,400	-
		5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	-	**60,400**	**60,400**	**-**

TEACH TECH Charter High School

Monthly Cash Flow/Budget FY22-23

Revised 6/14/2022

ADA = 418.00

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**370,341**	**671,422**	**684,103**	**701,463**	**700,163**	**679,260**	**651,525**	**637,986**	**626,606**	**625,709**	**624,409**	**688,984**	**22,637**	**7,684,610**	**7,684,610**	**-**
Monthly Surplus (Deficit)	**(292,082)**	**(338,992)**	**(225,693)**	**(119,859)**	**(102,135)**	**90,934**	**197,334**	**(39,958)**	**95,774**	**25,057**	**117,211**	**409,702**	**802,880**	**620,174**	**620,174**	**-**
Cash Flow Adjustments															**2.987**	
Monthly Surplus (Deficit)	(292,082)	(338,992)	(225,693)	(119,859)	(102,135)	90,934	197,334	(39,958)	95,774	25,057	117,211	409,702	802,880	**620,174**	***Coverage 1.20***	
Cash flows from operating activities																
Depreciation/Amortization	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	5,033	-	**60,400**		
Public Funding Receivables	588,183	-	-	-	115,982	35,433	29,949	-	-	-	-	-	(825,517)	**(55,969)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	161,791	(333,959)	(220,660)	(114,826)	18,881	131,401	232,316	(34,924)	100,808	30,090	122,244	414,736				
Cash, Beginning of Month	3,808,542	3,970,333	3,636,374	3,415,714	3,300,888	3,319,769	3,451,170	3,683,487	3,648,562	3,749,370	3,779,460	3,901,704				
													233	ADCOH		
Cash, End of Month	**3,970,333**	**3,636,374**	**3,415,714**	**3,300,888**	**3,319,769**	**3,451,170**	**3,683,487**	**3,648,562**	**3,749,370**	**3,779,460**	**3,901,704**	**4,316,440**	**205**	**DCOH**		

TEACH Prep

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2023

ADA = 262.20

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 262.20	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	109,886	109,886	197,795	197,795	197,795	197,795	197,795	279,831	279,831	279,831	279,831	279,831	**2,607,903**	2,607,903	-
8012 Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	41,020	82,040	54,693	54,693	54,693	54,693	54,693	138,246	69,123	69,123	69,123	69,123	**811,265**	811,265	-
	-	150,906	191,926	252,488	252,488	252,488	252,488	252,488	418,078	348,955	348,955	348,955	348,955	**3,419,169**	**3,419,169**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	2,154	2,154	3,878	3,878	3,878	3,878	3,878	5,486	5,486	5,486	5,486	5,486	**51,129**	51,129	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	-	10,614	20,167	20,167	20,167	20,167	20,167	20,167	20,167	20,167	40,334	**212,284**	212,284	-
8290 Title I, Part A - Basic Low Income	-	-	21,081	-	-	63,242	-	-	-	-	-	-	-	**84,322**	84,322	-
8291 Title II, Part A - Teacher Quality	-	-	2,512	-	-	7,536	-	-	-	-	-	-	-	**10,048**	10,048	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	201,630	-	**201,630**	201,630	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	2,154	25,747	14,492	24,045	94,822	24,045	24,045	25,653	25,653	25,653	227,283	45,820	**559,413**	**559,413**	**-**
Other State Revenue																
8311 State Special Education	-	8,010	8,010	14,418	14,418	14,418	14,418	14,418	20,397	20,397	20,397	20,397	20,397	**190,095**	190,095	-
8520 Child Nutrition	-	-	-	1,005	1,909	1,909	1,909	1,909	1,909	1,909	1,909	1,909	3,818	**20,093**	20,093	-
8545 School Facilities (SB740)	-	-	-	-	-	-	142,886	-	-	-	71,443	-	71,443	**285,772**	285,772	-
8550 Mandated Cost	-	-	-	-	-	3,803	-	-	-	-	-	-	-	**3,803**	3,803	-
8560 State Lottery	-	-	-	-	-	-	12,595	-	-	12,595	-	-	34,592	**59,782**	59,782	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	-	-	-	-	130,000	-	-	-	-	50,000	-	201,836	20,000	**401,836**	401,836	-
	-	8,010	8,010	15,422	146,326	20,129	171,807	16,326	22,306	84,901	93,749	224,142	150,250	**961,380**	**961,380**	**-**
Total Revenue	**-**	**161,070**	**225,683**	**282,402**	**422,859**	**367,440**	**448,340**	**292,859**	**466,037**	**459,509**	**468,357**	**800,380**	**545,025**	**4,939,962**	**4,939,962**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	18,759	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	74,236	-	**835,353**	835,353	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	23,336	-	**23,336**	23,336	-
1175 Teachers' Extra Duty/Stipends	-	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	-	**15,000**	15,000	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1300 Administrators' Salaries	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	19,261	-	**231,136**	231,136	-
1900 Other Certificated Salaries	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-	**70,000**	70,000	-
	43,853	100,694	100,694	100,694	100,694	100,694	100,694	100,694	100,694	100,694	100,694	124,031	-	**1,174,826**	**1,174,826**	**-**
Classified Salaries																
2100 Instructional Salaries	17,400	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	17,564	-	**210,600**	210,600	-
2200 Support Salaries	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	**40,000**	40,000	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	7,922	-	**7,922**	7,922	-
2400 Clerical and Office Staff Salaries	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,217	-	**86,600**	86,600	-
2900 Other Classified Salaries	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,000**	60,000	-
	32,950	33,114	33,114	33,114	33,114	33,114	33,114	33,114	33,114	33,114	33,114	41,036	-	**405,122**	**405,122**	**-**
Benefits																
3101 STRS	8,376	19,233	19,233	19,233	19,233	19,233	19,233	19,233	19,233	19,233	19,233	23,690	-	**224,392**	224,392	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301 OASDI	2,043	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,544	-	**25,118**	25,118	-
3311 Medicare	1,114	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	1,940	2,393	-	**22,909**	22,909	-
3401 Health and Welfare	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	10,625	-	**127,500**	127,500	-
3501 State Unemployment	784	784	784	784	784	784	3,920	3,136	1,568	784	784	784	-	**15,680**	15,680	-
3601 Workers' Compensation	1,075	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	2,311	-	**22,119**	22,119	-
3901 Other Benefits	768	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,651	-	**15,799**	15,799	-
	24,785	37,846	37,846	37,846	37,846	37,846	40,982	40,198	38,630	37,846	37,846	43,998	-	**453,517**	**453,517**	**-**

Powered by BoardOnTrack

TEACH Prep

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2023

ADA = 262.20

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	29,675	29,675	29,675	29,675	-	-	-	-	-	-	-	-	**118,700**	118,700	-
4200 Books and Reference Materials	9,500	9,500	9,500	9,500	9,500	-	-	-	-	-	-	-	-	**47,500**	47,500	-
4302 School Supplies	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	-	**81,600**	81,600	-
4305 Software	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	-	**123,900**	123,900	-
4310 Office Expense	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	-	**33,100**	33,100	-
4400 Noncapitalized Equipment	-	18,600	18,600	18,600	18,600	18,600	-	-	-	-	-	-	-	**93,000**	93,000	-
4700 Food Services	-	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	21,125	-	**232,377**	232,377	-
	29,383	98,784	98,784	98,784	98,784	59,609	41,009	41,009	41,009	41,009	41,009	41,009	-	**730,177**	**730,177**	-
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102 Special Education	-	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	13,327	-	**146,600**	146,600	-
5103 Substitute Teacher	-	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	1,409	-	**15,500**	15,500	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105 Security	-	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	1,182	-	**13,000**	13,000	-
5106 Other Educational Consultants	-	-	12,070	12,070	12,070	12,070	12,070	12,070	12,070	12,070	12,070	12,070	-	**120,700**	120,700	-
	-	15,918	27,988	27,988	27,988	27,988	27,988	27,988	27,988	27,988	27,988	27,988	-	**295,800**	**295,800**	-
Operations and Housekeeping																
5201 Auto and Travel	-	18	18	18	18	18	18	18	18	18	18	18	-	**200**	200	-
5300 Dues & Memberships	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
5400 Insurance	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	3,408	-	**40,900**	40,900	-
5501 Utilities	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	**12,600**	12,600	-
5502 Janitorial Services	733	733	733	733	733	733	733	733	733	733	733	733	-	**8,800**	8,800	-
5900 Communications	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	-	**61,800**	61,800	-
5901 Postage and Shipping	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	300	-
	10,592	10,610	10,640	10,640	10,640	10,640	10,640	10,640	10,640	10,640	10,640	10,640	-	**127,600**	**127,600**	-
Facilities, Repairs and Other Leases																
5601 Rent	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	46,533	-	**558,394**	558,394	-
5603 Equipment Leases	958	958	958	958	958	958	958	958	958	958	958	958	-	**11,500**	11,500	-
5605 Real/Personal Property Taxes	25	25	25	25	25	25	25	25	25	25	25	25	-	**300**	300	-
5610 Repairs and Maintenance	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	4,758	-	**57,100**	57,100	-
	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	52,275	-	**627,294**	**627,294**	-
Professional/Consulting Services																
5801 IT	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**	500	-
5802 Audit & Taxes	-	-	-	4,067	4,067	4,067	-	-	-	-	-	-	-	**12,200**	12,200	-
5803 Legal	92	92	92	92	92	92	92	92	92	92	92	92	-	**1,100**	1,100	-
5804 Professional Development	-	-	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	-	**57,500**	57,500	-
5805 General Consulting	-	-	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	1,310	-	**13,100**	13,100	-
5808 Printing	-	-	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	-	**16,300**	16,300	-
5809 Other taxes and fees	-	-	300	300	300	300	300	300	300	300	300	300	-	**3,000**	3,000	-
5810 Payroll Service Fee	350	350	350	350	350	350	350	350	350	350	350	350	-	**4,200**	4,200	-
5811 Management Fee	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	46,312	-	**555,746**	555,746	-
5812 District Oversight Fee	-	1,509	1,919	2,525	2,525	2,525	2,525	2,525	4,181	3,490	3,490	3,490	3,490	**34,192**	34,192	-
5813 County Fees	-	-	-	1,475	-	-	1,475	-	-	1,475	-	-	1,475	**5,900**	5,900	-
5814 SPED Encroachment	-	8,325	8,325	14,985	14,985	14,985	14,985	8,092	17,982	17,982	17,982	17,982	9,890	**166,497**	166,497	-
5815 Public Relations/Recruitment	-	-	420	420	420	420	420	420	420	420	420	420	-	**4,200**	4,200	-
	46,795	56,629	66,450	79,257	77,782	77,782	75,190	66,822	78,368	79,152	77,677	77,677	14,854	**874,434**	**874,434**	-
Depreciation																
6900 Depreciation Expense	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	-	**45,800**	45,800	-
	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	-	**45,800**	**45,800**	-

TEACH Prep

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2023

ADA = 262.20

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**244,450**	**409,686**	**431,606**	**444,414**	**442,939**	**403,764**	**385,708**	**376,556**	**386,534**	**386,533**	**385,058**	**422,469**	**14,854**	**4,734,571**	**4,734,571**	**-**
Monthly Surplus (Deficit)	**(244,450)**	**(248,616)**	**(205,924)**	**(162,011)**	**(20,079)**	**(36,324)**	**62,632**	**(83,696)**	**79,504**	**72,975**	**83,299**	**377,911**	**530,171**	**205,391**	**205,391**	**-**
Cash Flow Adjustments															2.29	
Monthly Surplus (Deficit)	(244,450)	(248,616)	(205,924)	(162,011)	(20,079)	(36,324)	62,632	(83,696)	79,504	72,975	83,299	377,911	530,171	**205,391**	Coverage 1.20	
Cash flows from operating activities																
Depreciation/Amortization	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	-	**45,800**		
Public Funding Receivables	277,979	-	-	-	61,266	22,348	7,536	-	-	-	-	-	(545,025)	**(175,896)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(68,816)	-	-	-	-	-	-	-	-	-	-	-	14,854	**(53,962)**		
Total Change in Cash	(31,470)	(244,799)	(202,107)	(158,194)	45,004	(10,159)	73,985	(79,880)	83,320	76,792	87,115	381,728				
Cash, Beginning of Month	742,655	711,186	466,386	264,279	106,085	151,088	140,929	214,914	135,034	218,355	295,147	382,262				
													88	ADCOH		
Cash, End of Month	**711,186**	**466,386**	**264,279**	**106,085**	**151,088**	**140,929**	**214,914**	**135,034**	**218,355**	**295,147**	**382,262**	**763,989**	**59**	**DCOH**		

FY22-23 TEMPLATE

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2022

ADA = 123.50

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 123.50	
Other Local Revenue																
8689 Other Fees and Contracts	46,842	89,935	120,029	142,651	168,005	188,183	208,764	146,797	200,742	187,961	203,118	306,985	208,110	**2,218,123**	2,218,123	-
	46,842	89,935	120,029	142,651	168,005	188,183	208,764	146,797	200,742	187,961	203,118	306,985	208,110	**2,218,123**	**2,218,123**	-
Total Revenue	**46,842**	**89,935**	**120,029**	**142,651**	**168,005**	**188,183**	**208,764**	**146,797**	**200,742**	**187,961**	**203,118**	**306,985**	**208,110**	**2,218,123**	**2,218,123**	-
Expenses																
Certificated Salaries																
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	17,948	-	**17,948**	17,948	-
1300 Administrators' Salaries	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	-	**717,933**	717,933	-
	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	59,828	77,776	-	**735,881**	**735,881**	-
Classified Salaries																
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	16,606	-	**16,606**	16,606	-
2300 Classified Administrators' Salaries	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	30,438	-	**365,250**	365,250	-
2400 Clerical and Office Staff Salaries	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	17,833	-	**214,000**	214,000	-
2900 Other Classified Salaries	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	**85,000**	85,000	-
	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	55,354	71,960	-	**680,856**	**680,856**	-
Benefits																
3101 STRS	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	11,427	14,855	-	**140,553**	140,553	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301 OASDI	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	3,432	4,462	-	**42,213**	42,213	-
3311 Medicare	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	2,171	-	**20,543**	20,543	-
3401 Health and Welfare	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	**120,000**	120,000	-
3501 State Unemployment	319	319	319	319	319	319	1,593	1,274	637	319	319	319	-	**6,370**	6,370	-
3601 Workers' Compensation	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	2,096	-	**19,834**	19,834	-
3901 Other Benefits	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	4,492	-	**42,502**	42,502	-
	31,916	31,916	31,916	31,916	31,916	31,916	33,190	32,871	32,234	31,916	31,916	38,395	-	**392,016**	**392,016**	-
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302 School Supplies	600	600	600	600	600	600	600	600	600	600	600	600	-	**7,200**	7,200	-
4305 Software	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	15,000	-
4310 Office Expense	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	-	**39,200**	39,200	-
4311 Business Meals	458	458	458	458	458	458	458	458	458	458	458	458	-	**5,500**	5,500	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400 Noncapitalized Equipment	-	2,120	2,120	2,120	2,120	2,120	-	-	-	-	-	-	-	**10,600**	10,600	-
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	5,575	7,695	7,695	7,695	7,695	7,695	5,575	5,575	5,575	5,575	5,575	5,575	-	**77,500**	**77,500**	-

FY22-23 TEMPLATE

Monthly Cash Flow/Budget FY22-23

Revised 6/16/2022

ADA = 123.50

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	9	9	9	9	9	9	9	9	9	9	9	-	**100**	100	-
5105 Security	-	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	-	**19,100**	19,100	-
	-	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	1,745	-	**19,200**	**19,200**	**-**
Operations and Housekeeping																
5201 Auto and Travel	-	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	1,282	-	**14,100**	14,100	-
5300 Dues & Memberships	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**	3,700	-
5400 Insurance	517	517	517	517	517	517	517	517	517	517	517	517	-	**6,200**	6,200	-
5501 Utilities	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	**14,400**	14,400	-
5502 Janitorial Services	617	617	617	617	617	617	617	617	617	617	617	617	-	**7,400**	7,400	-
5900 Communications	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	-	**29,300**	29,300	-
5901 Postage and Shipping	-	-	380	380	380	380	380	380	380	380	380	380	-	**3,800**	3,800	-
	5,083	6,365	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	6,745	-	**78,900**	**78,900**	**-**
Facilities, Repairs and Other Leases																
5601 Rent	5,000	5,000	5,000	5,000	-	-	-	-	-	-	-	-	-	**20,000**	20,000	-
5602 Additional Rent	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**	1,200	-
5603 Equipment Leases	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**	3,700	-
5604 Other Leases	558	558	558	558	558	558	558	558	558	558	558	558	-	**6,700**	6,700	-
5605 Real/Personal Property Taxes	358	358	358	358	358	358	358	358	358	358	358	358	-	**4,300**	4,300	-
5610 Repairs and Maintenance	567	567	567	567	567	567	567	567	567	567	567	567	-	**6,800**	6,800	-
	6,892	6,892	6,892	6,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	1,892	-	**42,700**	**42,700**	**-**
Professional/Consulting Services																
5801 IT	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**	3,700	-
5802 Audit & Taxes	-	-	-	2,167	2,167	2,167	-	-	-	-	-	-	-	**6,500**	6,500	-
5803 Legal	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**12,000**	12,000	-
5804 Professional Development	-	-	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	-	**16,800**	16,800	-
5805 General Consulting	-	-	600	600	600	600	600	600	600	600	600	600	-	**6,000**	6,000	-
5806 Special Activities/Field Trips	-	-	-	-	-	600	600	600	-	-	-	-	-	**1,800**	1,800	-
5807 Bank Charges	-	-	390	390	390	390	390	390	390	390	390	390	-	**3,900**	3,900	-
5808 Printing	-	-	60	60	60	60	60	60	60	60	60	60	-	**600**	600	-
5809 Other taxes and fees	-	-	400	400	400	400	400	400	400	400	400	400	-	**4,000**	4,000	-
5810 Payroll Service Fee	225	225	225	225	225	225	225	225	225	225	225	225	-	**2,700**	2,700	-
5811 Management Fee	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	-	**28,000**	28,000	-
5815 Public Relations/Recruitment	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**	300	-
	3,867	3,867	7,027	9,193	9,193	9,793	7,627	7,627	7,027	7,027	7,027	7,027	-	**86,300**	**86,300**	**-**
Depreciation																
6900 Depreciation Expense	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	15,000	-
	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**	**15,000**	**-**
Total Expenses	**169,764**	**174,912**	**178,452**	**180,618**	**175,618**	**176,218**	**173,206**	**172,887**	**171,650**	**171,332**	**171,332**	**212,365**	**-**	**2,128,353**	**2,128,353**	**-**
Monthly Surplus (Deficit)	**(122,922)**	**(84,977)**	**(58,423)**	**(37,967)**	**(7,613)**	**11,965**	**35,559**	**(26,090)**	**29,092**	**16,629**	**31,787**	**94,620**	**208,110**	**89,770**	**89,770**	**-**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(122,922)	(84,977)	(58,423)	(37,967)	(7,613)	11,965	35,559	(26,090)	29,092	16,629	31,787	94,620	208,110	**89,770**		
Cash flows from operating activities																
Depreciation/Amortization	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	**15,000**		
Public Funding Receivables	-	-	-	-	-	-	168,740	-	-	-	-	-	(208,110)	**(39,370)**		
Total Change in Cash	(121,672)	(83,727)	(57,173)	(36,717)	(6,363)	13,215	205,549	(24,840)	30,342	17,879	33,037	95,870				
Cash, Beginning of Month	705,483	583,811	500,084	442,912	406,194	399,831	413,046	618,595	593,755	624,097	641,977	675,013				
Cash, End of Month	**583,811**	**500,084**	**442,912**	**406,194**	**399,831**	**413,046**	**618,595**	**593,755**	**624,097**	**641,977**	**675,013**	**770,883**				

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*415.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*351.43*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 2,290,631	$ 3,899,383	$ 4,175,027	$ 4,400,258	$ 4,612,223	$ 4,612,223
8012 Education Protection Account	840,779	-	-	-	-	-
8019 State Aid - Prior Year	1	-	-	-	-	-
8096 In Lieu of Property Taxes	1,053,947	1,293,321	1,293,321	1,293,321	1,293,321	1,293,321
	4,185,358	5,192,704	5,468,349	5,693,579	5,905,544	5,905,544
Federal Revenue						
8181 Special Education - Entitlement	70,069	80,256	80,256	80,256	80,256	80,256
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	348,866	340,367	340,367	340,367	340,367	340,367
8290 Title I, Part A - Basic Low Income	218,102	218,102	218,102	218,102	218,102	218,102
8291 Title II, Part A - Teacher Quality	25,694	25,694	25,694	25,694	25,694	25,694
8296 Other Federal Revenue	1,173,409	518,147	518,147	-	-	-
8299 Prior Year Federal Revenue	1	-	-	-	-	-
	1,836,141	1,182,566	1,182,566	664,419	664,419	664,419
Other State Revenue						
8311 State Special Education	260,514	303,050	303,050	303,050	303,050	303,050
8520 Child Nutrition	33,129	32,217	32,217	32,217	32,217	32,217
8545 School Facilities (SB740)	391,634	455,578	455,578	455,578	455,578	455,578
8550 Mandated Cost	7,477	6,048	7,194	7,194	7,194	7,194
8560 State Lottery	71,507	86,526	86,526	86,526	86,526	86,526
8598 Prior Year Revenue	58,064	-	-	-	-	-
8599 Other State Revenue	578,031	350,358	350,358	143,446	143,446	143,446
	1,400,356	1,233,777	1,234,923	1,028,011	1,028,011	1,028,011
Other Local Revenue						
8689 Other Fees and Contracts	2,715	-	-	-	-	-
8990 Contributions, Restricted	15,548	-	-	-	-	-
	18,263	-	-	-	-	-
Total Revenue	**$ 7,440,118**	**$ 7,609,046**	**$ 7,885,837**	**$ 7,386,009**	**$ 7,597,974**	**$ 7,597,974**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	1,182,373	1,290,051	1,315,852	1,342,169	1,369,013	1,396,393
1170 Teachers' Substitute Hours	114,856	39,118	39,900	-	-	-
1175 Teachers' Extra Duty/Stipends	32,978	-	-	-	-	-
1200 Pupil Support Salaries	151,884	74,530	76,021	77,541	79,092	80,674
1300 Administrators' Salaries	153,461	293,147	299,010	304,990	311,090	317,311
1900 Other Certificated Salaries	9,462	146,650	149,583	152,575	155,626	158,739
	1,645,013	1,843,496	1,880,366	1,877,275	1,914,820	1,953,117

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Classified Salaries							
2100	Instructional Salaries	291,848	342,824	349,681	356,675	363,808	371,084
2200	Support Salaries	50,402	48,048	49,009	49,989	50,989	52,009
2300	Classified Administrators' Salaries	49,057	14,179	14,462	-	-	-
2400	Clerical and Office Staff Salaries	134,793	194,376	198,264	202,229	206,273	210,399
2900	Other Classified Salaries	114,600	138,684	141,458	144,287	147,173	150,116
		640,700	738,111	752,874	753,179	768,243	783,608
Benefits							
3101	STRS	272,114	352,108	359,150	358,559	365,731	373,045
3202	PERS	161,595	192,647	204,029	208,631	213,572	217,843
3301	OASDI	44,840	45,763	46,678	46,697	47,631	48,584
3311	Medicare	34,433	37,433	38,182	38,142	38,904	39,683
3401	Health and Welfare	116,428	135,000	137,700	140,454	143,263	146,128
3501	State Unemployment	22,774	22,540	22,540	21,560	21,560	21,560
3601	Workers' Compensation	14,365	36,142	36,865	36,826	37,563	38,314
3901	Other Benefits	12,808	-	-	-	-	-
		679,356	821,633	845,144	850,869	868,224	885,157
Books and Supplies							
4100	Textbooks and Core Curricula	69,400	82,500	84,150	60,833	61,441	37,056
4200	Books and Other Materials	600	700	714	728	736	743
4302	School Supplies	24,334	28,900	29,478	30,068	30,368	30,672
4305	Software	85,179	101,300	103,326	70,393	71,096	71,807
4310	Office Expense	44,594	53,000	54,060	30,141	25,443	25,697
4311	Business Meals	42	-	-	-	-	-
4400	Noncapitalized Equipment	214,100	200,000	54,000	(19,920)	(45,119)	(45,570)
4700	Food Services	339,047	372,584	380,035	387,636	391,512	395,428
		777,296	838,984	705,763	559,879	535,477	515,832
Subagreement Services							
5101	Nursing	333	400	408	416	420	425
5102	Special Education	195,823	232,900	237,558	242,309	244,732	247,180
5103	Substitute Teacher	157,461	187,300	191,046	144,867	146,316	147,779
5104	Transportation	-	-	-	-	-	-
5105	Security	25,712	30,600	31,212	31,836	32,155	32,476
5106	Other Educational Consultants	451,951	200,000	204,000	208,080	210,161	212,262
		831,279	651,200	664,224	627,508	633,784	640,121

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping						
5201 Auto and Travel	632	800	816	832	841	849
5300 Dues & Memberships	1,424	1,700	1,734	1,769	1,786	1,804
5400 Insurance	62,531	74,400	75,888	62,406	63,030	63,660
5501 Utilities	75,391	89,700	81,494	73,124	73,855	74,594
5502 Janitorial Services	26,853	31,900	32,538	33,189	33,521	33,856
5900 Communications	42,698	50,800	51,816	52,852	53,381	53,915
5901 Postage and Shipping	5,415	6,400	6,528	6,659	6,725	6,792
	214,944	255,700	250,814	230,830	233,139	235,470
Facilities, Repairs and Other Leases						
5601 Rent	866,238	870,973	871,254	867,261	871,682	880,399
5602 Additional Rent	(4,810)	(9,514)	(9,824)	(5,833)	(10,254)	(10,357)
5603 Equipment Leases	47,458	56,400	57,528	58,679	59,265	59,858
5604 Other Leases	83	100	102	104	105	106
5605 Real/Personal Property Taxes	333	400	408	416	420	425
5610 Repairs and Maintenance	27,244	32,400	33,048	33,709	29,046	29,337
	936,547	950,759	952,516	954,336	950,265	959,767
Professional/Consulting Services						
5801 IT	2,767	3,300	3,366	3,433	3,468	3,502
5802 Audit & Taxes	11,800	14,000	14,280	14,566	14,711	14,858
5803 Legal	2,750	3,300	3,366	3,433	3,468	3,502
5804 Professional Development	40,451	48,100	49,062	40,043	40,444	40,848
5805 General Consulting	9,863	11,700	11,934	12,173	12,294	12,417
5806 Special Activities/Field Trips	35,000	41,600	42,432	33,281	33,613	28,950
5807 Bank Charges	15	-	-	-	-	-
5808 Printing	8,848	10,500	10,710	10,924	11,033	11,144
5809 Other taxes and fees	12,825	15,300	15,606	15,918	16,077	16,238
5810 Payroll Service Fee	3,002	3,600	3,672	3,745	3,783	3,821
5811 Management Fee	837,013	856,018	873,138	840,601	779,007	774,797
5812 District Oversight Fee	41,854	51,927	54,683	56,936	59,055	59,055
5813 County Fees	5,674	6,700	6,834	6,971	7,040	7,111
5814 SPED Encroachment	228,175	265,430	265,430	265,430	265,430	265,430
5815 Public Relations/Recruitment	3,700	4,400	4,488	4,578	4,624	4,670
	1,243,736	1,335,875	1,359,002	1,312,032	1,254,048	1,246,344
Depreciation						
6900 Depreciation Expense	134,244	159,700	162,894	126,152	127,413	128,688
	134,244	159,700	162,894	126,152	127,413	128,688
Interest						
7438 Interest Expense	15,459	-	-	-	-	-
	15,459	-	-	-	-	-
Total Expenses	**$ 7,118,575**	**$ 7,595,458**	**$ 7,573,596**	**$ 7,292,060**	**$ 7,285,412**	**$ 7,348,103**
Surplus (Deficit)	**$ 321,544**	**$ 13,589**	**$ 312,241**	**$ 93,949**	**$ 312,561**	**$ 249,870**
Fund Balance, Beginning of Year	$ 4,683,995	$ 5,005,539	$ 5,019,127	$ 5,331,368	$ 5,425,317	$ 5,737,878
Fund Balance, End of Year	**$ 5,005,539**	**$ 5,019,127**	**$ 5,331,368**	**$ 5,425,317**	**$ 5,737,878**	**$ 5,987,748**
	70.3%	***66.1%***	***70.4%***	***74.4%***	***78.8%***	***81.5%***
Cash Flow Adjustments						

TEACH Academy of Technologies

Multi-Year Forecast

Revised 6/15/2022

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Surplus (Deficit)	321,544	13,589	312,241	93,949	312,561	249,870
Cash Flows From Operating Activities						
Depreciation/Amortization	134,244	159,700	162,894	126,152	127,413	128,688
Public Funding Receivables	180,937	(182,559)	28,911	420	(19,077)	-
Grants and Contributions Rec.	(71,650)	-	-	-	-	-
Due To/From Related Parties	(118,116)	-	-	-	-	-
Prepaid Expenses	(53,445)	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Accounts Payable	(20,662)	(22,186)	(601)	237	208	18
Accrued Expenses	(111,424)	-	-	-	-	-
Other Liabilities	(8,953)	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(4,284)	-	-	-	-	-
Proceeds(Payments) on Debt	(31,030)	-	-	-	-	-
Total Change in Cash	217,160	(31,456)	503,445	220,758	421,106	378,575
Cash, Beginning of Year	2,745,308	2,962,468	2,931,011	3,434,456	3,655,214	4,076,320
Cash, End of Year	**$ 2,962,468**	**$ 2,931,011**	**$ 3,434,456**	**$ 3,655,214**	**$ 4,076,320**	**$ 4,454,896**

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*477.00*	*440.00*	*440.00*	*440.00*	*440.00*	*440.00*
Average Daily Attendance	*404.22*	*418.00*	*418.00*	*418.00*	*418.00*	*418.00*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 4,604,936	$ 4,938,711	$ 5,271,772	$ 5,535,014	$ 5,789,035	$ 5,789,035
8012 Education Protection Account	85,133	-	-	-	-	-
8096 In Lieu of Property Taxes	1,248,506	1,293,321	1,293,321	1,293,321	1,293,321	1,293,321
	5,938,575	6,232,033	6,565,094	6,828,335	7,082,356	7,082,356
Federal Revenue						
8181 Special Education - Entitlement	83,004	81,510	81,510	81,510	81,510	81,510
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	353,130	333,426	333,426	333,426	333,426	333,426
8290 Title I, Part A - Basic Low Income	181,961	181,961	181,961	181,961	181,961	181,961
8291 Title II, Part A - Teacher Quality	21,793	21,793	21,793	21,793	21,793	21,793
8296 Other Federal Revenue	912,343	366,754	366,754	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-
	1,552,231	985,444	985,444	618,690	618,690	618,690
Other State Revenue						
8311 State Special Education	308,605	303,050	303,050	303,050	303,050	303,050
8520 Child Nutrition	34,470	31,560	31,560	31,560	31,560	31,560
8545 School Facilities (SB740)	463,930	455,578	455,578	455,578	455,578	455,578
8550 Mandated Cost	18,930	19,350	20,010	20,010	20,010	20,010
8560 State Lottery	84,707	95,304	95,304	95,304	95,304	95,304
8598 Prior Year Revenue	1,791	-	-	-	-	-
8599 Other State Revenue	427,416	182,466	182,466	1	1	1
	1,339,849	1,087,307	1,087,967	905,502	905,502	905,502
Other Local Revenue						
8990 Contributions, Restricted	34,912	-	-	-	-	-
	34,912	-	-	-	-	-
Total Revenue	**$ 8,865,566**	**$ 8,304,784**	**$ 8,638,504**	**$ 8,352,527**	**$ 8,606,548**	**$ 8,606,548**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	1,227,206	1,378,831	1,406,407	1,434,536	1,448,881	1,463,370
1170 Teachers' Substitute Hours	133,675	40,552	41,363	-	-	-
1175 Teachers' Extra Duty/Stipends	56,427	55,000	56,100	57,222	57,794	58,372
1200 Pupil Support Salaries	145,057	165,050	168,351	171,718	173,435	175,170
1300 Administrators' Salaries	253,517	365,967	373,286	380,752	384,559	388,405
1900 Other Certificated Salaries	98,742	79,035	80,615	82,228	83,050	83,880
	1,914,624	2,084,434	2,126,122	2,126,455	2,147,719	2,169,197

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

CHARTER IMPACT

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Classified Salaries						
2100 Instructional Salaries	265,870	330,022	336,622	343,354	346,788	350,256
2200 Support Salaries	114,883	48,048	49,009	49,989	50,489	50,994
2300 Classified Administrators' Salaries	42,335	13,250	13,515	-	-	-
2400 Clerical and Office Staff Salaries	102,337	193,040	196,901	200,839	202,847	204,876
2900 Other Classified Salaries	82,080	109,200	111,384	113,612	114,748	115,895
	607,505	693,559	707,431	707,794	714,872	722,021
Benefits						
3101 STRS	326,135	398,127	406,089	406,153	410,214	414,317
3301 OASDI	42,055	43,001	43,861	43,883	44,322	44,765
3311 Medicare	38,320	40,281	41,087	41,097	41,508	41,923
3401 Health and Welfare	175,635	170,500	173,910	177,388	179,162	180,954
3501 State Unemployment	23,384	24,990	24,990	24,010	24,010	24,010
3601 Workers' Compensation	16,446	38,892	39,670	39,679	40,076	40,477
3901 Other Benefits	29,441	34,725	35,419	35,428	35,782	36,140
	651,416	750,515	765,026	767,639	775,075	782,585
Books and Supplies						
4100 Textbooks and Core Curricula	150,000	125,000	127,500	130,050	131,351	132,664
4200 Books and Other Materials	75,000	77,600	79,152	80,735	81,542	82,358
)irector School Supplies	90,813	100,000	102,000	104,040	105,080	106,131
c Direc Software	175,660	200,000	204,000	208,080	210,161	212,262
4310 Office Expense	41,117	42,500	43,350	44,217	44,659	45,106
4311 Business Meals	220	200	204	208	210	212
4400 Noncapitalized Equipment	300,000	150,000	143,000	95,860	46,819	47,287
4700 Food Services	322,176	364,985	372,285	379,731	383,528	387,363
	1,154,986	1,060,285	1,071,491	1,042,921	1,003,350	1,013,384
5102 Special Education	250,000	258,500	263,670	268,943	271,633	274,349
5103 Substitute Teacher	78,257	80,900	82,518	84,168	85,010	85,860
5104 Transportation	27,120	28,000	28,560	29,131	29,423	29,717
	14,080	17,100	17,442	17,791	17,969	18,148
5106 Other Educational Consultants	5,000	5,200	5,304	5,410	5,464	5,519
	374,457	389,700	397,494	405,444	409,498	413,593
Operations and Housekeeping						
5201 Auto and Travel	318	300	306	312	315	318
5300 Dues & Memberships	1,508	1,600	1,632	1,665	1,681	1,698
5400 Insurance	68,563	70,900	72,318	68,764	69,452	70,147
5501 Utilities	87,785	90,800	92,616	89,468	90,363	91,267
5502 Janitorial Services	26,214	27,100	27,642	28,195	28,477	28,762
5516 Miscellaneous Expense	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-
5900 Communications	78,113	80,800	82,416	84,064	84,905	85,754
5901 Postage and Shipping	754	800	816	832	841	849
	263,255	272,300	277,746	273,301	276,034	278,794
Facilities, Repairs and Other Leases						
5601 Rent	741,140	740,013	738,836	741,873	733,180	740,512
5602 Additional Rent	(63)	1,065	1,086	1,108	1,119	1,130
5603 Equipment Leases	208	200	204	208	210	212
5604 Other Leases	-	-	-	-	-	-
5605 Real/Personal Property Taxes	583	600	612	624	630	637
5610 Repairs and Maintenance	128,575	156,600	159,732	142,927	144,356	105,799
	870,444	898,478	900,470	886,740	879,496	848,291

TEACH TECH Charter High School

Multi-Year Forecast

Revised 6/14/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Professional/Consulting Services						
5801 IT	333	300	306	312	315	318
5802 Audit & Taxes	11,700	12,100	12,342	12,589	12,715	12,842
5803 Legal	958	1,000	1,020	1,040	1,051	1,061
5804 Professional Development	64,962	67,200	68,544	59,915	45,514	45,969
5805 General Consulting	15,723	19,100	19,482	19,872	5,070	5,121
5806 Special Activities/Field Trips	75,000	77,600	79,152	70,735	71,442	62,157
5807 Bank Charges	-	-	-	-	-	-
5808 Printing	17,235	17,800	18,156	18,519	18,704	18,891
5809 Other taxes and fees	5,804	6,000	6,120	6,242	6,305	6,368
5810 Payroll Service Fee	3,336	3,400	3,468	3,537	3,573	3,608
5811 Management Fee	997,376	934,288	952,974	972,033	981,754	991,571
5812 District Oversight Fee	59,386	62,320	65,651	68,283	70,824	70,824
5813 County Fees	5,073	5,200	5,304	5,410	5,464	5,519
5814 SPED Encroachment	270,296	265,430	265,430	265,430	265,430	265,430
5815 Public Relations/Recruitment	3,050	3,200	3,264	3,329	3,363	3,396
	1,530,230	1,474,938	1,501,213	1,507,248	1,491,523	1,493,076
Dinator- Move to TPS						
6900 Depreciation Expense	58,451	60,400	61,608	62,840	63,469	64,103
	58,451	60,400	61,608	62,840	63,469	64,103
Interest						
7438 Interest Expense	-	-	-	-	-	-
	-	-	-	-	-	-
Total Expenses	**$ 7,425,368**	**$ 7,684,610**	**$ 7,808,601**	**$ 7,780,381**	**$ 7,761,036**	**$ 7,785,044**
Surplus (Deficit)	**$ 1,440,198**	**$ 620,174**	**$ 829,904**	**$ 572,146**	**$ 845,512**	**$ 821,504**
Fund Balance, Beginning of Year	$ 4,027,093	$ 5,467,291	$ 6,087,465	$ 6,917,368	$ 7,489,514	$ 8,335,026
Fund Balance, End of Year	**$ 5,467,291**	**$ 6,087,465**	**$ 6,917,368**	**$ 7,489,514**	**$ 8,335,026**	**$ 9,156,530**
	73.6%					
Cash Flow Adjustments						
Surplus (Deficit)	1,440,198	620,174	829,904	572,146	845,512	821,504
Total Change in Cash	1,839,109	507,898	850,301	629,804	886,360	885,621
Cash, Beginning of Year	1,969,433	3,808,542	4,316,440	5,166,741	5,796,546	6,682,906
Cash, End of Year	**$ 3,808,542**	**$ 4,316,440**	**$ 5,166,741**	**$ 5,796,546**	**$ 6,682,906**	**$ 7,568,527**

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*6.56%*	*5.38%*	*4.02%*	*3.72%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*1.00%*	*1.00%*
Enrollment	*261.00*	*276.00*	*276.00*	*276.00*	*276.00*	*276.00*
Average Daily Attendance	*220.96*	*262.20*	*262.20*	*262.20*	*262.20*	*262.20*
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	$ 2,045,484	$ 2,607,903	$ 2,791,895	$ 2,936,285	$ 3,075,919	$ 3,075,919
8012 Education Protection Account	44,972	-	-	-	-	-
8096 In Lieu of Property Taxes	659,535	811,265	811,265	811,265	811,265	811,265
	2,749,991	3,419,169	3,603,160	3,747,550	3,887,184	3,887,184
Federal Revenue						
8181 Special Education - Entitlement	41,575	51,129	51,129	51,129	51,129	51,129
8182 Special Education - Discretionary	-	-	-	-	-	-
8220 Federal Child Nutrition	239,370	212,284	212,284	212,284	212,284	212,284
8290 Title I, Part A - Basic Low Income	103,481	84,322	84,322	84,322	84,322	84,322
8291 Title II, Part A - Teacher Quality	10,048	10,048	10,048	10,048	10,048	10,048
8296 Other Federal Revenue	553,983	201,630	-	-	-	-
8299 Prior Year Federal Revenue	(0)	-	-	-	-	-
	948,457	559,413	357,783	357,783	357,783	357,783
Other State Revenue						
8311 State Special Education	149,019	190,095	190,095	190,095	190,095	190,095
8520 Child Nutrition	22,331	20,093	20,093	20,093	20,093	20,093
8545 School Facilities (SB740)	245,064	285,772	285,772	285,772	285,772	285,772
8550 Mandated Cost	3,074	3,803	4,512	4,512	4,512	4,512
8560 State Lottery	44,745	59,782	59,782	59,782	59,782	59,782
8598 Prior Year Revenue	14,249	-	-	-	-	-
8599 Other State Revenue	178,620	401,836	401,836	200,000	200,000	200,000
	657,102	961,380	962,090	760,254	760,254	760,254
Other Local Revenue						
	-	-	-	-	-	-
Total Revenue	**$ 4,355,549**	**$ 4,939,962**	**$ 4,923,033**	**$ 4,865,587**	**$ 5,005,221**	**$ 5,005,221**
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	677,935	835,353	852,060	869,101	886,483	904,213
1170 Teachers' Substitute Hours	57,868	23,336	23,803	-	-	-
1175 Teachers' Extra Duty/Stipends	22,472	15,000	15,300	15,606	15,918	16,236
1200 Pupil Support Salaries	11,806	-	-	-	-	-
1300 Administrators' Salaries	146,983	231,136	235,759	240,474	245,283	250,189
1900 Other Certificated Salaries	9,462	70,000	71,400	72,828	74,285	75,770
	926,526	1,174,826	1,198,322	1,198,009	1,221,970	1,246,409

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

		2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Classified Salaries							
2100	Instructional Salaries	186,567	210,600	214,464	218,753	223,128	227,591
2200	Support Salaries	45,947	40,000	40,800	41,616	42,448	43,297
2300	Classified Administrators' Salaries	27,375	7,922	8,081	-	-	-
2400	Clerical and Office Staff Salaries	55,345	86,600	88,332	90,099	91,901	93,739
2900	Other Classified Salaries	48,804	60,000	61,200	62,424	63,672	64,946
		364,039	405,122	412,877	412,892	421,150	429,573
Benefits							
3101	STRS	155,869	224,392	228,880	228,820	233,396	238,064
3202	PERS	-	-	-	-	-	-
3301	OASDI	24,251	25,118	25,598	25,599	26,111	26,634
3311	Medicare	19,178	22,909	23,362	23,358	23,825	24,302
3401	Health and Welfare	114,083	127,500	127,500	127,500	127,500	127,500
3501	State Unemployment	12,545	15,680	15,680	14,700	14,700	14,700
3601	Workers' Compensation	14,411	22,119	22,557	22,553	23,004	23,464
3901	Other Benefits	17,503	15,799	16,112	16,109	16,431	16,760
		357,839	453,517	459,689	458,639	464,968	471,423
Books and Supplies							
4100	Textbooks and Core Curricula	100,000	118,700	61,074	42,295	37,718	38,096
4200	Books and Other Materials	40,000	47,500	48,450	49,419	44,913	45,362
4302	School Supplies	85,659	81,600	83,232	59,897	50,496	51,001
4305	Software	104,424	123,900	126,378	128,906	110,195	111,297
4310	Office Expense	27,886	33,100	33,762	34,437	34,782	35,129
4400	Noncapitalized Equipment	150,000	93,000	44,860	45,757	46,215	46,677
4700	Food Services	227,130	232,377	237,025	241,765	244,183	246,625
		735,099	730,177	634,781	602,476	568,501	574,186
Subagreement Services							
5101	Nursing	-	-	-	-	-	-
5102	Special Education	123,583	146,600	149,532	152,523	154,048	150,588
5103	Substitute Teacher	13,087	15,500	15,810	16,126	16,287	16,450
5105	Security	10,972	13,000	13,260	13,525	13,660	13,797
5106	Other Educational Consultants	101,695	120,700	123,114	125,576	126,832	128,100
		249,337	295,800	301,716	307,750	310,828	308,936

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Operations and Housekeeping						
5201 Auto and Travel	182	200	204	208	210	212
5300 Dues & Memberships	2,543	3,000	3,060	3,121	3,152	3,184
5400 Insurance	34,456	40,900	41,718	42,552	42,978	38,408
5501 Utilities	10,611	12,600	12,852	13,109	13,240	13,373
5502 Janitorial Services	7,391	8,800	8,976	9,156	9,247	9,340
5900 Communications	52,102	61,800	53,036	44,097	44,538	34,983
5901 Postage and Shipping	249	300	306	312	315	318
	107,534	127,600	120,152	112,555	113,681	99,817
Facilities, Repairs and Other Leases						
5601 Rent	558,394	558,394	557,368	559,659	553,101	558,632
5602 Additional Rent	-	-	-	-	-	-
5603 Equipment Leases	9,729	11,500	11,730	11,965	12,084	12,205
5604 Other Leases	-	-	-	-	-	-
5605 Real/Personal Property Taxes	292	300	306	312	315	318
5610 Repairs and Maintenance	48,145	57,100	58,242	29,407	29,701	29,998
	616,560	627,294	627,646	601,343	595,201	601,153
Professional/Consulting Services						
5801 IT	417	500	510	520	525	531
5802 Audit & Taxes	10,305	12,200	12,444	12,693	12,820	12,948
5803 Legal	916	1,100	1,122	1,144	1,156	1,167
5804 Professional Development	48,491	57,500	48,650	34,623	34,969	35,319
5805 General Consulting	11,005	13,100	13,362	13,629	13,766	13,903
5808 Printing	13,694	16,300	16,626	11,959	7,078	7,149
5809 Other taxes and fees	2,507	3,000	3,060	3,121	3,152	3,184
5810 Payroll Service Fee	3,544	4,200	4,284	4,370	4,413	4,458
5811 Management Fee	489,999	555,746	566,861	578,198	583,980	549,820
5812 District Oversight Fee	27,500	34,192	36,032	37,475	38,872	38,872
5813 County Fees	4,989	5,900	6,018	6,138	6,200	6,262
5814 SPED Encroachment	142,786	166,497	166,497	166,497	166,497	166,497
5815 Public Relations/Recruitment	3,550	4,200	4,284	4,370	4,413	4,458
	759,703	874,434	879,749	874,738	877,842	844,566
Depreciation						
6900 Depreciation Expense	38,631	45,800	46,716	47,650	45,127	45,578
	38,631	45,800	46,716	47,650	45,127	45,578
Interest						
7438 Interest Expense	750	-	-	-	-	-
	750	-	-	-	-	-
Total Expenses	**$ 4,156,018**	**$ 4,734,571**	**$ 4,681,648**	**$ 4,616,052**	**$ 4,619,266**	**$ 4,621,642**
Surplus (Deficit)	**$ 199,531**	**$ 205,391**	**$ 241,386**	**$ 249,535**	**$ 385,955**	**$ 383,579**

TEACH Prep

Multi-Year Forecast

Revised 6/16/2023

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Fund Balance, Beginning of Year	$ 1,206,369	$ 1,405,900	$ 1,611,291	$ 1,852,676	$ 2,102,211	$ 2,488,166
Fund Balance, End of Year	**$ 1,405,900**	**$ 1,611,291**	**$ 1,852,676**	**$ 2,102,211**	**$ 2,488,166**	**$ 2,871,746**
	33.8%	***34.0%***	***39.6%***	***45.5%***	***53.9%***	***62.1%***
Cash Flow Adjustments						
Surplus (Deficit)	199,531	205,391	241,386	249,535	385,955	383,579
Total Change in Cash	567,623	21,334	314,630	304,534	418,656	429,173
Cash, Beginning of Year	175,032	742,655	763,989	1,078,620	1,383,153	1,801,809
Cash, End of Year	**$ 742,655**	**$ 763,989**	**$ 1,078,620**	**$ 1,383,153**	**$ 1,801,809**	**$ 2,230,982**

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

CHARTER IMPACT

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Assumptions						
LCFF COLA	*n/a*	*5.33%*	*2.48%*	*3.54%*	*0.00%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*130.00*	*130.00*	*130.00*	*130.00*	*130.00*
Average Daily Attendance	*50.00*	*123.50*	*123.50*	*123.50*	*123.50*	*123.50*
Revenues						
State Aid - Revenue Limit						
Other Local Revenue						
8689 Other Fees and Contracts	2,062,948	2,218,123	2,218,123	2,218,123	2,218,123	2,218,123
	2,062,948	2,218,123	2,218,123	2,218,123	2,218,123	2,218,123
Total Revenue	**$ 2,062,948**	**$ 2,218,123**	**$ 2,218,123**	**$ 2,218,123**	**$ 2,218,123**	**$ 2,218,123**
Expenses						
Certificated Salaries						
1170 Teachers' Substitute Hours	-	17,948	18,307	-	-	-
1300 Administrators' Salaries	774,177	717,933	732,291	746,937	761,876	777,113
	774,177	735,881	750,599	746,937	761,876	777,113
Classified Salaries						
2200 Support Salaries	24,550	16,606	16,938	-	-	-
2300 Classified Administrators' Salaries	343,644	365,250	372,555	380,006	387,606	395,358
2400 Clerical and Office Staff Salaries	75,542	214,000	218,280	222,646	227,099	231,640
2900 Other Classified Salaries	89,987	85,000	86,700	88,434	90,203	92,007
	533,723	680,856	694,473	691,086	704,907	719,006
Benefits						
3101 STRS	122,984	140,553	143,364	142,665	145,518	148,429
3301 OASDI	31,679	42,213	43,057	42,847	43,704	44,578
3311 Medicare	18,818	20,543	20,954	20,851	21,268	21,694
3401 Health and Welfare	82,675	120,000	122,400	124,848	127,345	129,892
3501 State Unemployment	7,008	6,370	6,370	5,390	5,390	5,390
3601 Workers' Compensation	18,316	19,834	20,231	20,132	20,535	20,946
3901 Other Benefits	38,180	42,502	43,352	43,141	44,004	44,884
	319,660	392,016	399,728	399,875	407,764	415,812
Books and Supplies						
4302 School Supplies	2,918	7,200	7,344	7,491	7,641	7,794
4305 Software	12,145	15,000	15,300	15,606	15,918	16,236
4310 Office Expense	40,156	39,200	14,984	15,284	15,589	15,901
4311 Business Meals	2,237	5,500	5,610	5,722	5,837	5,953
4400 Noncapitalized Equipment	10,362	10,600	10,812	11,028	11,249	11,474
4700 Food Services	900	-	-	-	-	-
	68,718	77,500	54,050	55,131	56,234	57,358

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
		Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Subagreement Services							
5104	Transportation	45	100	102	104	106	108
5105	Security	19,892	19,100	19,482	19,872	20,269	20,674
		19,937	19,200	19,584	19,976	20,375	20,783
Operations and Housekeeping							
5201	Auto and Travel	11,792	14,100	14,382	14,670	14,963	15,262
5300	Dues & Memberships	1,500	3,700	3,774	3,849	3,926	4,005
5400	Insurance	2,500	6,200	6,324	6,450	6,579	6,711
5501	Utilities	13,907	14,400	14,688	14,982	15,281	15,587
5502	Janitorial Services	5,000	7,400	7,548	7,699	7,853	8,010
5900	Communications	23,185	29,300	17,886	18,244	18,609	18,981
5901	Postage and Shipping	5,605	3,800	3,876	3,954	4,033	4,113
		63,489	78,900	68,478	69,848	71,245	72,669
Facilities, Repairs and Other Leases							
5601	Rent	60,000	20,000	-	-	-	-
5602	Additional Rent	502	1,200	1,224	1,248	1,273	1,299
5603	Equipment Leases	1,486	3,700	3,774	3,849	3,926	4,005
5604	Other Leases	4,750	6,700	6,834	6,971	7,110	7,252
5605	Real/Personal Property Taxes	1,736	4,300	4,386	4,474	4,563	4,654
5610	Repairs and Maintenance	6,395	6,800	6,936	7,075	7,216	7,361
		74,870	42,700	23,154	23,617	24,089	24,571
Professional/Consulting Services							
5801	IT	2,917	3,700	3,774	3,849	3,926	4,005
5802	Audit & Taxes	5,880	6,500	6,630	6,763	6,898	7,036
5803	Legal	11,350	12,000	12,240	12,485	12,734	12,989
5804	Professional Development	10,864	16,800	17,136	17,479	17,828	18,185
5805	General Consulting	4,441	6,000	6,120	6,242	6,367	6,495
5806	Special Activities/Field Trips	733	1,800	1,836	1,873	1,910	1,948
5807	Bank Charges	1,585	3,900	3,978	4,058	4,139	4,221
5808	Printing	232	600	612	624	637	649
5809	Other taxes and fees	5,681	4,000	4,080	4,162	4,245	4,330
5810	Payroll Service Fee	5,142	2,700	2,754	2,809	2,865	2,923
5811	Management Fee	21,350	28,000	28,560	29,131	29,714	30,308
5815	Public Relations/Recruitment	125	300	306	312	318	325
		70,301	86,300	88,026	89,787	91,582	93,414

FY22-23 TEMPLATE

Multi-Year Forecast

Revised 6/16/2022

	2021-22 Prior Year	2022-23 Budget	2023-24 Forecast	2024-25 Forecast	2025-26 Forecast	2026-27 Forecast
Depreciation						
6900 Depreciation Expense	12,266	15,000	15,300	15,606	15,918	16,236
	12,266	15,000	15,300	15,606	15,918	16,236
Interest						
7438 Interest Expense	-	-	-	-	-	-
	-	-	-	-	-	-
Total Expenses	**$ 1,937,141**	**$ 2,128,353**	**$ 2,113,392**	**$ 2,111,861**	**$ 2,153,991**	**$ 2,196,963**
Surplus (Deficit)	**$ 125,807**	**$ 89,770**	**$ 104,731**	**$ 106,262**	**$ 64,132**	**$ 21,160**
Fund Balance, Beginning of Year	$ 617,037	$ 742,844	$ 832,614	$ 937,345	$ 1,043,607	$ 1,107,739
Fund Balance, End of Year	**$ 742,844**	**$ 832,614**	**$ 937,345**	**$ 1,043,607**	**$ 1,107,739**	**$ 1,128,900**
	38.3%	***39.1%***	***44.4%***	***49.4%***	***51.4%***	***51.4%***
Cash Flow Adjustments						
Surplus (Deficit)	125,807	89,770	104,731	106,262	64,132	21,160
Cash Flows From Operating Activities						
Depreciation/Amortization	12,266	15,000	15,300	15,606	15,918	16,236
Public Funding Receivables	(174,114)	(39,370)	-	-	-	-
Grants and Contributions Rec.	-	-	-	-	-	-
Due To/From Related Parties	311,921	-	-	-	-	-
Prepaid Expenses	(8,508)	-	-	-	-	-
Accounts Payable	(380)	-	-	-	-	-
Accrued Expenses	53,185	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-
Cash Flows From Investing Activities					-	-
Purchases of Prop. And Equip.	(1,415)	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-
Cash Flows From Financing Activities					-	-
Proceeds from Factoring	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-
Total Change in Cash	318,762	65,400	120,031	121,868	80,050	37,397
Cash, Beginning of Year	386,721	705,483	770,883	890,914	1,012,782	1,092,832
Cash, End of Year	**$ 705,483**	**$ 770,883**	**$ 890,914**	**$ 1,012,782**	**$ 1,092,832**	**$ 1,130,229**

Coversheet

22-23 Local Control And Accountability Plans

Section: III. Items Scheduled for Information and Potential Action
Item: C. 22-23 Local Control And Accountability Plans
Purpose: Vote
Submitted by:
Related Material:
2022_Local_Control_and_Accountability_Plan_TEACH_Tech_Charter_High_School_20220615.pdf
2022_Local_Control_and_Accountability_Plan_TEACH_Academy_of_Technologies_20220615 (1).pdf
2022_Local_Control_and_Accountability_Plan_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20220615.pdf

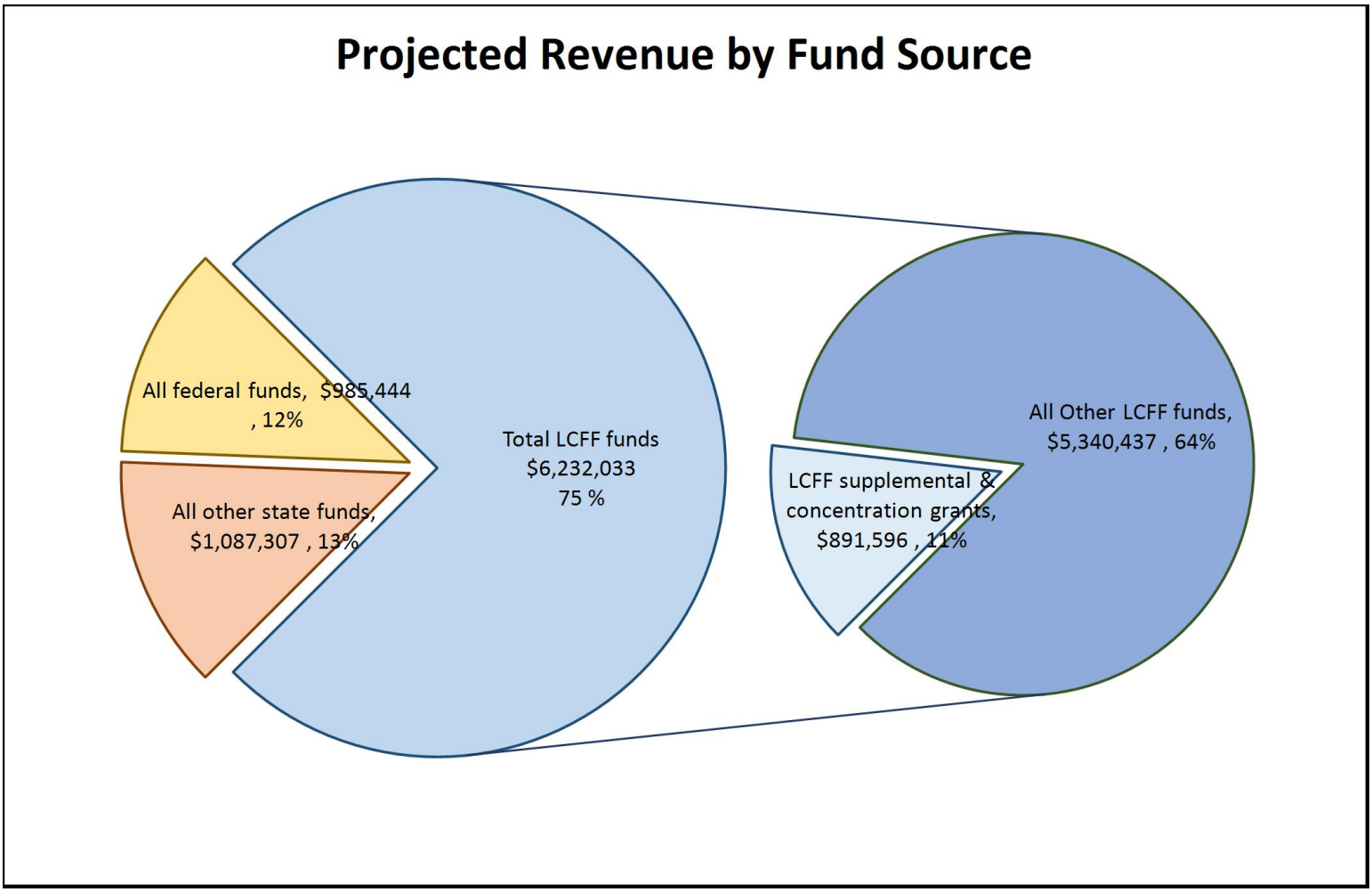
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Tech Charter High School
CDS Code: 19647330129627
School Year: 2022-23
LEA contact information:
Dr. Monique Woodley
Principal

323-872-0707

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

Budget Overview for the 2022-23 School Year



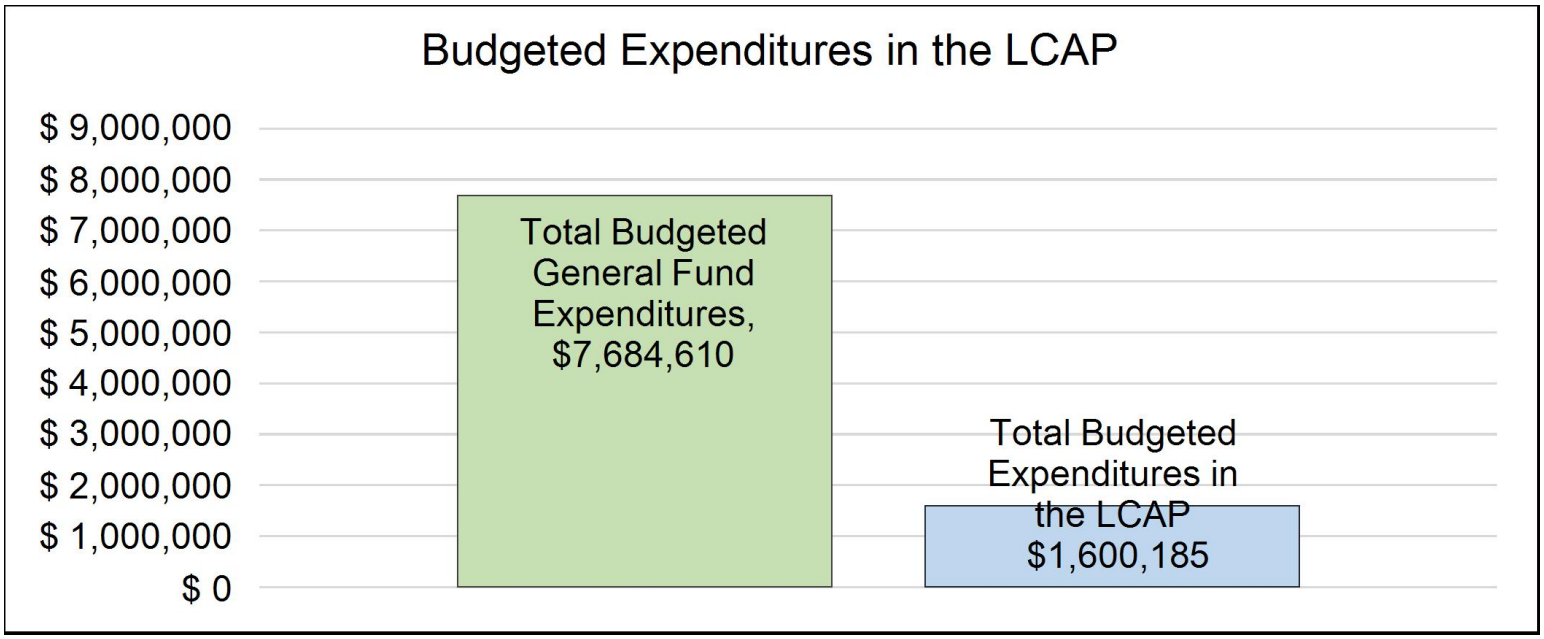
This chart shows the total general purpose revenue TEACH Tech Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Tech Charter High School is $8,304,784, of which $6232033 is Local Control Funding Formula (LCFF), $1087307 is other state

funds, $0 is local funds, and $985444 is federal funds. Of the $6232033 in LCFF Funds, $891596 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Tech Charter High School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

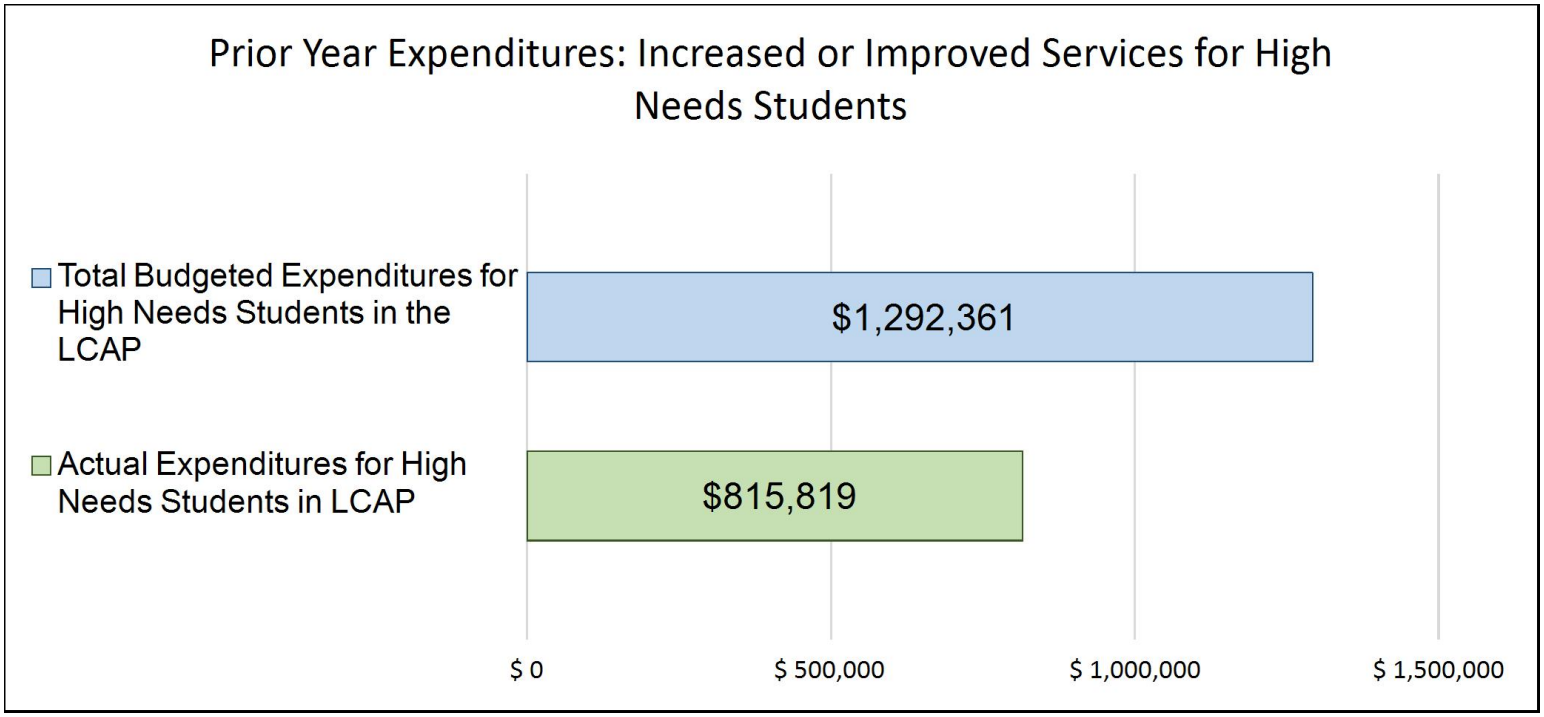
The text description of the above chart is as follows: TEACH Tech Charter High School plans to spend $7684610 for the 2022-23 school year. Of that amount, $1600184.50 is tied to actions/services in the LCAP and $6084426 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, TEACH Tech Charter High School is projecting it will receive $891596 based on the enrollment of foster youth, English learner, and low-income students. TEACH Tech Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Tech Charter High School plans to spend $891596 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, TEACH Tech Charter High School's LCAP budgeted $1292361 for planned actions to increase or improve services for high needs students. TEACH Tech Charter High School actually spent $815819 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Monique Woodley Principal	mwoodley@teachps.org 323-872-0707

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

TEACH Tech Charter High School used a range of strategies to engage stakeholders on the use of funds provided through the Budget Act of 2021 that went beyond what was included in the LCAP. Partner engagement includes input from Principals, teachers and staff, students and parents Principals worked with home office personnel to refine the goals and provide input.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

TEACH Tech Charter High School is using/plans to use additional concentration grant add-on funding to pay for staff salaries to those that provide services to students who are low-income, English learners and foster youth, including the positions of instructional aides. This is consistent with Ed Code sec 42238.02 (increasing the number of staff who provide direct services to students (described) that make up more than 55% of the population at TEACH.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

TEACH engaged educational partners in the use of funds in order to support recovery from the pandemic and address the impact of student learning loss in an on-going basis through surveys and on-going informal feedback sessions for the use of federal funds intended to support recovery from Covid-19 pandemic.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

TEACH has made significant progress in implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan. The new Chief Academic Officer has been hired and is currently leading structural changes and developing systems to align curriculum and supporting teachers and Principals to address learning loss caused by the Pandemic through strategies to increase effectiveness of intervention strategies, using data to drive instruction and supporting cohesiveness at the school sites. Funds have been used to add staff and increase salaries for key positions that support student success. One struggle that TEACH has faced is the shortage of qualified candidates for particular positions such as the SST coordinator during the pandemic.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Budgeting, school improvement planning, and the application of funds through Safe Return to In-Person Instruction and Continuity of Services Plan, the ESSER III Expenditure plan and the LCAP are performed as a holistic process with the fiscal team and school improvement teams allocating resources in a manner that is cohesive and aligned. TEACH has focused on addressing recruiting and attracting qualified staff for positions that address learning loss and seek to increase student engagement such as instruction aides for small group instruction, reduced class size, implementing other strategies specific to addressing learning loss.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

TEACH Tech Charter High School (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% for 20-21, increased to 22.09% in 21-22
Attendance rate 97% for 2021, decreased to 87.41% in 21-22
100% of students completed a-g requirements in 20-21, decreased to 98% in 21-22.

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.

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 input from educational partners.

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	Data not available			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	Data not available			Meet or exceed statewide rate (39.73% meet or exceed standard proficiency)
Increase attendance rates:	93%	87.41%			95-100%
Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%	22.09%			less than 13%
Reduce High School Dropout Rates:	3%	1.27%			0%
Improve High School Graduation Rates:	80.6% (19-20)	98%			95% or higher
% of Grade 12 students that are CCR: UC A-G Completion rate	100%	98%			Maintain 100%
% of students who pass AP Exam with score 3+:	unavailable	unavailable			35%
% of students “College Ready” as measured by EAP: (ELA/Math)	0%/0%	unavailable			
% of students access broad course of study: UC A-G approved	100%	100%			
Decrease % of Grade 9 students “at-risk	33.3%/38.1%	Data not available			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HFZ" annually: Aerobic Capacity/Body Composition					
Facilities Inspection Tool (FIT) Report Score: Good or Better	Good	Good			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Assessments	In addition, to state-mandated assessments (CAASPP ELA & Math: Grade 11, CELDT: Initial only, ELPAC: ELL only, Physical Fitness Test Grade 9, & California Science Test (CAST). TEACH Tech Charter High School staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. NWEA MAP ELA & Math Assessments: 3 times/year Interim Assessment Blocks: 3-4 times/year, benchmark assessments and Writing Assessments	$461,979.00	No Yes
1.2	Hire Second Counselor	TEACH Tech Charter High School's project-based learning environment integrates a rigorous College Preparatory curriculum and a character education program to prepare students to thrive in school, college, and the world. This curriculum guides students with the life skills necessary to communicate effectively, make informed decisions, and set goals. Using our data-driven instructional program, our school will scale SSTProgram for academic and social-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	$110,772.00	No

Action #	Title	Description	Total Funds	Contributing
		Education Curriculum is flexible to fit into core courses, advisory, and summer programs, counseling sessions, and college and career prep courses The Overcoming Obstacles curriculum is organized into middle and high school programs, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Because of the modular format, teachers are able to teach the curriculum from start to end, and/or select specific modules that best suit the school/students. Modules include respect; teamwork; citizenship; a technique for addressing bullying; preparing for college and career; conflict resolution; problem-solving; confidence building; and time management. Positive Behavioral Interventions and Supports (PBIS): I an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgment or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. Speaker Series: Our school will continue to host guest speakers on a variety of topics ranging from social, cultural, family, and community issues, relevant to our student's experiences that align with our Character Education Program and our school's mission. Restorative Justice: Social-emotional and behavioral issues are addressed using the Restorative Justice model, and one-on-on counseling led by the School Counselor & Principal. Counseling Services: our counselor provides counseling services. If necessary our school contracts social-emotional counseling services with the school Psychologist on an individual basis.		
1.3	Special Education Team	TEACH Tech Charter High School is designed to offer an engaging, welcoming and compassionate instructional environment for diverse	$534,697.00	No

Action #	Title	Description	Total Funds	Contributing
		students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. TTCHS's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP: 2 RSP Teachers 1 Instructional Assistants Psychologist (contracted) Occupational Therapist (contracted)		Yes
1.4	Purchase iLit Curriculum	Utilize iLit curriculum as a data point to track EL student progress in the language.	$10,000.00	Yes
1.5	Academic Interventions	To support the TEACH Tech Charter HS's program of academic interventions, our team includes a College Counselor, 2 Assistant Principal, an EL coordinator. The following outlines howTEACH Tech Charter HS assesses students for intervention and a description of the types of intervention strategies that our school will implement. Using our data driven instructional program, our school will scale SST programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi tiered System of Supports (MTSS) for implementation.	$242,693.00	No Yes
1.6	Purchase PowerSchool data wharehouse	We will implement a data warehouse to track longitudinal data.	$4,000.00	No
1.7	Professional development	Professional development to faculty to increase data literacy, using data to drive instruction and provide efficient interventions	$181,901.00	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.

There are no substantive differences in planned actions and actual implementation of the actions for this goal.

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

There is no material difference between the budgeted expenditures and estimated actual expenditures.

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

The specific actions have been effective in making progress toward the goal, per the data released so far. One area the school has not made progress in is daily attendance, which has been influenced by Covid.

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.

There are no changes planned to the goal, metric, desired outcomes, or actions for the coming year after reflections on practices.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%			100
% of teachers that will implement state standards for all students including EL access to CCSS & ELD	100%	100%			100
% of teachers who are appropriately credentialed and assigned.	100%	100%			100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC:	21%	30%			50%
Increase English Learner reclassification rate:	32%	11.24%			50%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Secure Standards Aligned Instructional-Materials	All teachers will use instructional materials that support rigor and standards-aligned instruction for all learners including ELs and SPED. Materials will be reviewed for quality and quantity and new materials will be ordered for every course as needed.	$202,600.00	No Yes
2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	All teachers will be knowledgable of the CCSS and ELD standards and use backwards planning to incorporate the standards when setting objectives and measuring progress. Science teachers will incorporate NGSS standards into their lessons.	$340,051.50	No Yes
2.3	Maintain Low Turnover Rate of Fully Credentialed Staff	All teachers are currently credentialed and appropriately assigned. Newly hired teachers will also be credentialed and appropriately assigned.	$45,597.00	No
2.4	Retain EL Coordinator to Support English Learners	The EL Coordinator will support school-wide goals to increase classification rate through professional development for teachers, ELD class, tracking and monitoring EL progress, and assessing ELs using the ELPAC.		No

Action #	Title	Description	Total Funds	Contributing
2.5	Hire additional support staff for English learners as needed.	Additional support staff for English learners would included instructional aids on a a full-time or part time bases.	$65,925.00	Yes
2.6	Professional development for teachers	Professional development to increase teacher capacity to deliver standards aligned project-based, inquiry-based learning that promotes critical thinking.	$90,950.00	

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.

There are no substantive differences in planned actions and actual implementation of the actions described under this goal.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The position of EL coordinator and the actions related to focusing on improvement of English Learner achievement have made progress in improving outcomes, the percentage of EL students advancing at least one proficiency level has improved significantly. However, these gains have not yet resulted in a higher reclassification rate.

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.

No changes are planned for the goal, metric, desired outcome, or actions based on reflections from this past school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 and ELAC have active membership of 10 parents.			SSC has an active membership of 12 parents. ELAC has an active membership of 20 parents.
Parent involvement will include opportunities for participation in training programs.	Met	Met			25% of parents have participated in a TEACH Parent Center training.
Suspension rate:	0%	1.27%			0% suspension rate
Maintain expulsion rates:	0%	0%			0% expulsion rate
Administer parent, student & teacher survey to measure sense of safety and	Met	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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Create and offer parent training sessions that are relevant to them and the local community, i.e. English / Spanish language lessons / PowerSchool Training / College Admissions & Scholarships Workshops, etc.	$5,500.00	No Yes
3.2	Maintain a zero percent suspension and expulsion rate.	Further develop PBIS program by creating Scrip / Rewards Program (Tech Bucks) which students can earn as rewards from teachers and staff for observed instances of positive behavior. Teachers will be distributed a set number of Tech Bucks each month and use them to reward students for positive behavior. Tech Bucks will be used toward prize raffles held at Way 2 Go Wednesday celebrations of student achievement.	$6,208.00	No Yes
3.3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	Additional campus aides will be hired and an additional protocols put in place for ingress and egress of students and staff.	$98,643.00	No Yes
3.4	Hire 1 FTE Parent Coordinator	Hire 1 parent coordinator to be shared with other campuses		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.

There are no substantive differences in planned actions and the actual implementation of the actions described in this goal.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The school adopted a new parent and student survey and has effectively used social media and other methods of parent communication to increase parent involvement.

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.

There are no planned changes to the goals, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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
4.1				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.

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

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

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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

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

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
757857	133739

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.92%	0.00%	$0.00	16.92%

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:87
Staff-to-student ratio of certificated staff providing direct services to students		1:19

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,600,184.50	$698,029.00		$103,303.00	$2,401,516.50	$1,784,508.50	$617,008.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Assessments	All Students with Disabilities English Learners Foster Youth Low Income	$67,000.00	$394,979.00			$461,979.00
1	1.2	Hire Second Counselor	EL/SPED All Students with Disabilities English Learners Foster Youth Low Income	$110,772.00				$110,772.00
1	1.3	Special Education Team	All Students with Disabilities	$150,137.00	$303,050.00		$81,510.00	$534,697.00
1	1.4	Purchase iLit Curriculum	English Learners	$10,000.00				$10,000.00
1	1.5	Academic Interventions	All Students with Disabilities English Learners Foster Youth Low Income	$242,693.00				$242,693.00
1	1.6	Purchase PowerSchool data wharehouse	All Students with Disabilities English Learners Foster Youth Low Income	$4,000.00				$4,000.00

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Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.7	Professional development	All	$181,901.00				$181,901.00
2	2.1	Secure Standards Aligned Instructional-Materials	English Learners, Foster, Homeless, Economically Disadvantaged, Gifted All Students with Disabilities English Learners Foster Youth Low Income	$202,600.00				$202,600.00
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	English Learners, Foster, Homeless, Economically Disadvantaged, Gifted All Students with Disabilities English Learners Foster Youth Low Income	$318,258.50			$21,793.00	$340,051.50
2	2.3	Maintain Low Turnover Rate of Fully Credentialed Staff	All	$45,597.00				$45,597.00
2	2.4	Retain EL Coordinator to Support English Learners	English Learners					
2	2.5	Hire additional support staff for English learners as needed.	English Learners Foster Youth Low Income	$65,925.00				$65,925.00
2	2.6	Professional development for teachers		$90,950.00				$90,950.00
3	3.1	Develop Parent Center increasing family / community connectivity to school	All English Learners Foster Youth Low Income	$5,500.00				$5,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		decision-making and school culture.						
3	**3.2**	Maintain a zero percent suspension and expulsion rate.	All English Learners Foster Youth Low Income	$6,208.00				$6,208.00
3	**3.3**	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	All English Learners Foster Youth Low Income	$98,643.00				$98,643.00
3	**3.4**	Hire 1 FTE Parent Coordinator	All Low Income					
4	**4.1**		All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,479,706	757857	16.92%	0.00%	16.92%	$1,166,964.50	0.00%	26.05 %	**Total:**	$1,166,964.50
								LEA-wide Total:	$535,755.00
								Limited Total:	$0.00
								Schoolwide Total:	$631,209.50

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income		$67,000.00	
1	**1.2**	Hire Second Counselor			English Learners Foster Youth Low Income		$110,772.00	
1	**1.3**	Special Education Team	Yes	LEA-wide			$150,137.00	
1	**1.4**	Purchase iLit Curriculum	Yes	LEA-wide	English Learners		$10,000.00	
1	**1.5**	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income		$242,693.00	
1	**1.6**	Purchase PowerSchool data wharehouse			English Learners Foster Youth Low Income		$4,000.00	
2	**2.1**	Secure Standards Aligned Instructional-Materials	Yes	Schoolwide	English Learners Foster Youth		$202,600.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	Yes	Schoolwide	English Learners Foster Youth Low Income		$318,258.50	
2	2.5	Hire additional support staff for English learners as needed.	Yes	LEA-wide	English Learners Foster Youth Low Income		$65,925.00	
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School 9-12	$5,500.00	
3	3.2	Maintain a zero percent suspension and expulsion rate.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School	$6,208.00	
3	3.3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School 9-12	$98,643.00	
3	3.4	Hire 1 FTE Parent Coordinator	Yes	Schoolwide	Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,278,421.72	$1,936,255.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Assessments	No Yes	$538,186.72	381827
1	**1.2**	Hire Second Counselor	No	$90,199.00	24363
1	**1.3**	Special Education Team	No Yes	$169,542.00	341,110
1	**1.4**	Purchase iLit Curriculum	Yes	$10,000.00	0
1	**1.5**	Academic Interventions	No Yes	$419,098.00	238257
1	**1.6**	Purchase PowerSchool data wharehouse	No	$4,000.00	17823
1	**1.7**	Professional development	No	$166,744.00	160379
2	**2.1**	Secure Standards Aligned Instructional-Materials	No	$225,000.00	158693

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	No Yes	$315,078.00	275486
2	2.3	Maintain Low Turnover Rate of Fully Credentialed Staff	No	$45,597.00	32829
2	2.4	Retain EL Coordinator to Support English Learners	No		
2	2.5	Hire additional support staff for English learners as needed.	Yes	$65,189.00	37722
2	2.6	Professional development for teachers		$83,372.00	80189
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	No Yes	$5,500.00	5500
3	3.2	Maintain a zero percent suspension and expulsion rate.	No Yes	$6,000.00	3950
3	3.3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	No Yes	$87,020.00	86305
3	3.4	Hire 1 FTE Parent Coordinator	No	$47,896.00	91822

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
4	**4.1**		No		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
797478	$1,292,361.00	$815,819.00	$476,542.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Assessments	Yes	$67,000.00	381827		
1	1.3	Special Education Team	Yes	$69,542.00	0		
1	1.4	Purchase iLit Curriculum	Yes	$10,000.00	0		
1	1.5	Academic Interventions	Yes	$419,098.00	50,000		
2	2.1	Secure Standards Aligned Instructional-Materials	Yes	$225,000.00	158,693		
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	Yes	$290,116.00	0		
2	2.5	Hire additional support staff for English learners as needed.	Yes	$65,189.00	37722		
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Yes	$5,500.00	5500		
3	3.2	Maintain a zero percent suspension and expulsion rate.	Yes	$6,000.00	3950		
3	3.3	Create additional safety protocols and procedures to	Yes	$87,020.00	86305		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		accommodate the increasing number of students on campus.					
3	**3.4**	Hire 1 FTE Parent Coordinator	Yes	$47,896.00	91822		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	797478		0.00%	$815,819.00	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

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

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022

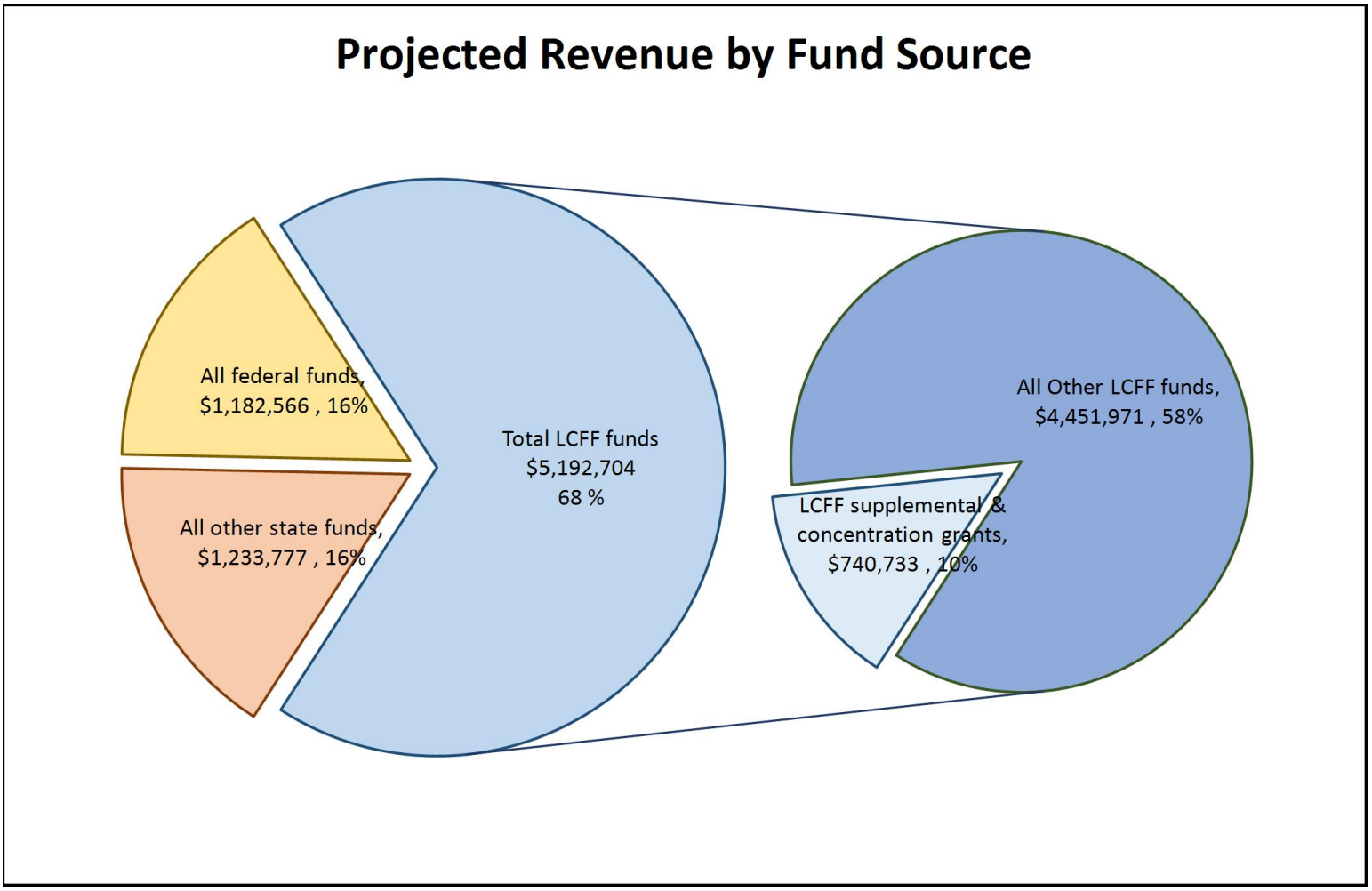
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies / LAUSD
CDS Code: 19647330122242
School Year: 2022-23
LEA contact information:
Suzette Torres
Principal

323-872-0809

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

Budget Overview for the 2022-23 School Year



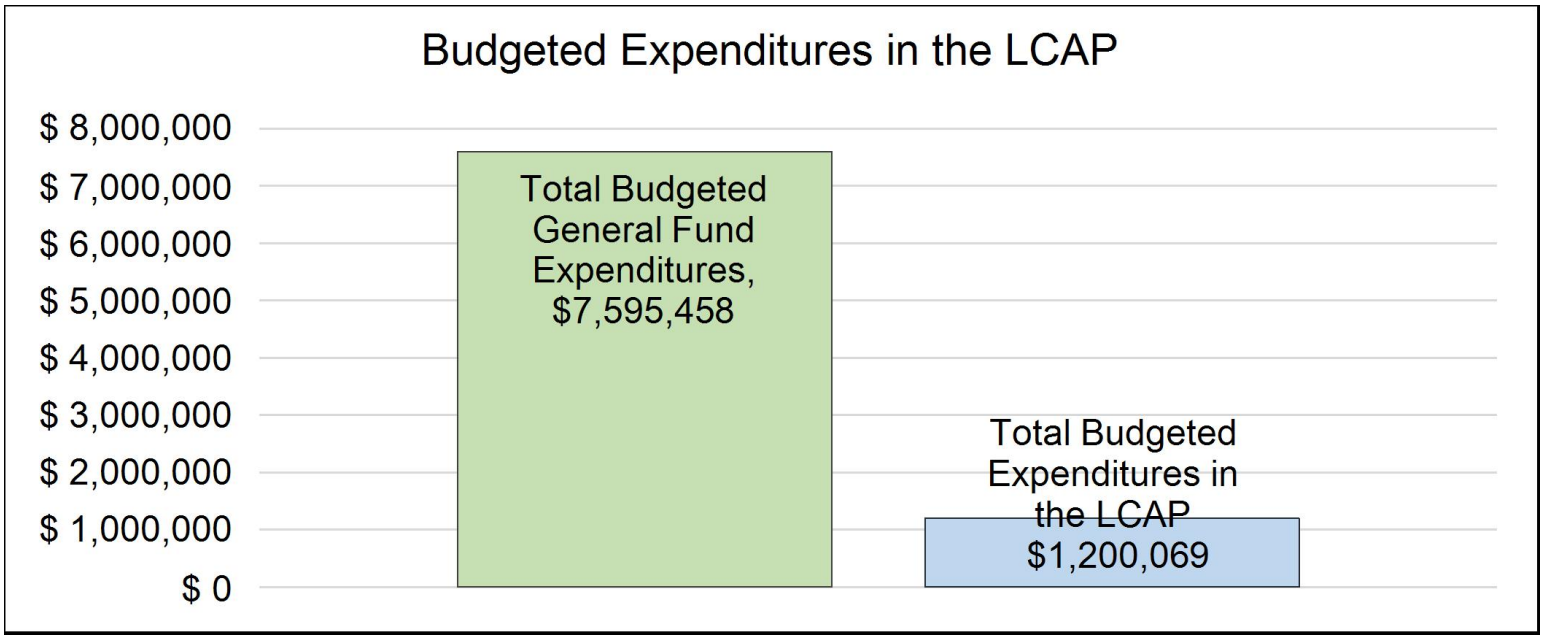
This chart shows the total general purpose revenue TEACH Academy of Technologies / LAUSD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Academy of Technologies / LAUSD is $7,609,047, of which $5,192,704 is Local Control Funding Formula (LCFF), $1,233,777

is other state funds, $0 is local funds, and $1,182,566 is federal funds. Of the $5,192,704 in LCFF Funds, $740,733 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Academy of Technologies / LAUSD plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

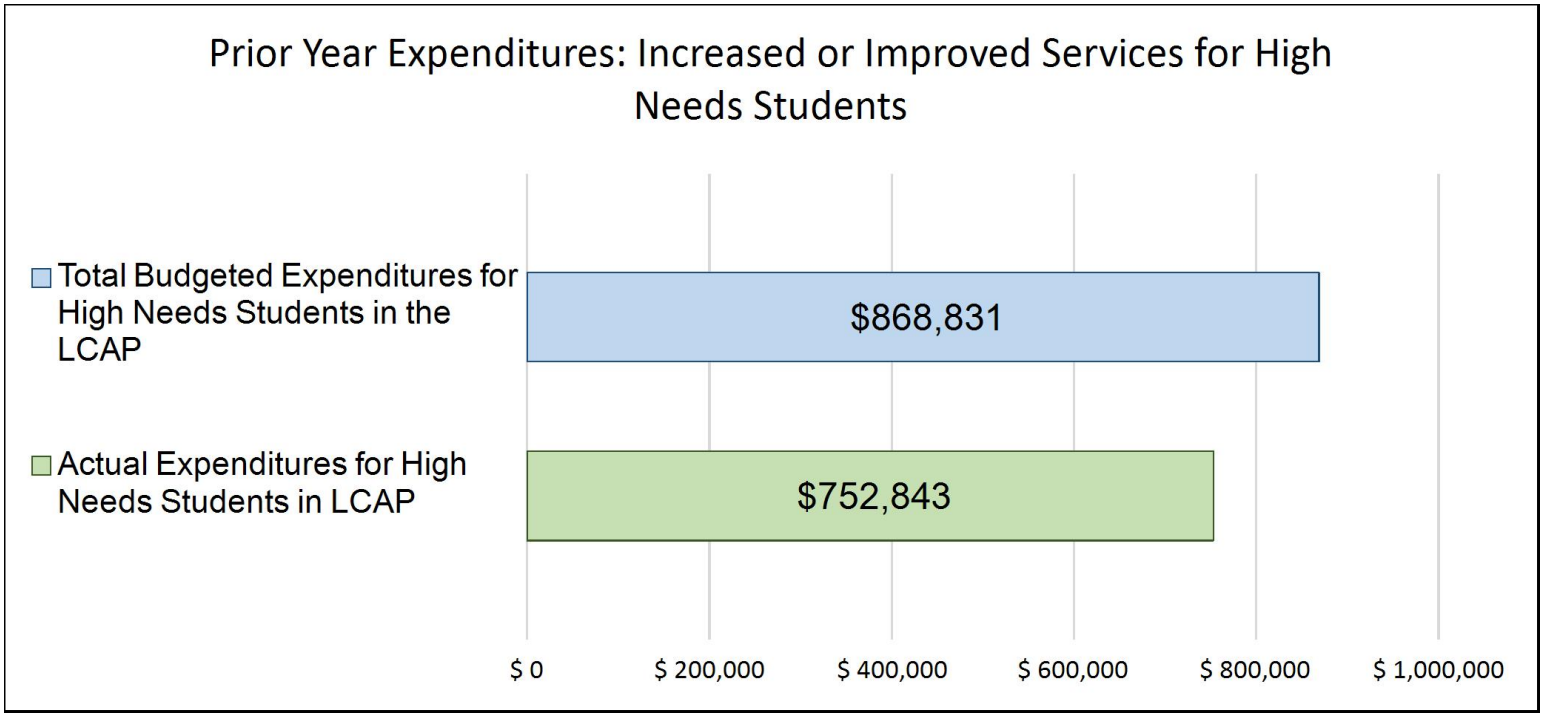
The text description of the above chart is as follows: TEACH Academy of Technologies / LAUSD plans to spend $7595458 for the 2022-23 school year. Of that amount, $1200068.80 is tied to actions/services in the LCAP and $6,395,389.20 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, TEACH Academy of Technologies / LAUSD is projecting it will receive $740,733 based on the enrollment of foster youth, English learner, and low-income students. TEACH Academy of Technologies / LAUSD must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Academy of Technologies / LAUSD plans to spend $740733 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, TEACH Academy of Technologies / LAUSD's LCAP budgeted $868831 for planned actions to increase or improve services for high needs students. TEACH Academy of Technologies / LAUSD actually spent $752843.34 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Academy of Technologies / LAUSD	Suzette Torres Principal	storres@teachps.org 323-376-6098

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

TEACH Academy of Technologies used a range of strategies to engage stakeholders on the use of funds provided through the Budget Act of 2021 that went beyond what was included in the LCAP. Partner engagement includes input from Principals, teachers and staff, students and parents Principals worked with home office personnel to refine the goals and provide input.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

TEACH Academy of Technologies is using/plans to use additional concentration grant add-on funding to pay for staff salaries to those that provide services to students who are low-income, English learners and foster youth, including the positions of instructional aides. This is consistent with Ed Code sec 42238.02 (increasing the number of staff who provide direct services to students (described) that make up more than 55% of the population at TEACH.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

TEACH engaged educational partners in the use of funds in order to support recovery from the pandemic and address the impact of student learning loss in an on-going basis through surveys and on-going informal feedback sessions for the use of federal funds intended to support recovery from Covid-19 pandemic.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

TEACH has made significant progress in implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan. The new Chief Academic Officer has been hired and is on board leading structural changes and developing systems to align curriculum and supporting teachers and Principals to address learning loss caused by the Pandemic through strategies to increase effectiveness of intervention strategies, using data to drive instruction and supporting cohesiveness at the school sites. Funds have been used to add staff and increase salaries for key positions that support student success. One struggle that TEACH has faced is the shortage of qualified candidates for particular positions such as the SST coordinator during the pandemic.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Budgeting, school improvement planning, and the application of funds through Safe Return to In-Person Instruction and Continuity of Services Plan, the ESSER III Expenditure plan and the LCAP are performed as a holistic process with the fiscal team and school improvement teams allocating resources in a manner that is cohesive and aligned. TEACH has focused on addressing recruiting and attracting qualified staff for positions that address learning loss and seek to increase student engagement such as instruction aides for small group instruction, reduced class size, implementing other strategies specific to addressing learning loss.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 / LAUSD	Suzette Torres Principal	storres@teachps.org 323-872-0809

Plan Summary [2022-23]

General Information

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

TEACH Academy of Technologies (“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, 20-22 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.

In 20-21 TEACH made significant progress implementing actions under LCAPS goals, particularly new platforms to increase parent participation and communication and streamlined interventions to address student achievement gaps. Teachers took part in professional development opportunities where they learned to use these new platforms to support student learning. TEACH also benefitted from the addition of the Chief Academic Officer, who has been working with the teachers and the school leadership to implement best practices in data-informed instruction, and has led the team to implement evidence-based best practices for student learning. TEACH will continue to build upon these practices that focus on meeting students' needs.

In addition, TEACH implemented professional development that included certification towards becoming a trauma-informed school, the academic calendar was modified to benefit the mental health of students and teachers. TEACH also continued partnerships with service providers to support the needs of the community and increased the counseling services available to students.

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% in 20-21, 0% in 21-22
Expulsion rate 0% in 20-21, 0% in 21-22
Chronic absenteeism rate: 25% in 20-21, 39.46% in 21-22
middle school dropout rate 0% in both 20-21 and 21-22
Percentage of EL students who progress in English proficiency: 100% in 20-21, 30%

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

TEACH has also identified the need to improve the attendance and chronic absenteeism rate (20-21).

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.

The LCAP Goals address student performance levels and are aligned to 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 input from educational partners.

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	24% of parents participated in surveys			80%-90%
Attendance to meetings	11% of parents consistently participate in meetings	2.4% of parents consistently participated in meetings.			80%-90% of parents at 60%-70% participation

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Diagnostic Assessment Data	Share diagnostic assessment data with families. Data is shared through the platform ParentSquare and email and will expand to	$71,927.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		include Performance Matters (internal performance assessments), Hoonuit, and Schoology.		
1.2	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.	$95,879.00	No Yes
1.3	Instruction Program Feedback	Create opportunities for parents to participate in informational sessions about the instructional program and provide feedback on areas to be improved	$93,412.00	Yes
1.4	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
1.5	Monthly Meetings, Workshops or Trainings	Provide opportunities for parents to participate in monthly meetings, workshops or trainings		No Yes
1.6	Use Communication Platforms	Use available resources to inform school community about opportunities for participation in meetings, workshops, trainings and student achievement.		No
1.7	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.

The action steps for this goal have been implemented according to the plan.

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

There are no material differences between the budgeted amount and actual expenditures.

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

The actions were effective in making progress towards the goal. Even though the school is still working to improve parent involvement at live events, communication and engagement with parents has improved, and parents are more engaged in their student's academic progress through the use of the online platforms and methods for teacher - parent communication that have been implemented this year.

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.

There are no planned changes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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	data not yet available			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	data not yet available			Meet or exceed the statewide rate in math (exceed 39.75%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Attendance Rate	average daily attendance 94%; reduce chronic absenteeism rate 25%	average daily attendance 89.74%; chronic absenteeism rate 39.46%			95-100%; chronic absenteeism rate below 13%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	IAB Administration	Create an annual IAB administration calendar outlining a minimum of three (3) administrations prior to the end-of-year SBAC.	$18,071.00	Yes
2.2	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.	$199,903.00	Yes
2.3	Use of Data in Planning	Regularly monitor teacher use of data in planning instructional experiences.	$166,803.00	No
2.4	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
2.5	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

Action #	Title	Description	Total Funds	Contributing
2.6	English Learner Coordinator Position	Position shared with elementary school	$188,820.00	No Yes
2.7	SPED Resource Teacher	SPED resource teachers to support students	$125,367.00	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.

There are no substantive differences in the planned actions and the actual implementation of these actions.

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

There are no material differences between the budgeted expenditures and the estimated actual expenditures.

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

This year, the actions have been implemented and the school will assess whether or not these actions have been effective in increasing student achievement when data becomes available, but are expected to improve through consistent use throughout the three year LCAP plan period.

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.

In order to improve the use of data at the classroom level, the school has added a position of Data Analyst (a shared position).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	90%			100%
Participation in Professional Development	100%	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%			100%
Training in and implementation of Performance Matters	New	0%			100%
Training in and implemetation of standards-based curriculum	100%	100%			100%
Maintain credentialed teachers	100%	77%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development to Analyze Data	Professional development focused on analyzing formative and summative assessment data to guide instructional plans.		Yes
3.2	Professional Development to Research Instructional Strategies	Professional development to research and analyze research-based instructional strategies that support our targeted sub-groups.		Yes
3.3	Teacher Observations	Informal and formal observations to gather evidence of instructional practices and analyze outcomes.	$166,802.00	Yes
3.4	Provide Teacher Feedback	Align teacher feedback to school-wide expectations for implementation of research-based strategies to support student performance outcomes.		

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.

There are no substantive differences in the planned actions and the actual implementation of these actions.

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

There are no material differences between the budgeted expenditures and the estimated actual expenditures.

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

Actions were effective in making progress toward the goal. Teachers participated and benefitted from professional development and teachers effectively used weebly pages to communicate lesson goals to students and parents.

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.

There are no planned changes to the goal, metrics, desired outcomes, or actions for the coming year related to this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%			100% implementation

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Onboarding Calendar and Guide	Create Onboarding Calendar and Guide	$18,071.00	No
4.2	Onboarding Internal Professional Development	Provide all faculty and staff with internal professional development in respective criterion	$31,115.00	
4.3	Personalized Professional Development Plan	Create a Personalized Professional Development Plan for teachers, providing guidance, training and feedback to improve teacher practice.	$38,893.50	

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.

There are no substantive differences in planned actions and actual implementation of these actions.

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

There are no material differences between the budgeted expenditures and the estimated actual expenditures.

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

The actions taken were effective in making progress toward the goal. A clear path and objectives for the onboarding process has been effective in improving staff's ability to effectively fulfill their roles.

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.

No changes are planned for this goal, metric, desired outcome, or actions for the coming year that resulted in reflections from prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%	100%			80-90%
Participation in Data Meetings	10%	10%			80-90%
Response to surveys relevant to student data	New	24%			80-90%
Dashboard to share data	New	100%			80-90%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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
5.2	Positive School Climate for Inquiry	Ensure that all parents and community stakeholders are encouraged to seek information on the school's progress	$38,336.00	
5.3	Stakeholder Meeting Calendar	Identify and calendar all stakeholder meetings and ensure all documents have consistent templates	$23,336.00	

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.

There are no substantive differences in the planned actions and the actual implementation of these actions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The actions were effective in making progress towards the goal, but there is still room for improvement. The school anticipates that additional progress will be made towards this goal now that Covid cases are down and as the school community engages with, and is communicated with via social media platforms that are in synch with the strategies described under this goal.

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.

There are no changes to the planned goal, metrics, desired outcomes, or actions for the coming school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
740773	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.90%	0.00%	$0.00	19.90%

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		6:1
Staff-to-student ratio of certificated staff providing direct services to students		23:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,262,041.50			$25,694.00	$1,287,735.50	$1,188,493.50	$99,242.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Diagnostic Assessment Data	All English Learners Foster Youth Low Income	$71,927.00				$71,927.00
1	1.2	Personlized Education Plan	Students with Disabilities	$95,879.00				$95,879.00
1	1.3	Instruction Program Feedback	English Learners Foster Youth Low Income	$93,412.00				$93,412.00
1	1.4	Instructional Experiences Feedback	All English Learners Foster Youth Low Income	$6,000.00				$6,000.00
1	1.5	Monthly Meetings, Workshops or Trainings	All English Learners Foster Youth Low Income					
1	1.6	Use Communication Platforms	All					
1	1.7	Parent Committees	All					
2	2.1	IAB Administration	English Learners Foster Youth Low Income	$18,071.00				$18,071.00
2	2.2	Professional Development	English Learners	$174,209.00			$25,694.00	$199,903.00
2	2.3	Use of Data in Planning	All	$166,803.00				$166,803.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Analyze and Disaggregate data	All					
2	2.5	Personalized Education Plan (Thrively)	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.6	English Learner Coordinator Position	EL English Learners	$188,820.00				$188,820.00
2	2.7	SPED Resource Teacher	Students with Disabilities Low Income	$125,367.00				$125,367.00
3	3.1	Professional Development to Analyze Data	English Learners Foster Youth Low Income					
3	3.2	Professional Development to Research Instructional Strategies	English Learners Foster Youth Low Income					
3	3.3	Teacher Observations	English Learners Foster Youth Low Income	$166,802.00				$166,802.00
3	3.4	Provide Teacher Feedback						
4	4.1	Onboarding Calendar and Guide	All	$18,071.00				$18,071.00
4	4.2	Onboarding Internal Professional Development		$31,115.00				$31,115.00
4	4.3	Personalized Professional Development Plan		$38,893.50				$38,893.50
5	5.1	Data Dashboard						
5	5.2	Positive School Climate for Inquiry		$38,336.00				$38,336.00
5	5.3	Stakeholder Meeting Calendar		$23,336.00				$23,336.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3721915	740773	19.90%	0.00%	19.90%	$945,487.00	0.00%	25.40 %	**Total:**	$945,487.00
								LEA-wide Total:	$463,494.00
								Limited Total:	$0.00
								Schoolwide Total:	$481,993.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Diagnostic Assessment Data	Yes	Schoolwide	English Learners Foster Youth Low Income		$71,927.00	
1	**1.2**	Personlized Education Plan	Yes	Schoolwide			$95,879.00	
1	**1.3**	Instruction Program Feedback	Yes	LEA-wide	English Learners Foster Youth Low Income		$93,412.00	
1	**1.4**	Instructional Experiences Feedback	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,000.00	
1	**1.5**	Monthly Meetings, Workshops or Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	**2.1**	IAB Administration	Yes	LEA-wide	English Learners Foster Youth Low Income		$18,071.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional Development	Yes	LEA-wide	English Learners		$174,209.00	
2	2.5	Personalized Education Plan (Thrively)	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
2	2.6	English Learner Coordinator Position	Yes	Schoolwide	English Learners		$188,820.00	
2	2.7	SPED Resource Teacher	Yes	Schoolwide	Low Income		$125,367.00	
3	3.1	Professional Development to Analyze Data	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.2	Professional Development to Research Instructional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.3	Teacher Observations	Yes	LEA-wide	English Learners Foster Youth Low Income		$166,802.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,200,068.80	$1,048,891.63

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Diagnostic Assessment Data	No Yes	$82,149.00	81,176.34
1	**1.2**	Personlized Education Plan	No Yes	$190,495.00	130636
1	**1.3**	Instruction Program Feedback	Yes	$84,341.00	90764
1	**1.4**	Instructional Experiences Feedback	No Yes	$6,000.00	5904
1	**1.5**	Monthly Meetings, Workshops or Trainings	No Yes		
1	**1.6**	Use Communication Platforms	No		
1	**1.7**	Parent Committees	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	IAB Administration	Yes		
2	2.2	Professional Development	Yes	$180,326.00	178075
2	2.3	Use of Data in Planning	No	$151,250.00	171575.30
2	2.4	Analyze and Disaggregate data	No		
2	2.5	Personalized Education Plan (Thrively)	Yes	$5,000.00	3412
2	2.6	English Learner Coordinator Position	No Yes	$87,973.00	91301.39
2	2.7	SPED Resource Teacher	No Yes	$110,373.00	
3	3.1	Professional Development to Analyze Data	Yes		
3	3.2	Professional Development to Research Instructional Strategies	Yes		
3	3.3	Teacher Observations	Yes	$151,250.00	171575.30
3	3.4	Provide Teacher Feedback			
4	4.1	Onboarding Calendar and Guide	No	$18,608.00	17600

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Onboarding Internal Professional Development		$28,024.80	28499
4	**4.3**	Personalized Professional Development Plan		$35,031.00	35624
5	**5.1**	Data Dashboard			
5	**5.2**	Positive School Climate for Inquiry		$41,124.00	21374.65
5	**5.3**	Stakeholder Meeting Calendar		$28,124.00	21374.65

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$576,068	$868,831.00	$752,843.34	$115,987.66	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Diagnostic Assessment Data	Yes	$82,149.00	81176.34		
1	1.2	Personlized Education Plan	Yes	$190,495.00	130636		
1	1.3	Instruction Program Feedback	Yes	$84,341.00	90764		
1	1.4	Instructional Experiences Feedback	Yes	$6,000.00	5904		
1	1.5	Monthly Meetings, Workshops or Trainings	Yes				
2	2.1	IAB Administration	Yes				
2	2.2	Professional Development	Yes	$151,250.00	178075		
2	2.5	Personalized Education Plan (Thrively)	Yes	$5,000.00	3412		
2	2.6	English Learner Coordinator Position	Yes	$87,973.00	91301		
2	2.7	SPED Resource Teacher	Yes	$110,373.00			
3	3.1	Professional Development to Analyze Data	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Professional Development to Research Instructional Strategies	Yes				
3	3.3	Teacher Observations	Yes	$151,250.00	171575		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$576,068		0.00%	$752,843.34	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

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

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022

LCFF Budget Overview for Parents

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

CDS Code: 19647330138305

School Year: 2022-23

LEA contact information:

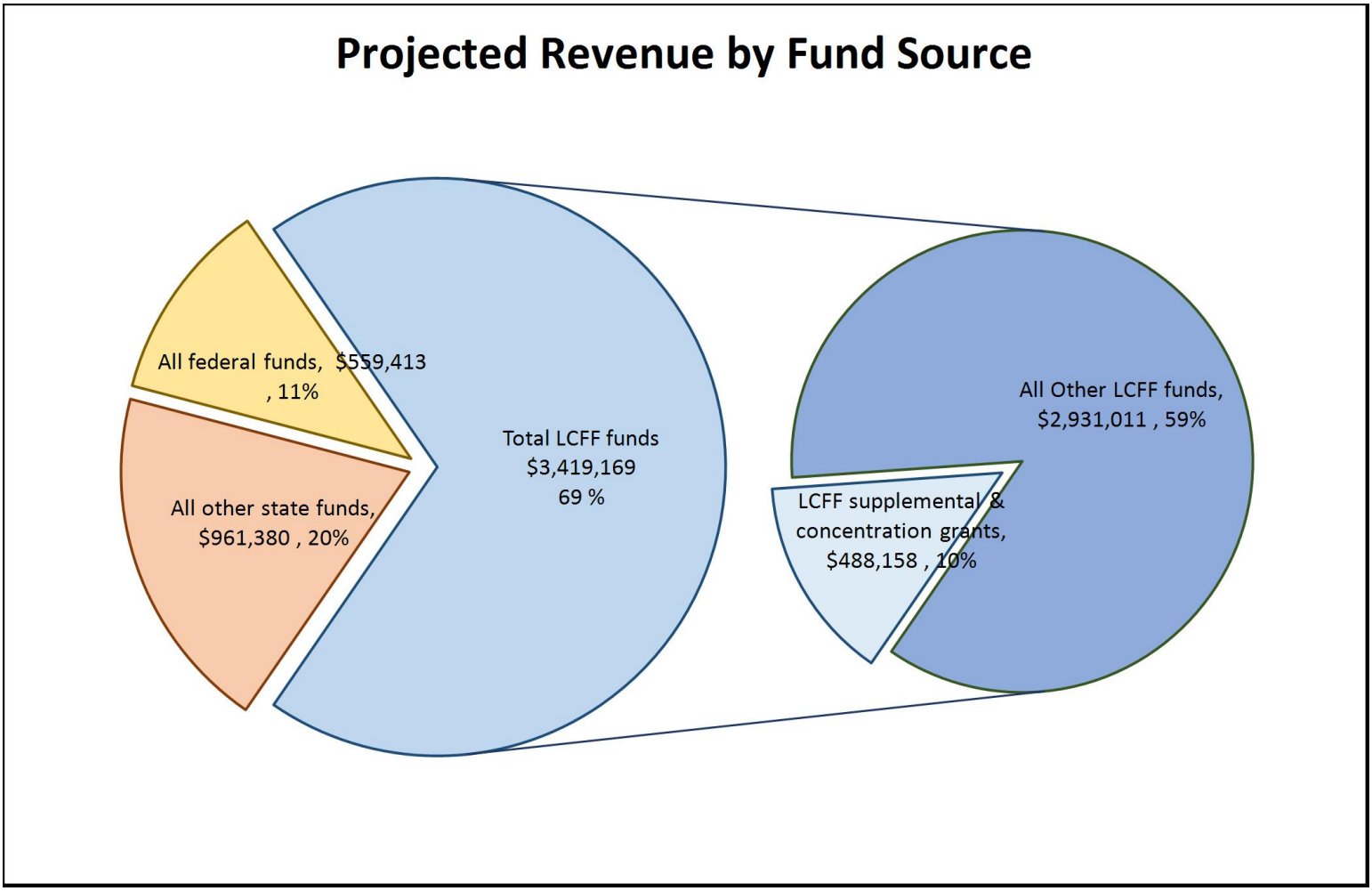
Sharon Rhee

Principal

323-872-0708

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

Budget Overview for the 2022-23 School Year

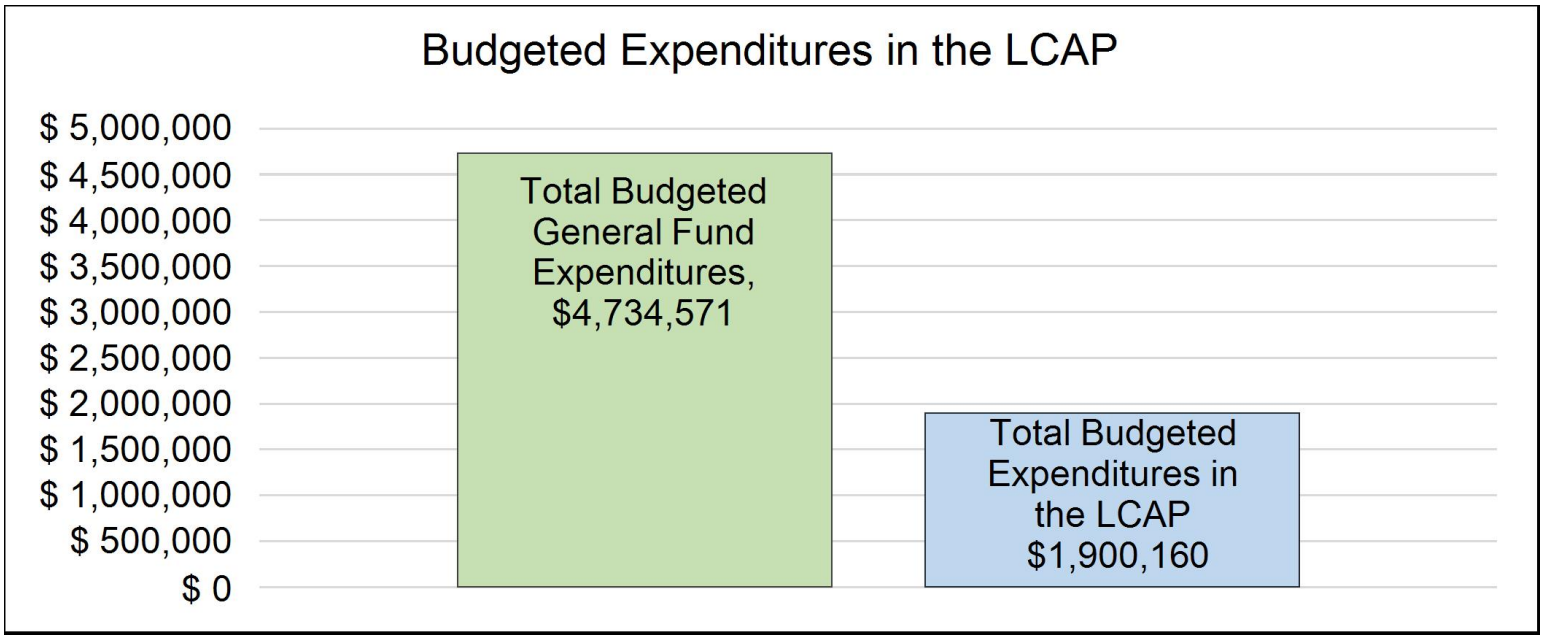


This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is $4939962, of which $3419169 is Local Control Funding Formula (LCFF), $961380 is other state funds, $0 is local funds, and $559413 is federal funds. Of the $3419169 in LCFF Funds, $488158 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

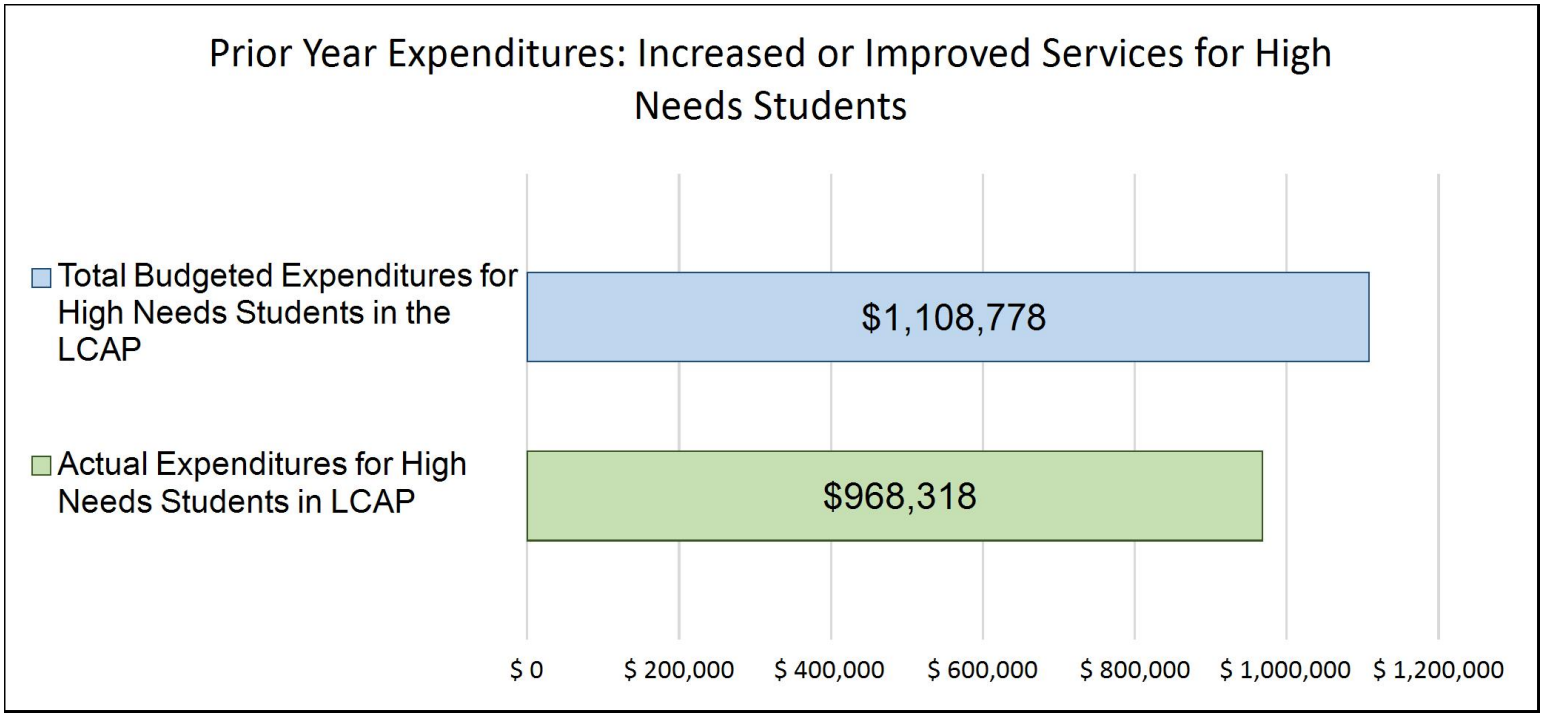
The text description of the above chart is as follows: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $4734571 for the 2022-23 school year. Of that amount, $1900159.70 is tied to actions/services in the LCAP and $2834411.30 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive $488158 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $488158 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's LCAP budgeted $1108777.60 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent $968318 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

TEACH Prep Elementary used a range of strategies to engage stakeholders on the use of funds provided through the Budget Act of 2021 that went beyond what was included in the LCAP. Partner engagement includes input from Principals, teachers and staff, students and parents Principals worked with home office personnel to refine the goals and provide input.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

TEACH Prep Elementary is using/plans to use additional concentration grant add-on funding to pay for staff salaries to those that provide services to students who are low-income, English learners and foster youth, including the positions of instructional aides. This is consistent with Ed Code sec 42238.02 (increasing the number of staff who provide direct services to students (described) that make up more than 55% of the population at TEACH.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

TEACH engaged educational partners in the use of funds in order to support recovery from the pandemic and address the impact of student learning loss in an on-going basis through surveys and on-going informal feedback sessions for the use of federal funds intended to support recovery from Covid-19 pandemic.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

TEACH has made significant progress in implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan. The new Chief Academic Officer has been hired and is leading structural changes and developing systems to align curriculum and supporting teachers and Principals to address learning loss caused by the Pandemic through strategies to increase effectiveness of intervention strategies, using data to drive instruction and supporting cohesiveness at the school sites. Funds have been used to add staff and increase salaries for key positions that support student success. One struggle that TEACH has faced is the shortage of qualified candidates for particular positions such as the SST coordinator during the pandemic.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Budgeting, school improvement planning, and the application of funds through Safe Return to In-Person Instruction and Continuity of Services Plan, the ESSER III Expenditure plan and the LCAP are performed as a holistic process with the fiscal team and school improvement teams allocating resources in a manner that is cohesive and aligned. TEACH has focused on addressing recruiting and attracting qualified staff for positions that address learning loss and seek to increase student engagement such as instruction aides for small group instruction, reduced class size, implementing other strategies specific to addressing learning loss.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary ("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.

not applicable

Monitoring and Evaluating Effectiveness

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

not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 input from educational partners.

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	100%			
Priority 1 Outcome 2 — Basic (Conditions of Learning): % of TEACH ES students who will have sufficient access to	100% of students will have access to standards-aligned instructional materials	100%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned instructional materials.					
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	100% 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	100%			
Priority 7 Outcome 1 — Course Access (Conditions of Learning):	100% of students will have access to all available programs and services outlined in charter petition	100%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of access to all available programs and services outlined in charter petition.					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Ten (11) FTE classroom teachers	Classroom teachers to provide high quality instruction	$1,201,273.00	No Yes
1.2	1 FTE aide, two .5 aides to support classroom instruction	Teacher aides to support individual instruction and targeted interventions for students	$231,909.00	No Yes
1.3	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	$18,933.00	Yes
1.4	Costs for teacher and administrator expenses for clearing credentials	allowable expenses to become highly qualified/ certificated	$25,000.00	No Yes
1.5				No Yes
1.6				No

Action #	Title	Description	Total Funds	Contributing
				Yes
1.7				No Yes
1.8				No Yes
1.9				No Yes
1.10				No Yes
1.11				Yes
1.12				Yes
1.13				Yes
1.14				Yes
1.15				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.

There are no substantive differences in planned actions and actual implementation of these actions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific actions of purchasing standards-aligned curriculum and training teachers in the use of standards based instruction specific to the curriculum has helped the school make progress toward its goal.

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.

There are no planned changes to the goal, desired outcomes, or actions after reflecting on the past year's practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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	No available baseline data	data not yet available			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
evidenced by internal 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%	data not yet available			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	0%	data not yet available			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
“4’s” in the English Language Arts and Mathematics, Teacher recommendation, review documentation of individual conferences and meetings. When an EL student reaches these goals, a recommendation for reclassification is made. Instructional staff and parent will meet for the reclassification process and make recommendations for reclassification. The child will be designated as Reclassified Fluent English Proficient (RFEP).					
Priority 8 Outcome 1 — Other Pupil Outcomes (Pupil Outcomes): % of students with access to hands-on/PBL and tech-	100% of students with access to hands-on/PBL and tech-based learning	100%			

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	$212,704.00	No Yes
2.2	Technology to support EL students: Listenwise	online platform to support listening skills and assessments	$10,000.00	No Yes
2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer	Supplemental instructional materials to support all studentsl	$10,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	(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	Instructional materials	$166,200.00	No Yes
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	technology to support effective instruction for all students	$93,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	during distance learning;			
2.6	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;		$120,700.00	No Yes
2.7				No Yes
2.8				No Yes
2.9				No Yes
2.10				No Yes
2.11				Yes
2.12				Yes
2.13				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.

There are no substantive differences in the planned actions and the actual implementations of these actions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific actions of creating and filling positions to serve students and making high quality standards aligned curriculum available to all students is effective in making progress towards the goal, we anticipate student achievement scores will improve this year and in the two years remaining in this LCAP 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.

The only change made based on reflections of prior practice is that a shared Data Analyst position will be created to support teachers to use classroom level data and school level data to drive instruction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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)	3.5%			
Priority 3 Outcome 2 — Parental Involvement (Engagement): Analysis of attendance, Sign In	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sheets, consistent membership	approval ratings as 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%	0%			Maintain suspension rate of 0-5%
Priority 6 Outcome 2 — School Climate (Engagement): % of student expulsions (expulsion rate that is < 0.5%)	0%	0%			Maintain an expulsion rate that is < 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 Outcome 3 — School Climate (Engagement): % of participation in school climate survey and survey results	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)	26.40%			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Technology platform: ParentSquare to facilitate communications with parents and guardians;	technology platform to facilitate teacher/parent communication	$2,000.00	No Yes
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	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	$27,919.70	No Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;		$182,535.70	No Yes
3.4	1 FTE parent coordinator (shared among campuses)			No Yes
3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies		$57,100.00	No Yes
3.6				No Yes
3.7				No Yes
3.8				No Yes

Action #	Title	Description	Total Funds	Contributing
3.9				No Yes
3.10				No Yes
3.11				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.

The only material difference between the planned actions and the actual implementation relates to the creation of a parent resource room. During Covid, students and teachers needed more space for classroom learning to ensure the health and safety of students. This left inadequate space for a parent resource room. We anticipate that next year, by reconfiguring the available space, we will have the room necessary to create a parent resource room.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific actions have been somewhat effective in making progress towards the goal. We anticipate that next year, absent covid concerns and with the creation of a parent resource center, that parent and family engagement will increase.

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.

There are no changes to any planned goals, metrics, desired outcomes, or actions that resulted from reflections on prior experience.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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

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

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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

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

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
488158	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.90%	0.00%	$0.00	19.90%

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:5
Staff-to-student ratio of certificated staff providing direct services to students		1:28

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,900,159.70	$181,355.70		$277,759.00	$2,359,274.40	$1,824,117.00	$535,157.40

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Ten (11) FTE classroom teachers	All English Learners Foster Youth Low Income	$911,096.00	$37,418.00		$252,759.00	$1,201,273.00
1	1.2	1 FTE aide, two .5 aides to support classroom instruction	All English Learners Foster Youth Low Income	$231,909.00				$231,909.00
1	1.3	Stipends for three lead teachers	English Learners Foster Youth Low Income	$18,933.00				$18,933.00
1	1.4	Costs for teacher and administrator expenses for clearing credentials	All English Learners Foster Youth Low Income				$25,000.00	$25,000.00
1	1.5		All English Learners Foster Youth Low Income					
1	1.6		All English Learners Foster Youth Low Income					
1	1.7		All English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.8		All English Learners Foster Youth Low Income					
1	1.9		All English Learners Foster Youth Low Income					
1	1.10		All English Learners Foster Youth Low Income					
1	1.11		English Learners					
1	1.12		English Learners					
1	1.13		English Learners					
1	1.14		English Learners Foster Youth Low Income					
1	1.15		English Learners Foster Youth Low Income					
2	2.1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	EL All Students with Disabilities English Learners Low Income	$212,704.00				$212,704.00
2	2.2	Technology to support EL students: Listenwise	EL English Learners Foster Youth Low Income	$10,000.00				$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate-gradebook and standards-based assessment and resources; powerschool (attendance)	All English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.4	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science-Foss Classroom Unit sets; Meet the Master- Art	All English Learners	$166,200.00				$166,200.00
2	2.5	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those	All English Learners Foster Youth Low Income	$93,000.00				$93,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		lost or broken during distance learning;						
2	2.6	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	All English Learners		$120,700.00			$120,700.00
2	2.7		All English Learners					
2	2.8		All English Learners					
2	2.9		All English Learners					
2	2.10		All English Learners					
2	2.11		English Learners Foster Youth Low Income					
2	2.12		English Learners Foster Youth Low Income					
2	2.13		English Learners Foster Youth Low Income					
3	3.1	Technology platform: ParentSquare to facilitate communications with parents and guardians;	All English Learners Foster Youth Low Income	$2,000.00				$2,000.00
3	3.2	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	All English Learners Foster Youth Low Income	$27,919.70				$27,919.70

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	All English Learners Foster Youth Low Income	$159,298.00	$23,237.70			$182,535.70
3	3.4	1 FTE parent coordinator (shared among campuses)	All English Learners Foster Youth Low Income					
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	All English Learners Foster Youth Low Income	$57,100.00				$57,100.00
3	3.6		All English Learners Foster Youth Low Income					
3	3.7		All English Learners Foster Youth Low Income					
3	3.8		All English Learners Foster Youth Low Income					
3	3.9		All English Learners Foster Youth Low Income					
3	3.10		All English Learners Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	**3.11**		English Learners Foster Youth Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2452687	488158	19.90%	0.00%	19.90%	$1,900,159.70	0.00%	77.47 %	**Total:**	$1,900,159.70
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,900,159.70

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Ten (11) FTE classroom teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$911,096.00	
1	**1.2**	1 FTE aide, two .5 aides to support classroom instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		$231,909.00	
1	**1.3**	Stipends for three lead teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$18,933.00	
1	**1.4**	Costs for teacher and administrator expenses for clearing credentials	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	**1.5**		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	**1.6**		Yes	Schoolwide	English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.8		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.9		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.10		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.11		Yes	Schoolwide	English Learners			
1	1.12		Yes	Schoolwide	English Learners			
1	1.13		Yes	Schoolwide	English Learners			
1	1.14		Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.15		Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	Yes	Schoolwide	English Learners Low Income		$212,704.00	
2	2.2	Technology to support EL students: Listenwise	Yes	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	
2	2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem	Yes	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)						
2	**2.4**	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science- Foss Classroom Unit sets; Meet the Master- Art	Yes	Schoolwide	English Learners		$166,200.00	
2	**2.5**	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or broken during distance learning;	Yes	Schoolwide	English Learners Foster Youth Low Income		$93,000.00	
2	**2.6**	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	Yes	Schoolwide	English Learners			
2	**2.7**		Yes	Schoolwide	English Learners			
2	**2.8**		Yes	Schoolwide	English Learners			
2	**2.9**		Yes	Schoolwide	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10		Yes	Schoolwide	English Learners			
2	2.11		Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.12		Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.13		Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.1	Technology platform: ParentSquare to facilitate communications with parents and guardians;	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	
3	3.2	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	Yes	Schoolwide	English Learners Foster Youth Low Income		$27,919.70	
3	3.3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	Yes	Schoolwide	English Learners Foster Youth Low Income		$159,298.00	
3	3.4	1 FTE parent coordinator (shared among campuses)	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage	Yes	Schoolwide	English Learners Foster Youth Low Income		$57,100.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		shed to house play equipment and supplies						
3	3.6		Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.7		Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.8		Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.9		Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.10		Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.11		Yes	Schoolwide	English Learners Foster Youth Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,915,070.60	$1,678,197.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Ten (11) FTE classroom teachers	No Yes	$867,518.00	891,075
1	**1.2**	1 FTE aide, two .5 aides to support classroom instruction	No Yes	$97,550.00	186014
1	**1.3**	Stipends for three lead teachers	Yes	$18,321.00	18381
1	**1.4**	Costs for teacher and administrator expenses for clearing credentials	No Yes	$25,000.00	12200
1	**1.5**		No Yes		
1	**1.6**		No Yes		
1	**1.7**		No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
1	1.8		No Yes		
1	1.9		No Yes		
1	1.10		No Yes		
1	1.11		Yes		
1	1.12		Yes		
1	1.13		Yes		
1	1.14		Yes		
1	1.15		Yes		
2	2.1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	No Yes	$150,365.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Technology to support EL students: Listenwise	No Yes	$10,000.00	0
2	2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)	No Yes	$10,000.00	26270
2	2.4	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science- Foss Classroom Unit sets; Meet the Master- Art	No Yes	$140,000.00	70317
2	2.5	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or broken during distance learning;	No Yes	$150,000.00	85905
2	2.6	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	No Yes	$30,000.00	150842
2	2.7		No Yes		
2	2.8		No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
2	2.9		No Yes		
2	2.10		No Yes		
2	2.11		Yes		
2	2.12		Yes		
2	2.13		Yes		
3	3.1	Technology platform: ParentSquare to facilitate communications with parents and guardians;	No Yes	$2,000.00	1638
3	3.2	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	No Yes	$27,958.60	27903
3	3.3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	No Yes	$350,958.00	160675

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	1 FTE parent coordinator (shared among campuses)	No Yes		
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	No Yes	$35,400.00	46977
3	3.6		No Yes		
3	3.7		No Yes		
3	3.8		No Yes		
3	3.9		No Yes		
3	3.10		No Yes		
3	3.11		Yes		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
388069	$1,108,777.60	$968,318.00	$140,459.60	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Ten (11) FTE classroom teachers	Yes	$313,807.00	282,728		
1	1.2	1 FTE aide, two .5 aides to support classroom instruction	Yes	$97,550.00	186014		
1	1.3	Stipends for three lead teachers	Yes	$18,321.00	18381		
1	1.4	Costs for teacher and administrator expenses for clearing credentials	Yes				
1	1.5		Yes				
1	1.6		Yes				
1	1.7		Yes				
1	1.8		Yes				
1	1.9		Yes				
1	1.10		Yes				
1	1.11		Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12		Yes				
1	1.13		Yes				
1	1.14		Yes				
1	1.15		Yes				
2	2.1	Part time resource teacher (shared with high school); One EL coordinator ; 1 FTE Special Education aid, 1 FTE resource teacher	Yes	$150,365.00	0		
2	2.2	Technology to support EL students: Listenwise	Yes	$10,000.00	0		
2	2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)	Yes	$10,000.00	26270		
2	2.4	Texts and instructional materials: ELA Wonders Series; Eureka math and manipulatives; Social Studies TSI; Science- Foss Classroom Unit sets; Meet the Master- Art	Yes	$140,000.00	70317		
2	2.5	Technology to promote effective instruction: Promethian Boards (6)/ or 3	Yes	$150,000.00	85905		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		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;					
2	**2.6**	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	Yes	$30,000.00	61510		
2	**2.7**		Yes				
2	**2.8**		Yes				
2	**2.9**		Yes				
2	**2.10**		Yes				
2	**2.11**		Yes				
2	**2.12**		Yes				
2	**2.13**		Yes				
3	**3.1**	Technology platform: ParentSquare to facilitate communications with parents and guardians;	Yes	$2,000.00	1638		
3	**3.2**	Parent Center Resource room and classes- to increase parent capacity to be partners in their child's education, meet and discuss ideas, learn best practices to support learning at home	Yes	$27,958.60	27903		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	Yes	$123,376.00	160675		
3	3.4	1 FTE parent coordinator (shared among campuses)	Yes				
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	Yes	$35,400.00	46977		
3	3.6		Yes				
3	3.7		Yes				
3	3.8		Yes				
3	3.9		Yes				
3	3.10		Yes				
3	3.11		Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	388069		0.00%	$968,318.00	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

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

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022

Coversheet

Approval of the After School Services Provider

Section:	III. Items Scheduled for Information and Potential Action
Item:	D. Approval of the After School Services Provider
Purpose:	Vote
Submitted by:	
Related Material:	ASAS-LA TEACH Technologies Proposal.pdf ASAS-LA TEACH Prep Elem Proposal.pdf

PROPOSAL
For After-School Program Administration
TEACH ACADEMY OF TECHNOLOGIES

May 20, 2022

Agency
After-School All-Stars, Los Angeles

Governor Arnold Schwarzenegger
38th Governor of California
Honorary Executive Chairman

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Brad Schrupp
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Richard Galofaro, Secretary

PROGRAM DIRECTORS
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Interim CEO
Donny Faaliliu
Senior Vice President of Leadership & Community Outreach
Ben Gonzalez
Director of Data Management
Liz Carter
Director of Strategic Program Initiatives & Special Events
Leo Gallardo
Director of Arts
Monica Warner
Carlos Espino
Senior Operation & Grant Managers

May 20, 2022

Attn: Enrique Robles, Director of Operations & Data Strategy
c/o TEACH Public Schools
1846 W. Imperial Hwy. Los Angeles, CA 90047
e: erobles@teachps.org I 323-872-0808
RE: RFP -After-School Program Administration

After-School All-Stars, Los Angeles (ASAS-LA) is honored to submit this proposal in response to the RFP for After-School Program Administration at TEACH Academy of Technologies. Our goal is to continue to collaborate with TEACH Public Schools as an after-school partner by providing an exemplary program which is in alignment with the School and District priorities, while also building future leaders. ASAS-LA has extensive experience managing, facilitating, and executing highly effective academically driven programs in charter schools' grades TK – 12. In addition, ASAS-LA is knowledgeable in staying compliant with ASES and 21st CCLC reporting & programmatic requirements.

ASAS-LA will continue to execute our mission to *educate, enlighten, and inspire young people by providing exciting and dynamic opportunities for their success, while cultivating students' self-esteem, leadership and respect for one another to help build healthier communities*, and are prepared to do so through both distance learning and through face-to-face programming. Our main objectives remain to provide academic enrichment opportunities and activities designed to complement students' regular academic program and that support college and career readiness, assist with literacy and related educational development services for families of these students, and provide a safe environment for students participating in their programs. We do this by preparing each child to graduate high school, go on to college, find a career they love, and give back to their communities.

ASAS-LA's unique program model with our four-pillar strategy in the **academics; visual and performing arts; youth leadership and service learning; and health, nutrition and fitness programs,** and our 8 program initiatives demonstrates our holistic approach to extended-day learning. It also compliments the work of the regular school day teachers and administrators in the area of academic support and student achievement. ASAS-LA operates in 58 public and charter school locations, grades K-12, offering its programs to more than 15,000 students per year. Participating schools include 29 middle schools, 14 high schools, 2 K-8, one K-12, and 12 elementary schools.

We feel our experience running after school programs at TEACH Public Schools and across the city of Los Angeles makes us a great candidate to provide After School Programs at TEACH Public Schools and we welcome the opportunity to continue serving the students at your schools.

Sincerely,



Jacqueline Licardie-Banks, Interim CEO
6501 Fountain Ave. Los Angeles, CA 90028
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Email: jackie.licardie@la-allstars.org

SCOPE OF WORK

Organization History

Founded in 2002, After-Scholl All-Stars, Los Angeles (ASAS-LA) is an independent 501(c)(3) and the flagship chapter of a national network that serves 90,000 students across the country. ASAS' history begins in 1991, when ASAS founder Arnold Schwarzenegger was invited to serve as Executive Commissioner of the Inner-City Games (ICG). This citywide fitness expo featured a variety of sports and educational activities for at-risk youth, with the goal of developing their self-esteem and personal value. The powerful impact ICG had on its young participants inspired the creation of the Inner-City Games Foundation (ICGF) in 1992. By the early 2000s, ICGF had successfully opened 14 chapters across the country. Over this period, we transformed our model to provide holistic, after-school programming every day of the school year, supplemented with summer programming. ICGF was renamed After-School All-Stars in 2002 to reflect this significant expansion of services and continues to serve youth with the greatest of needs and the fewest of resources. Today, ASAS-LA provides comprehensive, high quality after-school programs to over 14,000 at-risk K-12 students each year. Like many of the 19 chapters within the ASAS network, ASAS-LA operates as an independent legal entity, with its own 501(c)(3) status. The mission of ASAS-LA is to *educate, enlighten, and inspire young people by providing exciting and dynamic opportunities for their success, while cultivating students' self-esteem, leadership and respect for one another to help build healthier communities.* Our main objectives are to provide academic enrichment, extracurricular classes, and character-building opportunities in order for our students to lead healthy and active lives. We do this by preparing each child to graduate high school, go on to college, find a career they love, and give back to their communities.

For the past 19 years, ASAS-LA has become a pillar in many communities throughout the City and County of Los Angeles, known for providing meaningful, high-quality, and responsive out-of-school-time education programs. With its original mission of providing a safe and inspired educational enrichment experience for middle school students, the organization has grown its program portfolio to go above and beyond comprehensive programming, offering a dynamic and exciting experience for students in grades K-12 across 59 schools, in both local districts like Los Angeles Unified and Montebello Unified School Districts, as well as charter school organizations including Alliance College-Ready Public Schools, resulting in measurable academic gains, with documented long term attitudinal changes in youth toward their academic futures. ASAS-LA has partnered with TEACH Public Schools in providing exceptional services to the students and families it serves. We are pleased to submit this proposal to continue providing after school program services. We feel our experience running after school programs at TEACH Public Schools and across the city of Los Angeles makes us a great candidate for the TEACH community.

Program Plan, including how it complies with ASES and 21st CCLC programmatic and evaluation requirements

Program Plan

ASAS-LA strategically aligns its Program Plan and program design to support the mission of TEACH Public Schools and comply with all ASES and 21st CCLC grant requirements. The program design embraces fundamental principles of youth development, and consistently embodies some of the most current promising practices of the field. ASAS-LA plans and operates under the premise that "whole child" education is fluid, adapting to the ever-changing needs of youth. It is this understanding that drives a dynamic program design that looks at local and national issues surrounding the academic and social education of young people.

Through our holistic and comprehensive programming, ASAS-LA empowers students with the skills and experiences necessary to succeed academically and successfully transition from middle school to high school, college, and beyond. ASAS-LA engages students in a way that not only helps them understand the importance of academic performance but also establishes attitudes and skill sets that will prepare them for success in life. Enrichment courses are interdisciplinary and interactive, emphasizing the practical application of school-day lessons. They are heavily project-based and student-directed, and last between 8 and 10 weeks ending with culminating events.

While all schools design their own program offerings, all classes must fall within ASAS-LA's pillars of programming that include: **Visual and Performing Arts; Health, Fitness, and Nutrition; Academic; and Leadership and Community Service Learning.** The Academics Pillar offers assistance in students' academic work that is tailored to their specific needs, particularly in core subjects, and enhances what they are learning during the instructional school day. The Visual and Performing Arts Pillar offers unique, experiential opportunities to develop students' unique talents and build their artistic, performance, social and emotional skills. The Health and Fitness pillar offers diverse physical and nutrition activities that teach the importance of healthy living and leadership. The Service-Learning Pillar has elements that are woven into all programs to teach students the value of giving back and the impact they can have on the world around them. All programs offer project-based learning activities along with opportunities for students to share their projects and experiences with peers, family, and community members.
ASAS-LA operates onsite on school campuses a minimum of 15 hours per week, and can include programming before or after school; on weekends and on non-instructional days. Program will begin at the time of the dismissal bell and operate a minimum of three hours, and at least until 6 pm. Before school operates 1.5 hours before school begins. To ensure programmatic requirements are met, program will include academic assistance, enrichment, and physical fitness daily. Students are able to select their enrichment and physical activity classes at the beginning of each 8-10 week session. Student to staff ratios are held at or below 20:1. A nutritious snack, compliant with all national and federal regulations and provided in accordance with the National School Lunch act, is served daily by an approved vendor at all sites.

There is a minimum of one Program Leader for every twenty students (20:1). A full time Program Coordinator serves as the day-to-day point of contact regarding program quality, curriculum, lesson plans, class selections, o maintain the quality of the program. and relationships with administration and teachers. The Operations and Grant Manager manages the compliance, reporting, and personnel aspects of the program. The Program Support Specialist is responsible for the program quality and training side of the program. They conduct class observations and determine what trainings are needed.

PCs are responsible for overseeing the after-school program and its participants. PCs participate in all school staff meetings and hold one-on-one monthly meetings with school principals. These open and direct lines of communication enable each site's PC to adjust safety plans as necessary and ensure all program staff are knowledgeable about the plan.
Throughout the year, we hold virtual weekly and monthly staff meetings. Program staff participate in well over 40 hours of targeted PD designed to improve their skills and help them develop as leaders. A requirement of all new employees is that they successfully complete 30 hours of mandatory training through *Safe Schools*, a K-12 safety and compliance training program as well as training on Site Safety Plans. All staff must be CPR/first aid certified and attend a child abuse reporting workshop. As school-specific or other procedures are updated, Program Coordinators and ASAS-LA coordinate supplemental trainings for affected staff. We conduct emergency and disaster drills for all students and staff on a monthly basis.

ASAS-LA does not operate as a drop-in program. Students must participate for the duration of the daily after-school program unless they have completed an early release form, which specifies the date and time of and reason for early release. This practice serves the dual purpose of preventing the dilution of programming that occurs when students do not participate in the full spectrum of offerings and also enables staff to adequately monitor students' locations throughout the program. Students must sign-in to all program activities. ASAS-LA works with our school partner to determine campus locations for program activities. In the event activities take place in locations other than typically designated areas, staff communicate new locations to participants and families through written and verbal notification.

Consistent with grant requirements, we recruit highly qualified staff that meets minimum educational requirements and standards. Our Program Coordinators are preferred to have a four-year degree, and most are pursuing careers in education. Staff will be hired based on advertised qualifications, of which experience with at risk youth and underrepresented populations is paramount. Part-time program staff are required to have a high school diploma or GED as well as either 48 college credits or a passing score of 75% on the math and English portions of the Instructional Aide Exam.

ASAS-LA complies with all aspects of fiscal administration and reporting as required by the ASES and 21st CCLC programmatic and evaluation requirements. These include:

- **Expenditure Reports** – vetted and submitted as required by both state and federal contracts (Quarterly basis)
- **Payments for Services** –ASAS-LA invoices schools based on actual expenses incurred while operating said program.
- Copies of expenditure reports are submitted along with CDE reporting.
- Student attendance information is submitted upon filing of CDE report.
- **Inventory Reports** – ASAS-LA provides quarterly inventory of any equipment that was purchased with public grant funds that exceed $500 dollars. All transactions involving equipment of more than $500 (acquisition, transfer, reports of loss/theft, or disposal) are recorded.
- **Evidence of Insurance** – ASAS-LA maintains all required levels of general liability insurance.
- **Obtaining local Match**- As a part of the grant a 33% match of additional funding/resources is made for each of the sites. This agreement was made for programs that receive ASES funding. The Director of Development and Development Manager who track external programmatic contributions as well as track ALL in-kind goods and services monitors evidence of these matches. Our external auditor reviews these yearly.

ASAS-LA tracks attendance on all participating students through the web-based database system, CitySpan. We currently measure how countdown attendance (the organization's academic support initiative) and enrichment attendance, separately and in combination, predict students' social and academic outcomes across sites. This tracking system allows us to far more efficiently and quickly run data analysis. In order for this system to be successful, All-Stars has built a Data Department comprised of Data Entry personnel, and Director of Data in order to administer training, ensure timely reporting, and maintain quality control. The Director of Data also bears primary responsibility for reporting attendance and other data to our funding agencies. The department undergoes internal and external audits on a routine basis in order to maintain the integrity and accuracy of attendance, dosage, demographic and other program related data.

In addition, attendance of students attending program is recorded daily, all sign in/out sheets go through an initial audit review before attendance is entered into to the ASAS-LA City-span database. All attendance entered into database is reconciled with the sign in/out sheets. In compliance with all rules and regulations of CDE state grant funding, attendance is taken daily, with all attendance reported checked for accuracy. In addition, ALL student participants have a signed application on file.

Program Evaluation

For over ten years, ASAS-LA has conducted student success and program evaluations in partnership with the Claremont Evaluation Center (CEC) at Claremont Graduate University (CGU). These surveys measure students' motivations in attending ASAS-LA; level of program quality; perceived gaps in program offerings; staff preparedness; quality of peer relationships and relationships with staff; program alignment to school-day learning and

values; and sense of developmental assets, including commitment to learning, positive identity, boundaries & expectation management, and more. The CEC analyzes the program data from multiple data sources, enabling us to draw conclusions, make necessary corrections, and develop short and long-term advancement strategies. These evaluations examine relationships among program dosage; program quality; academic outcomes; social emotional outcomes of participants; school attendance; student, parent and teacher/administrator satisfaction. CGU conducts focus groups, administers surveys, and holds planning sessions with staff to reflect on evaluation data and engage in continuous quality improvement.

To assess program quality, a variety of measurement tools are used, all of which align with California Afterschool Network's (CAN) Quality Standards for Expanded Learning in California. Internal observations (conducted by the Director of Strategic Program Initiatives and Special Events, Operations and Grants Managers, Program Support Specialists, and Program Coordinators) and external observations (conducted by the CEC team) are conducted with a protocol that focuses on four point-of-service quality standards: 1) Safe and Supportive Environment; 2) Active and Engaged Learning; 3) Skill Building; 4) Youth Autonomy and Leadership. Staff surveys measure staff knowledge and understanding of the quality standards and perceptions of the quality at their site. Student and parent surveys measure the quality of programming across the four quality standards previously described. These data sources (i.e., attendance, observations, surveys) are used determine areas needing improvement.

ASAS-LA engages in annual Continuous Quality Improvement (CQI) cycles using the California After School Program Quality Self-Assessment Tool to determine areas to target. This self-assessment considers data on student grades, test scores, homework completion, attendance, behavior and demographics along with anecdotal and survey data from students, parents, ASAS-LA staff, school staff, and program partners. To design, implement, and measure progress toward targeted improvement efforts, we use a CQI Improvement Plan, created by the ASAS-LA and Claremont Graduate University (CGU) team. The Director of Strategic Program Initiatives and Special Events leads the CQI process. This process consists of five major components: 1) Training Program Coordinators (PCs) and Program Leaders (PLs) on quality standards and CQI; 2) Gathering data from stakeholders; 3) Helping Program Coordinators develop Program Design and site-level CQI Action Plans; 4) Training Program Coordinators, Program Support Specialists (PSSs), and Operations and Grant Managers (OGMs) on how to conduct observations with their staff; 5) External Evaluators provide and facilitate reflection on program quality observations and relevant survey results.. The data collection process for CQI evaluation includes ongoing program quality observations, monthly meeting with principals; dissemination of student surveys at each site every other month that gauge students’ interest in program offerings; periodic meeting with parents and community program partners; attending official school meetings; and meeting with teachers and counselors on a regular basis.

Timeline and Phasing

In addition to the annual cycle of student programs, ASAS-LA also implements a robust Continuous Quality Improvement process. Program Directors partner with the Claremont Education Center and ASAS-LA's Program Support Specialists and Operations & Grant Managers to implement tactics to improve program quality which include trainings for part-time program staff. The process occurs on the following timeline:
July-Aug: Claremont Education Center & ASAS-LA hold planning meetings

Aug-Oct.: Claremont Education Center conduct CQI trainings for full-time ASAS-LA Program staff

Oct.: ASAS-LA Program Directors, Program Support Specialists, and Operations and Grant Managers create plan (including goals and tactics) for improving program quality based on assessment data gathered from last year

Oct-Dec: Improvement phase; ASAS-LA Program Directors execute on plan

Nov-Dec: Claremont Evaluation Center as well as Program Coordinators, Program Support Specialists, and Operation and Grant Managers conduct first round of observations & Claremont evaluators analyze observational data to indicate student experiences around youth autonomy and how the student councils are used to facilitate autonomy & Student and Staff surveys are administered

Jan: Action plan for improving program quality is updated based on assessment data gathered

Jan -April: Improvement phase; ASAS-LA Program Directors execute on plan

Jan: ASAS-LA full- & part-time program staff participate in CQI workshops, facilitated by ASAS-LA Program Support Specialists and Claremont Education Center.

Feb-March: Second round of observations

March: Principal Survey is administered

April: Action plan for improving program quality is updated based on assessment data gathered

April-May: Third round of observations & Student and Staff surveys are administered

June: Action plan for improving program quality is updated based on assessment data gathered & ASAS-LA's data collection team aggregates data on survey responses and participants' academic performance and upload the data to Claremont for analyses linking participation to implementation and students' social-emotional and academic outcomes.

July-Aug: Claremont Education Center authors case study & recommendations for CQI & the cycle repeats itself.

Description of signature program curriculum and services

Program Curriculum and Components

ASAS-LA engages students in a way that not only helps them understand the importance of academic performance but also establishes attitudes and skill sets that will power success for life. Research demonstrates a combination of academics, enrichment activities, and healthy lifestyles improve student achievement significantly more than academics alone – especially as it relates to low-income, at-risk youth. To best equip our students for success, ASAS-LA structures our programs around Four Pillars, taking a holistic approach to after-school. The Academics and Homework Support Pillar offers assistance in students' academic work that is tailored to their specific needs, particularly in core subjects, and enhances what they are learning during school. The Visual and Performing Arts Pillar offers unique, experiential opportunities to develop extracurricular talents and build their social, artistic, and emotional skills. The Health, Fitness, and Nutrition pillar offers diverse physical and nutrition activities that teach students the importance of healthy living and leadership. The Youth Leadership and Community Service-Learning Pillar, community service elements are woven into all programs to teach students the value of giving back and the impact they can have on the world around them. All programs offer project-based learning and opportunities for students to share learnings with peers, family, and community members, actively reinforcing lessons learned at ASAS-LA in their families and communities.

ASAS-LA will create a support network of staff, resources, and programming that empowers our students to perform their best. This network includes a safe place to complete homework, nutritious snacks, outlets for creative and physical expression, strategic outreach to teachers, family members, and relevant professionals, and opportunities to explore passions and connect them to career paths and long-term goals. We engage community partners in all programming, connecting students to the cultural richness of their environments and extending this network beyond their schools. We work directly with teachers and learning specialists to understand strategies implemented with special needs populations during the day, which we incorporate after school.

Academic and Homework Support Pillar: *Countdown / Academic Hour* - All program participants begin the programmatic day with ASAS-LA's academic assistance program called *Countdown*. During this time frame, typically 45-60 minutes, staff, at a maximum ratio of 20:1, assist with homework, journal writing, research skills, reading, study skills, literacy-based initiatives, and test-prep activities. This is not a supervised "study hall," but rather includes proactive collaboration with core day instructors to address specific study skills students are lacking. By aligning after school activities with the core day's initiatives, students are able to use practical application of their skills and reinforce learning. ASAS-LA can offer computer lab and library hours, at schools where access is made available, for students to complete homework and engage in interactive, self-paced online learning. ASAS-LA partners with

Revolution Prep, Achieve 3000, Read to Lead, and others to offer online ELA and math curricula, which provides real-time data concepts mastery for after-school and core-day teachers.

Visual and Performing Arts Pillar: ASAS-LA arts programs provide students with unique, experiential opportunities to develop their talents and express themselves through visual arts, music and dance. Visual and Performing Arts programs include Dance (hip hop, modern dance, folklorico), Music (modern jazz, rock, mariachi), Theatre Arts including drama and spoken word, and Art (fine art, murals, and Photography). Most classes culminate in high-profile organizational wide events performing in front of their peers, families and communities. The popular *All-Stars Customs* program teaches students how to build quality scale model cars using professional techniques such as prepping, painting and assembly. Students get the opportunity to build show quality models, using professional techniques. Replicas designed by ASAS-LA students have been exhibited at local Ford dealerships; the LA Auto Show and our annual *ArtCon*, an organization wide event. All-Star Customs goes beyond model car design. It provides an introduction to engineering, career exploration, and graphic design and is also incorporated into our Beyond Science Organization wide event. Another program is the *Cartoon Academy* which guides students through the design and development of their own cartoon character. One of the most popular programs is the 3-week *Japanese Anime* workshop. All arts activities incorporate social-emotional learning through "Empowerment Through Art" strategies.

Health, Fitness, and Nutrition Pillar: To ensure our students get active every day, we offer a range of diverse team and individual sports. Offerings include:, yoga, cross country, soccer, basketball, dance (folklorico, hip hop, Latin, and more) cheer. Partners in offering these activities include, Students Run LA, Beat the Streets LA, US Soccer, and Sharp International. We partner with Coach Across America and Coaching Corps to train highly effective coaches in sports and youth development. We train all of our coaches to tie sports to lessons on leadership, female empowerment, and service learning, leveraging the character qualities common to these activities (respect, collaboration, communication, tenacity, goal-setting, vision, sacrifice, and discipline) to help our students become well-rounded members of their communities

Youth Leadership and Community Service Learning: A major component of our comprehensive programming is our Life Service Action (LSA) Youth Leadership initiative. LSA programs educate our students on the practical definition of leadership and its applications while allowing them to participate in the process of identifying and electing leaders. Students also develop and lead their own service-learning projects and participate in community-wide days of service. Since 2007, these programs have made a significant impact on the lives of youth participants with students improving their academic achievement, becoming more civically engaged in their communities, and going on to become leaders in their college and professional careers. A key LSA program is Entourage where students learn about the democratic process of elections and the meaning of leadership and the responsibility as an elected representative. Entourage

students share a strong commitment to dealing with the topical issues of the day while also engaging in meaningful school and community service involvement.

ASAS-LA believes our program must equip students to overcome the obstacles they face in reaching their potential. To this end, ASAS-LA, Initiatives address the issues that are most adversely affecting the lives of our students and their communities:

We Are Ready (WAR): High School Dropout Prevention Programming: We Are Ready (W.A.R.) offers academic support, high school readiness, and college exploration opportunities to 8th graders. This middle school to high school transition initiative helps students make connections between academic and professional success, while educating them and their families on high school to college requirements. Our staff works with youth to set academic goals and create high school plans. W.A.R. solidifies connections between students' academic work and the "real world" through field trips to colleges and work sites, job- shadowing, informational interviews, resume workshops, and mentors that help students define and develop their career goals. W.A.R. programming also engages parents and families on topics such as: actions to take to support your child's transition to high school, high school options for 8th graders, high school academic requirements, and processes for applying to and financing college.

Our CampUs program is a culmination of the WAR curriculum. It is typically held on a college campus. CampUs helps students understand the value and requirements of completing high school and getting accepted to college. While at camp, students sleep in dorms, take classes in lecture halls, and eat in the cafeteria. This immersive experience helps students envision their world after high school. Every day of camp is filled with activities geared towards their future academic success.

Career Exploration Opportunities (CEO): This is a financial literacy, career development and entrepreneurialism initiative created to help students learn to be self-sufficient adults, prepare them for the 21st century economy, and inspire long-term career planning. CEO connects youth with community leaders and role models from government, business, and the nonprofit sectors to learn 21st century workplace skills. CEO also incorporates an entrepreneurialism component where students learn how to launch a business from start to finish. Students are tasked with identifying a consumer need, conducting market research, identifying competition, developing a business plan, creating a tangible product, finding investors and marketing their idea.

Literacy: Our Literacy initiative approach is creating an environment that is positive and relevant to students' lives and culture. By utilizing various curriculums, it helps students develop higher order thinking skills, enhance vocabulary and comprehension strategies, and express themselves through writing strategies. Through KidzLit, a literacy curriculum that features fiction and non-fiction book titles in a dual-language format, students are exposed to everyday life situations and examples of cultural diversity. Write Brain World allows for students to write thoughtfully crafted storybooks which ignites self-expression and boosts self-esteem. Read to Lead is an online reading program that fosters student's literacy through interactive real-life scenarios where students are placed in leadership positions to solve day-to-

day entrepreneurial situations. Millionaire's Club is an ASAS-LA developed program to encourage students to read a million words throughout the school year. These curriculums are aligned with common core standards and have been proven to increase student's comprehension and enjoyment of reading, build their vocabulary, deepen their critical thinking, and foster their ability to work with others.

Allstars Runs on STEAM: Our Allstars Runs on S.T.E.A.M. initiative inspires students to question the world around them through dynamic and engaging projects in the areas of Science, Technology, Engineering, Art, and Mathematics. Robotics, Coding, and Engineering. By utilizing numerous curricula, it allows students to use critical thinking skills, creativity, and engineering concepts to develop solutions to real world problems such as climate change, public safety, and poverty. Programming also exposes students to a variety of STEAM career options, igniting their interest in STEAM at an early age. Projects are relatable to students' lives outside of school but are also rooted in STEAM concepts allowing students to learn while creating something that is relevant to them. The comprehensive STEAM program focuses on three areas to ensure students are exposed to the many components of STEAM and have the opportunity to practice their skills: understanding and interfacing with Technology (ABC's of STEAM), STEAM Career Exploration (career panels and workplace visits), putting learning knowledge and skills into action (the annual Beyond Science Fair and showcases).

The following is an illustrative sampling of STEAM curriculum:

- Little Bits (Grades 3rd-8th)- LittleBits is a platform of easy-to-use electronic building blocks that empowers students to invent and use their imagination, from building their own remote-controlled car, to a smart home device.
- LEGO Mindstorm (Grades 6th-8th)- Students are placed in teams in which they identify a human physical or social problem. faced during long duration space exploration within our Sun's solar system and propose a solution.
- LEGO We Do (Grades 2nd-5th)- Design and build a Moon Base. Use the Lego rocket ship and other elements from the Inspire Set to help you. Show your ideas for how to solve one or more of the problems from you explored
- Bee Bots (K-1st)- Bee-Bot and Blue-Bot are exciting new robots designed for use by young children. These colorful, easy-to-operate, and friendly little robots are a perfect tool for teaching sequencing, estimation, and problem-solving.
- KidzScience*:* Helps students understand key science concepts. Students will use hands-on activities to provide real life experiences, giving them opportunities to learn what scientists do and to use science inquiry skills.

Sports-As-A-Hook

Sports As A Hook (SAAH) was launched in response to the youth obesity crisis and focuses on structured physical and nutrition activities that connect sports to lessons on healthy living, teamwork, resilience, and gender equality. To ensure our students are active every day, we

offer a range of diverse team and individual sports such as wrestling, soccer, basketball, dance, cheer, and rugby. Competitive sports such as basketball, soccer, rugby and cheer & dance all culminate in organization wide competitive tournaments. As part of SAAH, students research and design creative ways to incorporate community service into physical activities, such as organizing fundraising events for charity. Such activities develop students' sense of community responsibility, empathy, and leadership skills. We also instruct students on topics such as caloric intake and distinguishing between healthy and unhealthy foods. Students use this information to give their diets "makeovers," determining how to eliminate or substitute poor food choices with healthy ones. Students also learn how to read nutrition labels, calculate optimal caloric intake and burn rates, medicinal uses of foods, and tactics for making small lifestyle adjustments to achieve healthy results.

Life Service Action
To empower our students to lead and improve their communities, ASAS-LA launched Life Service Action (LSA), an initiative where students apply what they learn in the classroom to lead their own research-driven service projects. Our Life Service Action (LSA) initiative educates our students on the practical definition of leadership and its applications while allowing them to participate in the process of identifying and electing leaders. Students also develop and lead their own service-learning projects and participate in community-wide days of service. A key LSA program is Entourage where students learn about the democratic process of elections and the meaning of leadership and the responsibility as an elected representative. Entourage students share a strong commitment to dealing with the topical issues of the day while also engaging in meaningful school and community service involvement. A major part of the curriculum involves opportunities for participants to put what they have learned about a specific issue into practice. Entourage requires a minimum of 3 major service projects spread out over the course of a year.

Throughout the year, student leaders participate in our Youth Leadership Conference Series which is an opportunity for them to network and learn from one another while leading and participating in workshops. Students are selected as special key-note speakers and all participants have an opportunity to hear from and engage with community leaders and elected officials. Students also participate in panel discussions; evaluate the previous school year; plan for the upcoming school year; and share their service-learning projects they have completed throughout the year.

Social-Emotional Learning: Social-Emotional Learning (SEL) is a new and important initiative in all of our schools. Our approach to SEL is one that promotes positive school climate and culture, and enhances students' intrapersonal, interpersonal, and cognitive competence. Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Socially and emotionally trained ASAS-LA staff set the tone in their classrooms by developing supportive and encouraging relationships with their students. Through activities, staff and students are able to apply knowledge, attitudes, and skills necessary to understand and manage emotions. Students are given the tools to feel and show empathy for others, establish and maintain positive relationships, self-manage, and make

responsible decisions. SEL empowers our staff and students to co-create thriving schools and contribute to safe and healthy communities.

While we have an established program model that guides all program design and has been proven to achieve outcomes in the areas of grade improvement, behavior, and social-emotional development, ASAS-LA is not a one-size-fits-all provider. We work jointly with schools to strategically tailor our offerings to meet the needs of each site, adjusting everything from the classes offered to the partners enlisted to the frequency of meetings with administrators, in order to best serve our partner schools. Together with school partners, we create a tailored program plan based on the needs of the school and its students. This plan includes information on the mission of the school and ASAS-LA at large, the vision for ASAS-LA programs at the school site, ASAS-LA programming's role in the greater school improvement plan, ASAS-LA's proposed offerings, programmatic & financial partners, main methods and frequency of communication between ASAS-LA and administrators, teachers, and partners, and plans for outcomes assessment (including frequency of collection, measures to be collected, and review process). We then review this plan with school principals & administrators, teachers, parents, program partners, and community partners to obtain feedback and make changes as necessary.

Management profile, including experience, expertise, and oversight plan

The implementation of all ASAS-LA programming will be overseen by **ASAS-LA Interim CEO, Jacqueline Licardie-Banks**, who joined ASAS-LA in 2009 as a Program Director, and now has over 20 years of experience in the afterschool field. She served previously as the Director of Program and Professional Development for ASAS-LA and is a major contributor to the professional development of the ASAS-LA staff and has created training modules for Classroom Management, Homework Time, Self-Awareness, Science curriculum and Youth Development. A major recent accomplishment of hers is that she collaborated with Sanford Harmony in designing a national webinar focused on including social emotional learning in programs. She has also worked with Collaborative Classroom for the past 20 years and is certified in Social Emotional Learning, Every Monday Matters, and Foundations of Compassionate System Leadership among other certifications.

Additional ASAS-LA Key Staff
Senior Vice President of Leadership and Community Outreach (Donny Faaliliu): Mr Faaliliu oversees the Development Department, Program Initiatives Department and the Communications and Marketing Department. He works closely with school districts, business community, community partners, city and state agencies to expand the scope and influence of the program in neighborhoods throughout Los Angeles County. He serves as a board member on the California Afterschool Advocacy Alliance (CA3), California High School/ASSETs Collaboration, WE Schools Ambassador Council, and California Teens Advocating for Civic Action (TACA). He has worked with ASAS-LA for over 17 years, is the recipient of the 2019 WE Schools Educator Champions Award, and holds a B.A. in Sociology with a minor in Psychology

from the University of Hawaii, Manoa. He also holds a Masters of Science in Counseling, Marriage & Family Therapy (MFT) from The University of Phoenix- Gardena Campus.
*Senior Operations & Grant Manager (*Monica Warner and Carlos Espino): Senior Operations and Grants Managers, report directly to the CEO and responsible for ensuring grant compliance and the achievement of critical objectives. Both Monica and Carlos combine have over 25 years of managing and implementing after-school programs in Los Angeles. With their team of eleven (10) Operations and Grants Managers (OGMs), who directly supervise full-time Program Coordinators at each school.

Interim Director of Program & Professional Development (Max Figueroa): Max is responsible for leading a team of six (9) Program Support Specialists in planning and implementing staff development initiatives as well as ensuring each program has evidence of ASAS-LA 4 Pillars, organization-wide Program Initiatives. He also works in collaboration with the Senior Operations & Grant Managers regarding program compliance and grant assurances. Max researches and develops staff training modules for onboarding and ongoing professional development. Max Figueroa has over 15 years experience working in the after school field.

Director of Data Management (Ruben Gonzalez): Ruben has over 17 years working with after school programs. He manages all aspects of program data including attendance, evaluation, student/staff demographics via the organization's CitySpan database system. Along with the team of data support staff, responsible for performance reports to local districts and state agencies. Provides program assessment via analysis of student attendance records.

Director of Strategic Program Initiatives (Elizabeth Carter): Responsible for spearheading all organizational/national initiatives across all sites. Works closely with Program Directors, Operation & Grant Managers; Program Support Specialists and Program Coordinators to ensure initiatives are implemented effectively and provide additional resources and or support. Elizabeth Carter has over 17 years of experience working in after school providing program support.

Oversight Plan
ASAS-LA programming and activities are executed using the ASAS-LA Site Staff Configuration plan which relies on Program Coordinators and Program Leaders managing programs on partner sites. *Program Coordinators* are full-time staff who work directly from school sites. They are responsible for designing the ASAS-LA program and overseeing day-to-day operations including student recruitment, school-day instructor recruitment, family engagement, school-day alignment, and program data collection. They serve as school staff's primary contact and work closely with Directors to tailor ASAS-LA's programming to the unique needs of each school; adapt programs in accordance with stakeholder feedback and assessments of student progress; and facilitate high quality evaluations of programming. PCs meet monthly with school principals to review program schedules and progress toward outcomes. All part-time site staff report to PCs. *Program Leaders* (PLs) are part-time staff (3 to 4 hrs/day) who deliver after-school programs and operate under a 20:1 student to staff ratio. They have demonstrated expertise in the subjects they teach and report directly to the PC, with whom they meet weekly

to discuss lesson plans and student performance. For issues requiring immediate attention, PCs are available to support PLs. The Operations and Grant Manager are full time staff traveling position that provide supervision and support to a region of five schools focusing on compliance and personnel aspects of the program. The Program Support Specialist are full time staff supporting programs in various capacities (observations, trainings). The Senior Operations & Grant Managers supervise and support Operations and Grant Managers on the day to day operations of all programs to ensure grant compliance and maintain operational integrity.

Example of a Memorandum of Understanding

Attached in our Supporting Documents section of the proposal are examples of two Memorandums of Understanding between ASAS-LA and its community partners.

Budget (including matching funds. 30% matching funds is required by ASES)

Attached in our Supporting Documents section is our proposed Budget.

Supplemental programs outside of ASES & 21st CCLC grants that TEACH stakeholders could benefit from (in-kind services)

Partnerships and Collaborations

ASAS-LA's vast network of community partnerships not only bolsters ASAS-LA program quality, contributing to its long-term viability, but also helps bring additional in-kind services and financial support to our programs. We often collaborate with partners to pursue funding for complex, multi-year grants. Another key to long-term sustainability lies in securing private funding and in-kind support from corporations, foundations, and individuals. ASAS-LA has a strong contingent of 28 institutional donors, 14 of which have partnered with ASAS-LA for multiple years. Additionally, the cornerstone for community/sector partnership building strategy is through our Development Department. The Development department focuses on cultivating new and existing relationships with local foundations that are aligned with our work as well as to be annualizing a large-scale annual fundraising event for the organization. The Director of Youth Leadership and Community Outreach is responsible for managing and creating new community partnerships and securing in-kind support.
The following is an illustrative sampling of the ways in which All-Stars successfully collaborates with numerous partners to ensure expanded learning opportunities for our participants.

Below is a list of current ASAS-LA Community Partners:

WE.org: We.org provides support with ASAS-LA Life Service Action Initiative. Partner provides curriculum, ongoing program support throughout the year, ready-made action campaigns, and opportunities for All-Star students to attend WE DAY California. We review outcomes with WE.org annually.

Girl Scouts Greater Los Angeles: This partner provides free curriculum, program supplies, staff support, outdoor opportunities, and one overnight camp. We review outcomes annually.

Beat the Streets: Beat the Streets provides curriculum and coaches for wrestling programs and organizes inter-school tournaments. We review outcomes with this partner annually.

Read to Lead/Classroom, Inc: This partner provides access to entire Read to Lead suite of online lesson plans, digital games, performance reports, training, and impact measures that detail 21st Century skill growth for youth ages 10-15. Provides game data to track and measure student progress and enable educators to personalize instruction; turn-key lessons, community action projects and activities, to develop essential 21st-century skills; upfront training and on-going professional development around data driven instruction and project-based learning. We review partnership outcomes annually.

Cornerstone on Demand, LLC: This partner provides a skateboard design workshop as well as monthly workplace visits, in kind sports supplies, and career panels for our students. We review partnership outcomes with Cornerstone annually.

Children Mending Hearts: CMH provides curriculum and materials for our arts programs. We review partnership outcomes with Cornerstone annually.

Sanford Harmony: Provides free curriculum and training on social emotional learning. We review partnership outcomes with Sanford Harmony annually.

Coaching Corps: This partner provides comprehensive training in sports fundamentals and character building for our after-school coaches. We review outcomes with this partner annually.

Project Echo: This Santa Monica-based nonprofit engages teens in their education, and to use entrepreneurial studies to help them onto a path to college, career and to become future changemakers.

Coach Across America: an AmeriCorps program launched by Up2Us, trains our sports coaches.

STEM to the Future: Inspires and motivates Black and Latinx youth to be creative critical thinkers who use STEAM to develop solutions to real world problems such as climate change, public safety, and poverty.

Up2Us: Provides virtual coaching training and Coach Handbooks for staff and trainings on building positive program culture.

Fulcrum: Provides ongoing program design and implementation centered around individual growth and team development as well as staff trainings and program activity equipment.

Peace Guardians: Provides mindfulness based enrichment and nature based activities with a focus on youth athletics.

Social Centric Institute: Provides both in-person and remote identity / racial equity professional development for staff and developmentally appropriate presentations for students and families.

Other partners include: APEX; Lions Den; Toastmasters; Project Plus Me; Rugby LA; Universal Cheer Association; Bank of The West; World Financial Group and Microsoft.

Professional Development for Program Directors, Site Program Managers & Program Leaders. Recruitment & retention efforts should be detailed in this section. A copy of a lesson/activity plan

Staff Training and Professional Development

Our staff training mantra is "part-time staff with full-time attitudes," to help instill a sense of responsibility and accountability, regardless of whether staff members are salary or hourly employees. During the school year, program staff participate in well over 40 hours of targeted PD designed to improve their skills and help them develop as leaders. These trainings include:

- Summer Training – This is an agency wide training week/s where staff receive training on topics such as; Operations Manuel, Risk Management, Classroom management, Leadership, CQI, Observation tools.
- Chapter Meetings – Monthly to provide staff with updates on Strategic Initiatives; Human Resource updates; Program Operation Policies and Safety
- Region Workshops – Monthly trainings/workshops within a region of 5 schools dedicated to providing in-depth follow up the areas of classroom management; Countdown (homework) strategies; Student Recruitment Strategies; Youth Development; Lesson Planning, Observation Tools, policies and procedures
- Deep Dives – Serious of staff development resources that focus on current industries topics. Topics discussed; Leadership, Building Relationships, Transformational Leadership, CQI
- Program Specific Workshops – Training opportunities are designed to support the staff's ability to deliver dynamic and exciting programming for specific enrichment programs and initiatives such as literacy, STEAM, Sports, curriculum implementation.

ASAS-LA believes strongly in creating a staffing environment in which everyone is seen as a professional. ASAS-LA full-time staff has a high rate of retention with numerous employees having been with the company for 6+ years. Just as we want our students to feel a sense of

belonging in their schools and communities, so too do we strive to ensure that our staff, at all levels, feel that they are part of a meaningful and important community.

To ensure our trainings prioritize areas of greatest need among our staff, we rely on results from our annual external evaluation in designing and planning our training and PD schedule. To provide our staff with subject matter expertise in every area possible, we routinely utilize outside consultants and experts to lead our staff trainings and PD opportunities and help develop program curriculum. These consultants and experts include the Los Angeles County of Education, which provides trainings ranging from social-emotional learning to CQI best practices; California School-Age Consortium, which provides holistic PD opportunities for youth development providers; Sanford Harmony, which provides training in social-emotional development. Additionally, as part of a national network of 19 All-Stars chapters, ASAS-LA program, fundraising, operations, and leadership staff are invited to trainings on an as-needed basis and to an annual, 3-day PD convention organized by the National Office. Staff have opportunities to participate in conferences throughout the year, including the National Summer Learning Conference, BOOST, the Step-UP high school conference, and more.

Staff Recruitment and Retention

ASAS-LA recruits highly qualified staff to deliver programming. These staff members meet all minimum educational requirements and standards. Our full-time Program Coordinators are preferred to have a four-year degree and most are pursuing careers in education. All hires must have experience working with students in a K-12 education, recreation, and/or community environment. In hiring staff, ASAS-LA evaluates candidates' dedication to the cause of youth development, experience and expertise in this field, sensitivity to and knowledge of the cultural and socioeconomic backgrounds of our students, positive attitude, and ability to communicate in respectful, engaging ways with varied audiences. The relationships developed between our staff and students are routinely cited as the biggest draw for our programs – through careful recruitment, selection and training we ensure that all of our site personnel excel in forming impactful, mentoring bonds with the youth we serve. Staff will be hired based on advertised qualifications, of which experience with at risk youth and underrepresented populations is paramount. Part-time program staff are required to have a high school diploma or GED as well as either 60 college credits or a 75% or higher on the math and English portions of the Instructional Aide Exam.

The organization also works hard to promote from within the company; we are able to do this since we offer such a high range of leadership and professional development opportunities to our staff. Additionally, we will recruit new staff using online job boards including LinkedIn, Indeed, and Monster, local college job boards, the Urban Teachers Fellowship, and through word of mouth by our partner organizations and current staff.

ASAS-LA believes strongly in creating a staffing environment in which everyone is seen as a professional. ASAS-LA full-time staff has a high rate of retention with numerous employees having been with the company for 6+ years. Just as we want our students to feel a sense of

belonging in their schools and communities, so too do we strive to ensure that our staff, at all levels, feel that they are part of a meaningful and important community.
In doing so, the first step starts with the onboarding process. Here, the staff learns about the organization, company culture and how each employee can thrive. All staff are encouraged to attend on-going professional development throughout the year to learn, grow, and build their skills not only for this work environment but the skills learned can translate to future endeavors.

Communication and feedback are an essential part of staff retention. ASAS-LA operates under an open-door policy, where the staff is encouraged to engage each other in meaningful ways on a frequent basis, regardless of their level in the organization. ASAS-LA employs a continuous feedback model, where supervisors and coworkers alike offer frequent, timely feedback to employees. Additionally, ASAS-LA conducts Coaching Intervals, where staff are provided with strategies, ideas, research, and activities to support their work in developing leadership and communication abilities and styles. As a learning community, these times will primarily focus on creating a dynamic and supportive coaching culture, as well as learn more about individual communication and working styles.

TEACH ACADEMY OF TECHNOLOGIES

Supporting Documents

Example of a Memorandum of Understanding
Budget
Sample Program Schedule
Example of Lesson/Activity Plan
Letters of Reference
Liability Insurance

SANFORD
PROGRAMS™

November, 2021

Dear Jacqueline Licardie-Banks,

We are delighted to have a Memorandum of Understanding with After-School All-Stars, Los Angeles ("All-Stars"). We join with you to leverage our experience and impact in serving youth throughout Los Angeles by supporting your dynamic after-school program to provide enrichment opportunities during the critical after-school hours. We look forward to continuing to work with you to develop and implement model, innovative programs that have lasting impact on the futures for these youth.

The Sanford Harmony program empowers educators to foster better relationships among their students by using pedagogical tools to integrate simple and fun exercises into their lesson plans. Sanford Harmony was developed by researchers at Arizona State University and is disseminated by National University System (NUS) Sanford Programs in La Jolla, California.

As a Harmony educator, you are joining a movement to make a difference in the lives of students. We provide a variety of support and resources that will ensure successful Harmony implementation. Through this collaboration with After-School All-Stars, we will assist with onboarding, launching, and sustaining the program. The following services and resources have been provided in-kind and incur no costs against this grant.

- 78 Sanford Harmony Teacher Toolkits at no charge (value $150 per kit).
- 195 Quick Connection Cards ($30 each).
- 10 on-site trainings at no charge (value $2,500 per kit) led by a certified Harmony trainer and access to online trainings conducted through the Harmony Professional Learning Library via recorded training sessions with a virtual instructor. Both training options are available for group and individual training.
- Access to digital resources/mobile app at no charge (value $35 per student).

We estimate that the monetary value of these in-kind contributions to this project have been approximately $45,000. We are pleased to lend support and commitment to After-School All-Stars, Los Angeles and your efforts to reach at-risk youth in Los Angeles.

Sincerely,



Richie Ressel
Director, Sanford Harmony

STEM TO THE FUTURE MEMORANDUM OF UNDERSTANDING

October 25, 2021

jacob adams
Founder,Executive Director
STEM to the Future
1510 W 36th St #1
Los Angeles, CA 90018

Dear Jacqueline Licardie,

We are delighted to enter into this Memorandum of Understanding with After-School All-Stars, Los Angeles ("All-Stars") for the purpose of implementing or expanding both 21st Century Community Learning Centers and After School Safety and Enrichment for Teens after-school programs in Los Angeles in collaboration with you and your partner schools. We join with you in this project to leverage our experience and impact in serving at-risk youth and their families throughout Los Angeles by supporting your dynamic after-school program to provide academic and enrichment opportunities during the critical after-school hours. We look forward to working with you to develop and implement model, innovative programs that have lasting impact on the educational achievements and futures for these youth.

Our mission is to inspire and motivate Black and Latinx youth to be creative critical thinkers who use STEAM to develop solutions to real world problems such as climate change, public safety, and poverty. Youth develop creativity, problem solving, and collaboration skills as they see how a variety of STEAM pathways can be used to create the future they deserve. Through this collaboration with After-School All-Stars, we will provide engaging hands-on STEAM curricula, professional development, and ongoing support.

The following specific services, resources, equipment, facilities detailed herein will be provided in-kind and incur no costs against this grant.

- 4 STEAM based professional development trainings
- 1 on 1 coaching and check-ins with AFAS Staff
- Ongoing Access to STEAM curriculum

At this time, we estimate that the monetary value of these in-kind contributions to this project will break down as follows:
$8,250

We are pleased to lend support and commitment to After-School All-Stars, Los Angeles and your efforts to reach at-risk youth in Los Angeles.

Sincerely,

jacob adams
jacob adams
Founder, Executive Director

MIDDLE SCHOOL OPERATIONAL BUDGET
ASES GRANT
FY 2022 - 2023

				Units of Service	
				# of Students	**111**
				# of PL's	**5**
				Days of operation	**180**
PERSONNEL	Qty	Rate	# hours	#days	Amount
Program Coordinator	1	$23.00	80	22	**$40,480**
Operation & Grant Manage	1	$30.00	8	22	**$5,280**
Program Support Specialis	1	$30.00	8	22	**$5,280**
Program Data Assistant	1	$19.00	8	22	**$3,344**
Program Leader	5	$19.00	3.25	180	**$55,785**
Program Leader-Minimum	5	$19.00	1	38	**$3,610**
Program Leader - trainings	5	$19.00	4	10	**$3,800**
Certificated Teacher	0	$0.00	0	0	**$0**
TOTAL					**$117,579**
EMPLOYEE BENEFITS		16%			$18,813
Health Benefits	0	13.4%			$2,521
FICA	0	41.0%			$7,713
SUI		19.4%			$3,650
Workers Comp		25.1%			$4,722
Background checks		1.1%			$207
TOTAL		100.00%			**$18,813**
NON-PERSONNEL					
Program Supplies	111	$30			$3,330
Program Equipment	2	$500			$1,000
Bus/Van Rentals	2	$500			$1,000
Travel	0	$0		0	$0
SC Cell Phone	1	$75		11	$825
Database	1	$400			$400
Culminating Events	0	$0			$0
Consultants	0	$0			$0
TOTAL					**$6,555**
Grand Total					**$142,947**

AAS - LA Admin	$21,442
Grant Total	$164,389
RFP Amount	$164,388.70
30% Match	$49,316.61

Match	
facilities	$12,329.15
Snacks	$14,985.00
Partners	$22,002.46
Total Match	$49,316.61

MIDDLE SCHOOL OPERATIONAL BUDGET
21ST CCLC AFTER SCHOOL SUPPLEMENTAL
FY 2022 - 2023

	Units of Service
# of Students	**200**
# of PL's	**5**
Days of operation	**60**

PERSONNEL	Qty	Rate	# hours	#days	Amount
Program Coordinator	2	$23.00	80	4	**$14,720**
Operation & Grant Manage	1	$30.00	8	4	**$960**
Program Support Specialis	1	$30.00	8	4	**$960**
Program Data Assistant	1	$19.00	8	4	**$608**
Program Leader	10	$10.00	6	60	**$36,293**
Program Leader-Minimum	0	$19.00	1	38	**$0**
Program Leader - trainings	10	$19.00	4	4	**$3,040**
Certificated Teacher	3	$35.00	2	60	**$12,600**
TOTAL					**$69,181**
EMPLOYEE BENEFITS		16%			$11,069
Health Benefits	0	13.4%			$1,483
FICA	0	41.0%			$4,538
SUI		19.4%			$2,147
Workers Comp		25.1%			$2,778
Background checks		1.1%			$122
TOTAL		100.00%			**$11,069**
NON-PERSONNEL					
Program Supplies	200	$50			$10,000
Program Equipment	4	$1,500			$6,000
Bus/Van Rentals	4	$750			$3,000
Travel	0	$0		0	$0
SC Cell Phone	1	$75		2	$150
Database	0	$400			$0
Culminating Events	2	$1,000			$2,000
Consultants	2	$2,400			$4,800
TOTAL					**$25,950**
Grand Total					**$106,200**

AAS - LA Admin	$15,930
Grant Total	$122,130
RFP Amount	$122,130.00

MIDDLE SCHOOL OPERATIONAL BUDGET
BEFORE SCHOOL BASE
FY 2022 - 2023

	Units of Service
# of Students	**54**
# of PL's	**2**
Days of operation	**180**

PERSONNEL	Qty	Rate	# hours	#days	Amount
Program Lead (AM)	1	$23.00	30	22	**$15,180**
Operation & Grant Manage	1	$30.00	2	22	**$1,320**
Program Support Specialis	1	$30.00	2	22	**$1,320**
Program Data Assistant	1	$19.00	2	22	**$836**
Program Leader	3	$19.00	2.5	180	**$25,860**
Program Leader-Minimum	0	$0.00	0	0	**$0**
Program Leader - trainings	3	$19.00	4	3	**$684**
Certificated Teacher	0	$0.00	0	0	**$0**
TOTAL					**$45,200**
EMPLOYEE BENEFITS		16%			$7,232
Health Benefits	0	13.4%			$969
FICA	0	41.0%			$2,965
SUI		19.4%			$1,403
Workers Comp		25.1%			$1,815
Background checks		1.1%			$80
TOTAL		100.00%			**$7,232**
NON-PERSONNEL					
Program Supplies	54	$30			$2,888
Program Equipment	5	$500			$2,500
Bus/Van Rentals	0	$0			$0
Travel	0	$0		0	$0
SC Cell Phone	0	$75		1	$0
Database	0	$0			$0
Culminating Events	0	$0			$0
Consultants	0	$0			$0
TOTAL					**$5,388**
Grand Total					**$57,820**

AAS - LA Admin	$8,673
Grant Total	$66,493
RFP Amount	$66,493.00

MIDDLE SCHOOL OPERATIONAL BUDGET
BEFORE SCHOOL SUPPLEMENTAL
FY 2022 - 2023

Units of Service	
# of Students	**49**
# of PL's	**2**
Days of operation	**60**

PERSONNEL	Qty	Rate	# hours	#days		Amount
Program Lead	0	$23.00	30	22		**$0**
Operation & Grant Manage	0	$30.00	2	22		**$0**
Program Support Specialis	0	$30.00	2	22		**$0**
Program Data Assistant	0	$19.00	2	22		**$0**
Program Leader	3	$19.00	3	60		**$11,251**
Program Leader-Minimum	0	$0.00	0	0		**$0**
Program Leader - trainings	3	$19.00	4	3		**$684**
Certificated Teacher	0	$0.00	0	0		**$0**
TOTAL						**$11,935**
EMPLOYEE BENEFITS		16%				$1,910
Health Benefits	0	13.4%				$256
FICA	0	41.0%				$783
SUI		19.4%				$370
Workers Comp		25.1%				$479
Background checks		1.1%				$21
TOTAL		100.00%				**$1,910**
NON-PERSONNEL						
Program Supplies	50	$30				$1,500
Program Equipment	4	$500				$2,000
Bus/Van Rentals	0	$0				$0
Travel	0	$0			0	$0
SC Cell Phone	0	$75			1	$0
Database	0	$0				$0
Culminating Events	0	$0				$0
Consultants	0	$0				$0
TOTAL						**$3,500**
Grand Total						**$17,345**

AAS - LA Admin	$2,602
Grant Total	$19,946
RFP Amount	$19,947.90

PROGRAM
SCHEDULE SAMPLE

Name of Program/ Activity	Description of Types of Activities	Hours: Daily Schedule (Start & Finish Times)	Number of Days Offered per Week	Total Days Offered for the Year	Provider/Partner Involved in Implementing Activity
Countdown- Academic Support	Homework Support, typically 60 minutes	2:30pm-3:30pm	5	180	ASAS-LA Program Leaders
STEAM	CS First-Google-student will learn coding	3:30pm-5:30pm	3	108-180	ASAS-LA Program Leaders
Seasonal and Non-Traditional Sports	Dance, cheer, soccer, basketball	4:00pm-6:00pm	5	180	ASAS-LA Program Leaders
Visual and Perming Arts	Music, Art	3:30pm-6:00pm	5	180	ASAS-LA Program Leaders
Youth Leadership	Leadership Class	4:00pm-5:30pm	2	108	ASAS-LA Program Leaders
SEL	Sanford Harmony curriculum	3:30pm-4:15pm	3	108-180	ASAS-LA Program Leaders



Grade: Elementary

Today's Lesson: Line Shadow Tag

Description: This fun game takes on a variation of line tag and shadow tag for an organized, no contact group game.

Materials:

- An open space

Before we get started: This game works best on areas such as a basketball or volleyball court. We will be using the lines drawn on the ground as our path. If you have no such space, think of what space you can use to improvise. Does your cement have subtle cracks that can be followed or is there an area in which you can use chalk to create the lines?

How to:

1. This game is like tag but we can only walk on the lines on the ground. For this scenario we will assume we are playing on a basketball court.

2. All players can move throughout the entire basketball court where the lines are drawn. If you step off of the line, you must stay there frozen for 5 seconds.

3. The person that is "it" will be tagging you by stepping on your shadow. There will be one "shadow checker" who is impartial to either side, they simply check if the shadow was tagged or not. This shadow checker can move freely without having to stay on the lines.

4. Choose two volunteers, one as the person who is "it" and the other as the shadow checker.

5. Start with the players spread out around the court, while the person who is "it" and the shadow checker remain at the center. Then begin!



6. Many people will be “it” depending on whether they are tagged or not, but the shadow remains constant until you approve a switch.

As we finish: Were your students able to understand the process of the game? Giving a visual explanation of the game in addition to a verbal explanation can help clarify any questions they may have.

Reflection: Students may provide feedback on the game. What did you like about this activity? What rules would you add or remove from this game? How else could we modify this for our group?



Grade: All Inclusive

Today's Lesson: Picture of a Song

Description: Today we will be listening to music and allow that to inspire us in creating our own artwork.



Materials:

- Blank and lined paper
- Crayons, markers, or colored pencils
- Music

Before we get started: Our goal is to immerse ourselves into music and allow the emotions to inspire our creativity.

How to:

1. Select 3 songs for your students to listen to. Some ideas could be an upbeat mainstream song most students may know, a slowed down mainstream song, and a classical piece that would have no words to it.

2. Play the first song for your students and have them write down 5 colors that would represent the sensation of that song.

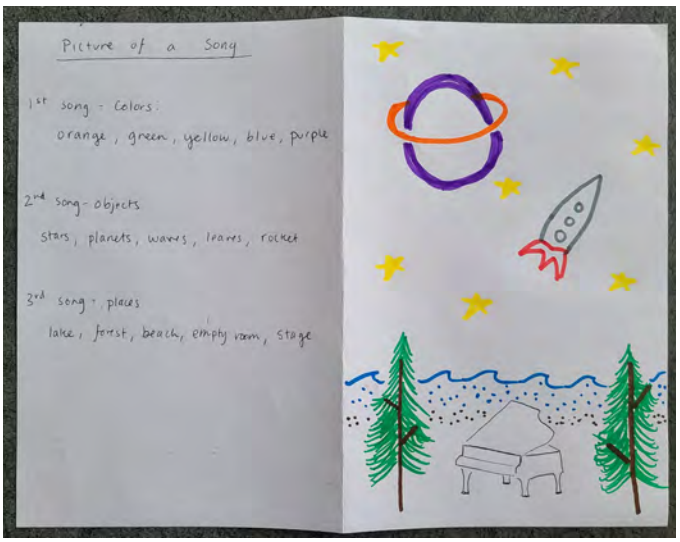
3. Listen to the next song. Have students write down 5 objects that could represent the sensation of that song.



4. Next, listen to the final song and have students write down 5 places that come to mind.

5. Using these three lists, have students create artwork based on the combined feeling of the songs. Their artwork does not have to include every item on the list, rather it should be an interpretation they best see fit.

Sample photo:



As we finish: Consider playing each of the songs over again so that students may be able to feel a strong connection to the music and their art.

Reflection: Was it easy to let these songs inspire you? What other songs would you choose to do this activity with? Are there any particular moments in the music that you felt most moved by?

MONTEBELLO UNIFIED SCHOOL
DISTRICT

LILI ATOYAN
Principal

KAREN HO, Ed.D.
Teacher on Special Assignment

Potrero Heights Elementary School

8026 EAST HILL DR • SOUTH SAN GABRIEL, CA • 91770
Phone: (626) 307 - 7010 • Fax: (626) 307 – 7013
https://montebello-phe.edlioschool.com/

April 18, 2022

To Whom It May Concern,

It is with great pleasure and confidence that I write this letter of recommendation for our After School All-Stars, Los Angeles. I have been working with this program for eight years. This organization has consistently and successfully serviced 85 students from Potrero Heights Elementary.

I have developed a positive work relationship with the program leadership team. They are responsive to the needs of the students and to my requests. They have proposed several programs such as music instruction, dance, art, culinary arts, sports, and science and have implemented them.

Potrero Heights started a school wide discipline program. We requested that the same rules be used in the after school program for consistency. The request was promptly addressed and students were aware that the rules apply everywhere on campus. The members of their team follow protocols consistently and consequently provide students with a safe, structured environment. When a change in the Program Coordinator occurred, I was included on the interview team and the selection process. In that manner, I was able to provide input and find the best fit for our school.

The course offerings are fun and engaging for our students. There is a built-in homework period with tutors to help students. There are several clubs that students can join to learn new things such as dance, science, and student government.

The pandemic impacted the All-Stars Program in that it was difficult to hire and sustain high quality instructors. I am impressed that their response was to send their Operations Manager to support the program.

The partnership between our school and the after school All-Stars Program is strong and geared toward meeting the needs of our students and their families. We communicate frequently and openly about discipline issues, program offerings, and anything else that might arise. I highly recommend this after school program to any school. Please don't hesitate to contact me with questions at 626-307-7010.

Sincerely,

Lili Atoyan
Principal
Potrero Heights Elementary School

April 19, 2022

To Whom It May Concern,

After School All Stars Los Angeles (ASAS LA) has been an integral part of our school community since July 2016 and continues today. ASAS LA serves 111 of our school's students daily. Our school, Girls Athletic Leadership School LA, is a unique place and we are fortunate to consider ASAS LA, an extension of our students' experience. ASAS LA's leadership and program team listens to its students and school leaders to deliver a program that is responsive to their needs and matches their interests. Students engage in a diverse set of activities that give them exposure to the arts, athletics, leadership, and focused academic time. ASAS LA's team always communicates consistently with the team through monthly check-ins and daily email communications. Everything that ASAS commits to, comes true and the organization is always looking for ways to provide additional support for our students and families. ASAS' partnerships with external organizations has always proven to be a value-add to us as a school.

In person and when the program had to be conducted online due to the pandemic, ASAS always delivered a high quality, comprehensive program. The leadership team swiftly made adjustments to restrictions and staffing shortages.

Year after year, ASAS LA meets my expectations, and even exceeds them at times. I am grateful for their partnership and how we continue to grow together to serve our students and families best.

If any additional information is needed, please contact me at 818-389-1184 or via email at vgarza@galsla.org

Sincerely,

Vanessa Garza

Vanessa Garza, Founding Principal

8015 Van Nuys Blvd, Panorama City, CA 91402 818-389-1184 www.galsla.org

SYNERGY ACADEMIES

April 21, 2022

To whom it may concern,

I am happy to write this letter of reference for After School All-Stars, Los Angeles. Our organization has been collaborating with ASAS-LA since 2010 when they began to offer a comprehensive After School program for our elementary school and our middle school. The program has offered a variety of academic and enrichment programs over the years giving our South Los Angeles students opportunities they may not have otherwise experienced. In addition to daily academic assistance, our students have participated in art, dance, and team sports such as soccer and basketball and have overfilled the trophy case with from the many competitions they have won.

Also impressive was the ability of the ASAS staff to pivot during the year-long lock down our students and staff endured during the pandemic. They were willing to jump in where ever needed and continue to support our students academically and with their socio-emotional needs, which was crucially needed during that time. The creatively offered ways to connect students via Zoom so that they could continue to form bonds with their friends outside of school.

Over the years, ASAS has successfully advertised and recruited families to their program and typically has a wait list. The staff is consistently well trained in providing a fun, engaging environment while maintaining boundaries, procedures, and protocols. They have established strict guidelines for handling any unfortunate incident that may happen, such as a discipline issue or an injury, that are always followed. Incidents like this are always communicated with school administration to ensure that ASAS and Synergy are responding to matters appropriately. Fortunately, because of the strong staff, these incidents are few and far between.

It is rare for an administrator to leave their school with over 100 students still on campus and not worry. I am appreciative that the ASAS-LA program does just that. Synergy knows that the students are in the capable hands of the ASAS staff and we hope to continue this long-standing partnership. Please feel free to contact me directly with any additional questions at 213-505-4656 or jepps@wearesynergy.org.

Sincerely,

Jennifer Epps
CAO, Synergy Academies/Interim Principal, Synergy Charter Academy

P.O. Box 78999
Los Angeles, CA 90016
323/235-7960 • 323/235-7970 fax
www.WeAreSynergy.org

AFTEALL-01 DLI

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 4/4/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C36861 San Diego-Alliant Insurance Services, Inc. 701 B St 6th Fl San Diego, CA 92101	CONTACT NAME: Adrienne Schmidt PHONE (A/C, No, Ext): (619) 541-4892 FAX (A/C, No): E-MAIL ADDRESS: Adrienne.Schmidt@alliant.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Church Mutual Insurance Company	18767
INSURED After-School All-Stars Los Angeles 6501 Fountain Ave. Los Angeles, CA 90028	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	X	X	0411540-02-376827	4/1/2022	4/1/2023	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 1,000,000 $ 5,000 $ 1,000,000 $ 3,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY	X	X	0411540-09-376838	4/1/2022	4/1/2023	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $			0411540-81-376828	4/1/2022	4/1/2023	EACH OCCURRENCE AGGREGATE	$ 4,000,000 $ 4,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
The Play Equity Fund, its officers, directors and employees are named as additional insureds with respect to liability arising out of grantee operations as required by written contract. Insurance shall be primary insurance as respects LA84 Foundation, its officers, directors, and employees. Waiver of Subrogation attached.

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD

CERTIFICATE OF LIABILITY INSURANCE

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IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: John Gonzalez	
Key Partners Insurance Services 16501 Ventura Blvd, Suite 400 Encino CA 91436	PHONE (A/C, No, Ext): (661) 235-5885	FAX (A/C, No): (818) 436-0550
	E-MAIL ADDRESS: john@keypartnersins.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: INTEGON NATL INS CO	29742
	INSURER B: AMGUARD INS CO	42390
	INSURER C: NORTH AMER CAPACITY INS CO	25038
	INSURER D:	
	INSURER E:	
	INSURER F:	

INSURED
After-School All-Stars, Los Angeles
6501 Fountain Ave
Los Angeles CA 90028

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☒ SCHEDULED AUTOS	X		2004129795	08/15/2021	08/15/2022	BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	DED ☐ RETENTION $							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		AFWC339472	01/01/2022	01/01/2023	☒ PER STATUTE ☐ OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Cyber Liability			C-4LRI-069313-CYBER-2021	04/04/2021	04/04/2022	Each Claim Retention	$1,000,000 $2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Los Angeles Unified School District and the Board of Education of the City of Los Angeles are additional insured with respect to commercial auto liability coverage.

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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PROPOSAL
For After-School Program Administration
TEACH PREPARATORY ELEMENTARY SCHOOL

May 20, 2022

Agency
After-School All-Stars, Los Angeles

Governor Arnold Schwarzenegger
38th Governor of California
Honorary Executive Chairman

BOARD OF DIRECTORS
Sabrina Kay
Board Chair
Brad Schrupp
Board Co-Vice Chair
Nanxi Liu
Board Co-Vice Chair

Randall Caraway
Ashton Charles
Richard Galofaro
Askhaan Hassan
Nabil Khoury
Jake Neuberg
Kevin Zhang

OFFICERS
Richard Galofaro, Secretary

PROGRAM DIRECTORS
Jacqueline Licardie-Banks,
Interim CEO
Donny Faaliliu
Senior Vice President of Leadership & Community Outreach
Ben Gonzalez
Director of Data Management
Liz Carter
Director of Strategic Program Initiatives & Special Events
Leo Gallardo
Director of Arts
Monica Warner
Carlos Espino
Senior Operation & Grant Managers

May 20, 2022

Attn: Enrique Robles, Director of Operations & Data Strategy
c/o TEACH Public Schools
1846 W. Imperial Hwy. Los Angeles, CA 90047
e: erobles@teachps.org I 323-872-0808
RE: RFP -After-School Program Administration

After-School All-Stars, Los Angeles (ASAS-LA) is honored to submit this proposal in response to the RFP for After-School Program Administration at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TPES). Our goal is to continue to collaborate with TEACH Public Schools as an after-school partner by providing an exemplary program which is in alignment with the School and District priorities, while also building future leaders. ASAS-LA has extensive experience managing, facilitating, and executing highly effective academically driven programs in charter schools' grades TK – 12. In addition, ASAS-LA is knowledgeable in staying compliant with ASES and 21st CCLC reporting & programmatic requirements.

ASAS-LA will continue to execute our mission to *educate, enlighten, and inspire young people by providing exciting and dynamic opportunities for their success, while cultivating students' self-esteem, leadership and respect for one another to help build healthier communities*, and are prepared to do so through both distance learning and through face-to-face programming. Our main objectives remain to provide academic enrichment opportunities and activities designed to complement students' regular academic program and that support college and career readiness, assist with literacy and related educational development services for families of these students, and provide a safe environment for students participating in their programs. We do this by preparing each child to graduate high school, go on to college, find a career they love, and give back to their communities.

ASAS-LA's unique program model with our four-pillar strategy in the **academics; visual and performing arts; youth leadership and service learning; and health, nutrition and fitness programs,** and our 8 program initiatives demonstrates our holistic approach to extended-day learning. It also compliments the work of the regular school day teachers and administrators in the area of academic support and student achievement. ASAS-LA operates in 58 public and charter school locations, grades K-12, offering its programs to more than 15,000 students per year.

Participating schools include 29 middle schools, 14 high schools, 2 K-8, one K-12, and 12 elementary schools.

We feel our experience running after school programs at TEACH Public Schools and across the city of Los Angeles makes us a great candidate to provide After School Programs at TEACH Public Schools and we welcome the opportunity to continue serving the students at your schools.

Sincerely,



Jacqueline Licardie-Banks, Interim CEO
6501 Fountain Ave. Los Angeles, CA 90028
Office (213) 232-0123 x 201 Cell (213) 305-9053 Fax (213) 232-0122
Email: jackie.licardie@la-allstars.org

SCOPE OF WORK

Organization History

Founded in 2002, After-Scholl All-Stars, Los Angeles (ASAS-LA) is an independent 501(c)(3) and the flagship chapter of a national network that serves 90,000 students across the country. ASAS' history begins in 1991, when ASAS founder Arnold Schwarzenegger was invited to serve as Executive Commissioner of the Inner-City Games (ICG). This citywide fitness expo featured a variety of sports and educational activities for at-risk youth, with the goal of developing their self-esteem and personal value. The powerful impact ICG had on its young participants inspired the creation of the Inner-City Games Foundation (ICGF) in 1992. By the early 2000s, ICGF had successfully opened 14 chapters across the country. Over this period, we transformed our model to provide holistic, after-school programming every day of the school year, supplemented with summer programming. ICGF was renamed After-School All-Stars in 2002 to reflect this significant expansion of services and continues to serve youth with the greatest of needs and the fewest of resources. Today, ASAS-LA provides comprehensive, high quality after-school programs to over 14,000 at-risk K-12 students each year. Like many of the 19 chapters within the ASAS network, ASAS-LA operates as an independent legal entity, with its own 501(c)(3) status. The mission of ASAS-LA is to *educate, enlighten, and inspire young people by providing exciting and dynamic opportunities for their success, while cultivating students' self-esteem, leadership and respect for one another to help build healthier communities.* Our main objectives are to provide academic enrichment, extracurricular classes, and character-building opportunities in order for our students to lead healthy and active lives. We do this by preparing each child to graduate high school, go on to college, find a career they love, and give back to their communities.

For the past 19 years, ASAS-LA has become a pillar in many communities throughout the City and County of Los Angeles, known for providing meaningful, high-quality, and responsive out-of-school-time education programs. With its original mission of providing a safe and inspired educational enrichment experience for middle school students, the organization has grown its program portfolio to go above and beyond comprehensive programming, offering a dynamic and exciting experience for students in grades K-12 across 59 schools, in both local districts like Los Angeles Unified and Montebello Unified School Districts, as well as charter school organizations including Alliance College-Ready Public Schools, resulting in measurable academic gains, with documented long term attitudinal changes in youth toward their academic futures. ASAS-LA has partnered with TEACH Public Schools in providing exceptional services to the students and families it serves. We are pleased to submit this proposal to continue providing after school program services. We feel our experience running after school programs at TEACH Public Schools and across the city of Los Angeles makes us a great candidate for the TEACH community.

Program Plan, including how it complies with ASES and 21st CCLC programmatic and evaluation requirements

Program Plan

ASAS-LA strategically aligns its Program Plan and program design to support the mission of TEACH Public Schools and comply with all ASES and 21st CCLC grant requirements. The program design embraces fundamental principles of youth development, and consistently embodies some of the most current promising practices of the field. ASAS-LA plans and operates under the premise that "whole child" education is fluid, adapting to the ever-changing needs of youth. It is this understanding that drives a dynamic program design that looks at local and national issues surrounding the academic and social education of young people.

Through our holistic and comprehensive programming, ASAS-LA empowers students with the skills and experiences necessary to succeed academically and successfully transition from middle school to high school, college, and beyond. ASAS-LA engages students in a way that not only helps them understand the importance of academic performance but also establishes attitudes and skill sets that will prepare them for success in life. Enrichment courses are interdisciplinary and interactive, emphasizing the practical application of school-day lessons. They are heavily project-based and student-directed, and last between 8 and 10 weeks ending with culminating events.

While all schools design their own program offerings, all classes must fall within ASAS-LA's pillars of programming that include: **Visual and Performing Arts; Health, Fitness, and Nutrition; Academic; and Leadership and Community Service Learning.** The Academics Pillar offers assistance in students' academic work that is tailored to their specific needs, particularly in core subjects, and enhances what they are learning during the instructional school day. The Visual and Performing Arts Pillar offers unique, experiential opportunities to develop students' unique talents and build their artistic, performance, social and emotional skills. The Health and Fitness pillar offers diverse physical and nutrition activities that teach the importance of healthy living and leadership. The Service-Learning Pillar has elements that are woven into all programs to teach students the value of giving back and the impact they can have on the world around them. All programs offer project-based learning activities along with opportunities for students to share their projects and experiences with peers, family, and community members.
ASAS-LA operates onsite on school campuses a minimum of 15 hours per week, and can include programming before or after school; on weekends and on non-instructional days. Program will begin at the time of the dismissal bell and operate a minimum of three hours, and at least until 6 pm. Before school operates 1.5 hours before school begins. To ensure programmatic requirements are met, program will include academic assistance, enrichment, and physical fitness daily. Students are able to select their enrichment and physical activity classes at the beginning of each 8-10 week session. Student to staff ratios are held at or below 20:1. A nutritious snack, compliant with all national and federal regulations and provided in accordance with the National School Lunch act, is served daily by an approved vendor at all sites.

There is a minimum of one Program Leader for every twenty students (20:1). A full time Program Coordinator serves as the day-to-day point of contact regarding program quality, curriculum, lesson plans, class selections, o maintain the quality of the program. and relationships with administration and teachers. The Operations and Grant Manager manages the compliance, reporting, and personnel aspects of the program. The Program Support Specialist is responsible for the program quality and training side of the program. They conduct class observations and determine what trainings are needed.

PCs are responsible for overseeing the after-school program and its participants. PCs participate in all school staff meetings and hold one-on-one monthly meetings with school principals. These open and direct lines of communication enable each site's PC to adjust safety plans as necessary and ensure all program staff are knowledgeable about the plan.
Throughout the year, we hold virtual weekly and monthly staff meetings. Program staff participate in well over 40 hours of targeted PD designed to improve their skills and help them develop as leaders. A requirement of all new employees is that they successfully complete 30 hours of mandatory training through *Safe Schools*, a K-12 safety and compliance training program as well as training on Site Safety Plans. All staff must be CPR/first aid certified and attend a child abuse reporting workshop. As school-specific or other procedures are updated, Program Coordinators and ASAS-LA coordinate supplemental trainings for affected staff. We conduct emergency and disaster drills for all students and staff on a monthly basis.

ASAS-LA does not operate as a drop-in program. Students must participate for the duration of the daily after-school program unless they have completed an early release form, which specifies the date and time of and reason for early release. This practice serves the dual purpose of preventing the dilution of programming that occurs when students do not participate in the full spectrum of offerings and also enables staff to adequately monitor students' locations throughout the program. Students must sign-in to all program activities. ASAS-LA works with our school partner to determine campus locations for program activities. In the event activities take place in locations other than typically designated areas, staff communicate new locations to participants and families through written and verbal notification.

Consistent with grant requirements, we recruit highly qualified staff that meets minimum educational requirements and standards. Our Program Coordinators are preferred to have a four-year degree, and most are pursuing careers in education. Staff will be hired based on advertised qualifications, of which experience with at risk youth and underrepresented populations is paramount. Part-time program staff are required to have a high school diploma or GED as well as either 48 college credits or a passing score of 75% on the math and English portions of the Instructional Aide Exam.

ASAS-LA complies with all aspects of fiscal administration and reporting as required by the ASES and 21st CCLC programmatic and evaluation requirements. These include:

- **Expenditure Reports** – vetted and submitted as required by both state and federal contracts (Quarterly basis)
- **Payments for Services** –ASAS-LA invoices schools based on actual expenses incurred while operating said program.
- Copies of expenditure reports are submitted along with CDE reporting.
- Student attendance information is submitted upon filing of CDE report.
- **Inventory Reports** – ASAS-LA provides quarterly inventory of any equipment that was purchased with public grant funds that exceed $500 dollars. All transactions involving equipment of more than $500 (acquisition, transfer, reports of loss/theft, or disposal) are recorded.
- **Evidence of Insurance** – ASAS-LA maintains all required levels of general liability insurance.
- **Obtaining local Match**- As a part of the grant a 33% match of additional funding/resources is made for each of the sites. This agreement was made for programs that receive ASES funding. The Director of Development and Development Manager who track external programmatic contributions as well as track ALL in-kind goods and services monitors evidence of these matches. Our external auditor reviews these yearly.

ASAS-LA tracks attendance on all participating students through the web-based database system, CitySpan. We currently measure how countdown attendance (the organization's academic support initiative) and enrichment attendance, separately and in combination, predict students' social and academic outcomes across sites. This tracking system allows us to far more efficiently and quickly run data analysis. In order for this system to be successful, All-Stars has built a Data Department comprised of Data Entry personnel, and Director of Data in order to administer training, ensure timely reporting, and maintain quality control. The Director of Data also bears primary responsibility for reporting attendance and other data to our funding agencies. The department undergoes internal and external audits on a routine basis in order to maintain the integrity and accuracy of attendance, dosage, demographic and other program related data.

In addition, attendance of students attending program is recorded daily, all sign in/out sheets go through an initial audit review before attendance is entered into to the ASAS-LA City-span database. All attendance entered into database is reconciled with the sign in/out sheets. In compliance with all rules and regulations of CDE state grant funding, attendance is taken daily, with all attendance reported checked for accuracy. In addition, ALL student participants have a signed application on file.

Program Evaluation

For over ten years, ASAS-LA has conducted student success and program evaluations in partnership with the Claremont Evaluation Center (CEC) at Claremont Graduate University (CGU). These surveys measure students' motivations in attending ASAS-LA; level of program quality; perceived gaps in program offerings; staff preparedness; quality of peer relationships and relationships with staff; program alignment to school-day learning and

values; and sense of developmental assets, including commitment to learning, positive identity, boundaries & expectation management, and more. The CEC analyzes the program data from multiple data sources, enabling us to draw conclusions, make necessary corrections, and develop short and long-term advancement strategies. These evaluations examine relationships among program dosage; program quality; academic outcomes; social emotional outcomes of participants; school attendance; student, parent and teacher/administrator satisfaction. CGU conducts focus groups, administers surveys, and holds planning sessions with staff to reflect on evaluation data and engage in continuous quality improvement.

To assess program quality, a variety of measurement tools are used, all of which align with California Afterschool Network's (CAN) Quality Standards for Expanded Learning in California. Internal observations (conducted by the Director of Strategic Program Initiatives and Special Events, Operations and Grants Managers, Program Support Specialists, and Program Coordinators) and external observations (conducted by the CEC team) are conducted with a protocol that focuses on four point-of-service quality standards: 1) Safe and Supportive Environment; 2) Active and Engaged Learning; 3) Skill Building; 4) Youth Autonomy and Leadership. Staff surveys measure staff knowledge and understanding of the quality standards and perceptions of the quality at their site. Student and parent surveys measure the quality of programming across the four quality standards previously described. These data sources (i.e., attendance, observations, surveys) are used determine areas needing improvement.

ASAS-LA engages in annual Continuous Quality Improvement (CQI) cycles using the California After School Program Quality Self-Assessment Tool to determine areas to target. This self-assessment considers data on student grades, test scores, homework completion, attendance, behavior and demographics along with anecdotal and survey data from students, parents, ASAS-LA staff, school staff, and program partners. To design, implement, and measure progress toward targeted improvement efforts, we use a CQI Improvement Plan, created by the ASAS-LA and Claremont Graduate University (CGU) team. The Director of Strategic Program Initiatives and Special Events leads the CQI process. This process consists of five major components: 1) Training Program Coordinators (PCs) and Program Leaders (PLs) on quality standards and CQI; 2) Gathering data from stakeholders; 3) Helping Program Coordinators develop Program Design and site-level CQI Action Plans; 4) Training Program Coordinators, Program Support Specialists (PSSs), and Operations and Grant Managers (OGMs) on how to conduct observations with their staff; 5) External Evaluators provide and facilitate reflection on program quality observations and relevant survey results.. The data collection process for CQI evaluation includes ongoing program quality observations, monthly meeting with principals; dissemination of student surveys at each site every other month that gauge students’ interest in program offerings; periodic meeting with parents and community program partners; attending official school meetings; and meeting with teachers and counselors on a regular basis.

Timeline and Phasing

In addition to the annual cycle of student programs, ASAS-LA also implements a robust Continuous Quality Improvement process. Program Directors partner with the Claremont Education Center and ASAS-LA's Program Support Specialists and Operations & Grant Managers to implement tactics to improve program quality which include trainings for part-time program staff. The process occurs on the following timeline:
July-Aug: Claremont Education Center & ASAS-LA hold planning meetings

Aug-Oct.: Claremont Education Center conduct CQI trainings for full-time ASAS-LA Program staff

Oct.: ASAS-LA Program Directors, Program Support Specialists, and Operations and Grant Managers create plan (including goals and tactics) for improving program quality based on assessment data gathered from last year

Oct-Dec: Improvement phase; ASAS-LA Program Directors execute on plan

Nov-Dec: Claremont Evaluation Center as well as Program Coordinators, Program Support Specialists, and Operation and Grant Managers conduct first round of observations & Claremont evaluators analyze observational data to indicate student experiences around youth autonomy and how the student councils are used to facilitate autonomy & Student and Staff surveys are administered

Jan: Action plan for improving program quality is updated based on assessment data gathered

Jan -April: Improvement phase; ASAS-LA Program Directors execute on plan

Jan: ASAS-LA full- & part-time program staff participate in CQI workshops, facilitated by ASAS-LA Program Support Specialists and Claremont Education Center.

Feb-March: Second round of observations

March: Principal Survey is administered

April: Action plan for improving program quality is updated based on assessment data gathered

April-May: Third round of observations & Student and Staff surveys are administered

June: Action plan for improving program quality is updated based on assessment data gathered & ASAS-LA's data collection team aggregates data on survey responses and participants' academic performance and upload the data to Claremont for analyses linking participation to implementation and students' social-emotional and academic outcomes.

July-Aug: Claremont Education Center authors case study & recommendations for CQI & the cycle repeats itself.

Description of signature program curriculum and services

Program Curriculum and Components

ASAS-LA engages students in a way that not only helps them understand the importance of academic performance but also establishes attitudes and skill sets that will power success for life. Research demonstrates a combination of academics, enrichment activities, and healthy lifestyles improve student achievement significantly more than academics alone – especially as it relates to low-income, at-risk youth. To best equip our students for success, ASAS-LA structures our programs around Four Pillars, taking a holistic approach to after-school. The Academics and Homework Support Pillar offers assistance in students' academic work that is tailored to their specific needs, particularly in core subjects, and enhances what they are learning during school. The Visual and Performing Arts Pillar offers unique, experiential opportunities to develop extracurricular talents and build their social, artistic, and emotional skills. The Health, Fitness, and Nutrition pillar offers diverse physical and nutrition activities that teach students the importance of healthy living and leadership. The Youth Leadership and Community Service-Learning Pillar, community service elements are woven into all programs to teach students the value of giving back and the impact they can have on the world around them. All programs offer project-based learning and opportunities for students to share learnings with peers, family, and community members, actively reinforcing lessons learned at ASAS-LA in their families and communities.

ASAS-LA will create a support network of staff, resources, and programming that empowers our students to perform their best. This network includes a safe place to complete homework, nutritious snacks, outlets for creative and physical expression, strategic outreach to teachers, family members, and relevant professionals, and opportunities to explore passions and connect them to career paths and long-term goals. We engage community partners in all programming, connecting students to the cultural richness of their environments and extending this network beyond their schools. We work directly with teachers and learning specialists to understand strategies implemented with special needs populations during the day, which we incorporate after school.

Academic and Homework Support Pillar: *Countdown / Academic Hour* - All program participants begin the programmatic day with ASAS-LA's academic assistance program called *Countdown*. During this time frame, typically 45-60 minutes, staff, at a maximum ratio of 20:1, assist with homework, journal writing, research skills, reading, study skills, literacy-based initiatives, and test-prep activities. This is not a supervised "study hall," but rather includes proactive collaboration with core day instructors to address specific study skills students are lacking. By aligning after school activities with the core day's initiatives, students are able to use practical application of their skills and reinforce learning. ASAS-LA can offer computer lab and library hours, at schools where access is made available, for students to complete homework and engage in interactive, self-paced online learning. ASAS-LA partners with

Revolution Prep, Achieve 3000, Read to Lead, and others to offer online ELA and math curricula, which provides real-time data concepts mastery for after-school and core-day teachers.

Visual and Performing Arts Pillar: ASAS-LA arts programs provide students with unique, experiential opportunities to develop their talents and express themselves through visual arts, music and dance. Visual and Performing Arts programs include Dance (hip hop, modern dance, folklorico), Music (modern jazz, rock, mariachi), Theatre Arts including drama and spoken word, and Art (fine art, murals, and Photography). Most classes culminate in high-profile organizational wide events performing in front of their peers, families and communities. The popular *All-Stars Customs* program teaches students how to build quality scale model cars using professional techniques such as prepping, painting and assembly. Students get the opportunity to build show quality models, using professional techniques. Replicas designed by ASAS-LA students have been exhibited at local Ford dealerships; the LA Auto Show and our annual *ArtCon*, an organization wide event. All-Star Customs goes beyond model car design. It provides an introduction to engineering, career exploration, and graphic design and is also incorporated into our Beyond Science Organization wide event. Another program is the *Cartoon Academy* which guides students through the design and development of their own cartoon character. One of the most popular programs is the 3-week *Japanese Anime* workshop. All arts activities incorporate social-emotional learning through "Empowerment Through Art" strategies.

Health, Fitness, and Nutrition Pillar: To ensure our students get active every day, we offer a range of diverse team and individual sports. Offerings include:, yoga, cross country, soccer, basketball, dance (folklorico, hip hop, Latin, and more) cheer. Partners in offering these activities include, Students Run LA, Beat the Streets LA, US Soccer, and Sharp International. We partner with Coach Across America and Coaching Corps to train highly effective coaches in sports and youth development. We train all of our coaches to tie sports to lessons on leadership, female empowerment, and service learning, leveraging the character qualities common to these activities (respect, collaboration, communication, tenacity, goal-setting, vision, sacrifice, and discipline) to help our students become well-rounded members of their communities

Youth Leadership and Community Service Learning: A major component of our comprehensive programming is our Life Service Action (LSA) Youth Leadership initiative. LSA programs educate our students on the practical definition of leadership and its applications while allowing them to participate in the process of identifying and electing leaders. Students also develop and lead their own service-learning projects and participate in community-wide days of service. Since 2007, these programs have made a significant impact on the lives of youth participants with students improving their academic achievement, becoming more civically engaged in their communities, and going on to become leaders in their college and professional careers. A key LSA program is Entourage where students learn about the democratic process of elections and the meaning of leadership and the responsibility as an elected representative. Entourage

students share a strong commitment to dealing with the topical issues of the day while also engaging in meaningful school and community service involvement.

ASAS-LA believes our program must equip students to overcome the obstacles they face in reaching their potential. To this end, ASAS-LA, Initiatives address the issues that are most adversely affecting the lives of our students and their communities:

We Are Ready (WAR): High School Dropout Prevention Programming: We Are Ready (W.A.R.) offers academic support, high school readiness, and college exploration opportunities to 8th graders. This middle school to high school transition initiative helps students make connections between academic and professional success, while educating them and their families on high school to college requirements. Our staff works with youth to set academic goals and create high school plans. W.A.R. solidifies connections between students' academic work and the "real world" through field trips to colleges and work sites, job- shadowing, informational interviews, resume workshops, and mentors that help students define and develop their career goals. W.A.R. programming also engages parents and families on topics such as: actions to take to support your child's transition to high school, high school options for 8th graders, high school academic requirements, and processes for applying to and financing college.

Our CampUs program is a culmination of the WAR curriculum. It is typically held on a college campus. CampUs helps students understand the value and requirements of completing high school and getting accepted to college. While at camp, students sleep in dorms, take classes in lecture halls, and eat in the cafeteria. This immersive experience helps students envision their world after high school. Every day of camp is filled with activities geared towards their future academic success.

Career Exploration Opportunities (CEO): This is a financial literacy, career development and entrepreneurialism initiative created to help students learn to be self-sufficient adults, prepare them for the 21st century economy, and inspire long-term career planning. CEO connects youth with community leaders and role models from government, business, and the nonprofit sectors to learn 21st century workplace skills. CEO also incorporates an entrepreneurialism component where students learn how to launch a business from start to finish. Students are tasked with identifying a consumer need, conducting market research, identifying competition, developing a business plan, creating a tangible product, finding investors and marketing their idea.

Literacy: Our Literacy initiative approach is creating an environment that is positive and relevant to students' lives and culture. By utilizing various curriculums, it helps students develop higher order thinking skills, enhance vocabulary and comprehension strategies, and express themselves through writing strategies. Through KidzLit, a literacy curriculum that features fiction and non-fiction book titles in a dual-language format, students are exposed to everyday life situations and examples of cultural diversity. Write Brain World allows for students to write thoughtfully crafted storybooks which ignites self-expression and boosts self-esteem. Read to Lead is an online reading program that fosters student's literacy through interactive real-life scenarios where students are placed in leadership positions to solve day-to-

day entrepreneurial situations. Millionaire's Club is an ASAS-LA developed program to encourage students to read a million words throughout the school year. These curriculums are aligned with common core standards and have been proven to increase student's comprehension and enjoyment of reading, build their vocabulary, deepen their critical thinking, and foster their ability to work with others.

Allstars Runs on STEAM: Our Allstars Runs on S.T.E.A.M. initiative inspires students to question the world around them through dynamic and engaging projects in the areas of Science, Technology, Engineering, Art, and Mathematics. Robotics, Coding, and Engineering. By utilizing numerous curricula, it allows students to use critical thinking skills, creativity, and engineering concepts to develop solutions to real world problems such as climate change, public safety, and poverty. Programming also exposes students to a variety of STEAM career options, igniting their interest in STEAM at an early age. Projects are relatable to students' lives outside of school but are also rooted in STEAM concepts allowing students to learn while creating something that is relevant to them. The comprehensive STEAM program focuses on three areas to ensure students are exposed to the many components of STEAM and have the opportunity to practice their skills: understanding and interfacing with Technology (ABC's of STEAM), STEAM Career Exploration (career panels and workplace visits), putting learning knowledge and skills into action (the annual Beyond Science Fair and showcases).

The following is an illustrative sampling of STEAM curriculum:

- Little Bits (Grades 3rd-8th)- LittleBits is a platform of easy-to-use electronic building blocks that empowers students to invent and use their imagination, from building their own remote-controlled car, to a smart home device.
- LEGO Mindstorm (Grades 6th-8th)- Students are placed in teams in which they identify a human physical or social problem. faced during long duration space exploration within our Sun's solar system and propose a solution.
- LEGO We Do (Grades 2nd-5th)- Design and build a Moon Base. Use the Lego rocket ship and other elements from the Inspire Set to help you. Show your ideas for how to solve one or more of the problems from you explored
- Bee Bots (K-1st)- Bee-Bot and Blue-Bot are exciting new robots designed for use by young children. These colorful, easy-to-operate, and friendly little robots are a perfect tool for teaching sequencing, estimation, and problem-solving.
- KidzScience*:* Helps students understand key science concepts. Students will use hands-on activities to provide real life experiences, giving them opportunities to learn what scientists do and to use science inquiry skills.

Sports-As-A-Hook

Sports As A Hook (SAAH) was launched in response to the youth obesity crisis and focuses on structured physical and nutrition activities that connect sports to lessons on healthy living, teamwork, resilience, and gender equality. To ensure our students are active every day, we

offer a range of diverse team and individual sports such as wrestling, soccer, basketball, dance, cheer, and rugby. Competitive sports such as basketball, soccer, rugby and cheer & dance all culminate in organization wide competitive tournaments. As part of SAAH, students research and design creative ways to incorporate community service into physical activities, such as organizing fundraising events for charity. Such activities develop students' sense of community responsibility, empathy, and leadership skills. We also instruct students on topics such as caloric intake and distinguishing between healthy and unhealthy foods. Students use this information to give their diets "makeovers," determining how to eliminate or substitute poor food choices with healthy ones. Students also learn how to read nutrition labels, calculate optimal caloric intake and burn rates, medicinal uses of foods, and tactics for making small lifestyle adjustments to achieve healthy results.

Life Service Action
To empower our students to lead and improve their communities, ASAS-LA launched Life Service Action (LSA), an initiative where students apply what they learn in the classroom to lead their own research-driven service projects. Our Life Service Action (LSA) initiative educates our students on the practical definition of leadership and its applications while allowing them to participate in the process of identifying and electing leaders. Students also develop and lead their own service-learning projects and participate in community-wide days of service. A key LSA program is Entourage where students learn about the democratic process of elections and the meaning of leadership and the responsibility as an elected representative. Entourage students share a strong commitment to dealing with the topical issues of the day while also engaging in meaningful school and community service involvement. A major part of the curriculum involves opportunities for participants to put what they have learned about a specific issue into practice. Entourage requires a minimum of 3 major service projects spread out over the course of a year.

Throughout the year, student leaders participate in our Youth Leadership Conference Series which is an opportunity for them to network and learn from one another while leading and participating in workshops. Students are selected as special key-note speakers and all participants have an opportunity to hear from and engage with community leaders and elected officials. Students also participate in panel discussions; evaluate the previous school year; plan for the upcoming school year; and share their service-learning projects they have completed throughout the year.

Social-Emotional Learning: Social-Emotional Learning (SEL) is a new and important initiative in all of our schools. Our approach to SEL is one that promotes positive school climate and culture, and enhances students' intrapersonal, interpersonal, and cognitive competence. Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Socially and emotionally trained ASAS-LA staff set the tone in their classrooms by developing supportive and encouraging relationships with their students. Through activities, staff and students are able to apply knowledge, attitudes, and skills necessary to understand and manage emotions. Students are given the tools to feel and show empathy for others, establish and maintain positive relationships, self-manage, and make

responsible decisions. SEL empowers our staff and students to co-create thriving schools and contribute to safe and healthy communities.

While we have an established program model that guides all program design and has been proven to achieve outcomes in the areas of grade improvement, behavior, and social-emotional development, ASAS-LA is not a one-size-fits-all provider. We work jointly with schools to strategically tailor our offerings to meet the needs of each site, adjusting everything from the classes offered to the partners enlisted to the frequency of meetings with administrators, in order to best serve our partner schools. Together with school partners, we create a tailored program plan based on the needs of the school and its students. This plan includes information on the mission of the school and ASAS-LA at large, the vision for ASAS-LA programs at the school site, ASAS-LA programming's role in the greater school improvement plan, ASAS-LA's proposed offerings, programmatic & financial partners, main methods and frequency of communication between ASAS-LA and administrators, teachers, and partners, and plans for outcomes assessment (including frequency of collection, measures to be collected, and review process). We then review this plan with school principals & administrators, teachers, parents, program partners, and community partners to obtain feedback and make changes as necessary.

Management profile, including experience, expertise, and oversight plan

The implementation of all ASAS-LA programming will be overseen by **ASAS-LA Interim CEO, Jacqueline Licardie-Banks**, who joined ASAS-LA in 2009 as a Program Director, and now has over 20 years of experience in the afterschool field. She served previously as the Director of Program and Professional Development for ASAS-LA and is a major contributor to the professional development of the ASAS-LA staff and has created training modules for Classroom Management, Homework Time, Self-Awareness, Science curriculum and Youth Development. A major recent accomplishment of hers is that she collaborated with Sanford Harmony in designing a national webinar focused on including social emotional learning in programs. She has also worked with Collaborative Classroom for the past 20 years and is certified in Social Emotional Learning, Every Monday Matters, and Foundations of Compassionate System Leadership among other certifications.

Additional ASAS-LA Key Staff
Senior Vice President of Leadership and Community Outreach (Donny Faaliliu): Mr Faaliliu oversees the Development Department, Program Initiatives Department and the Communications and Marketing Department. He works closely with school districts, business community, community partners, city and state agencies to expand the scope and influence of the program in neighborhoods throughout Los Angeles County. He serves as a board member on the California Afterschool Advocacy Alliance (CA3), California High School/ASSETs Collaboration, WE Schools Ambassador Council, and California Teens Advocating for Civic Action (TACA). He has worked with ASAS-LA for over 17 years, is the recipient of the 2019 WE Schools Educator Champions Award, and holds a B.A. in Sociology with a minor in Psychology

from the University of Hawaii, Manoa. He also holds a Masters of Science in Counseling, Marriage & Family Therapy (MFT) from The University of Phoenix- Gardena Campus.
*Senior Operations & Grant Manager (*Monica Warner and Carlos Espino): Senior Operations and Grants Managers, report directly to the CEO and responsible for ensuring grant compliance and the achievement of critical objectives. Both Monica and Carlos combine have over 25 years of managing and implementing after-school programs in Los Angeles. With their team of eleven (10) Operations and Grants Managers (OGMs), who directly supervise full-time Program Coordinators at each school.

Interim Director of Program & Professional Development (Max Figueroa): Max is responsible for leading a team of six (9) Program Support Specialists in planning and implementing staff development initiatives as well as ensuring each program has evidence of ASAS-LA 4 Pillars, organization-wide Program Initiatives. He also works in collaboration with the Senior Operations & Grant Managers regarding program compliance and grant assurances. Max researches and develops staff training modules for onboarding and ongoing professional development. Max Figueroa has over 15 years experience working in the after school field.

Director of Data Management (Ruben Gonzalez): Ruben has over 17 years working with after school programs. He manages all aspects of program data including attendance, evaluation, student/staff demographics via the organization's CitySpan database system. Along with the team of data support staff, responsible for performance reports to local districts and state agencies. Provides program assessment via analysis of student attendance records.

Director of Strategic Program Initiatives (Elizabeth Carter): Responsible for spearheading all organizational/national initiatives across all sites. Works closely with Program Directors, Operation & Grant Managers; Program Support Specialists and Program Coordinators to ensure initiatives are implemented effectively and provide additional resources and or support. Elizabeth Carter has over 17 years of experience working in after school providing program support.

Oversight Plan
ASAS-LA programming and activities are executed using the ASAS-LA Site Staff Configuration plan which relies on Program Coordinators and Program Leaders managing programs on partner sites. *Program Coordinators* are full-time staff who work directly from school sites. They are responsible for designing the ASAS-LA program and overseeing day-to-day operations including student recruitment, school-day instructor recruitment, family engagement, school-day alignment, and program data collection. They serve as school staff's primary contact and work closely with Directors to tailor ASAS-LA's programming to the unique needs of each school; adapt programs in accordance with stakeholder feedback and assessments of student progress; and facilitate high quality evaluations of programming. PCs meet monthly with school principals to review program schedules and progress toward outcomes. All part-time site staff report to PCs. *Program Leaders* (PLs) are part-time staff (3 to 4 hrs/day) who deliver after-school programs and operate under a 20:1 student to staff ratio. They have demonstrated expertise in the subjects they teach and report directly to the PC, with whom they meet weekly

to discuss lesson plans and student performance. For issues requiring immediate attention, PCs are available to support PLs. The Operations and Grant Manager are full time staff traveling position that provide supervision and support to a region of five schools focusing on compliance and personnel aspects of the program. The Program Support Specialist are full time staff supporting programs in various capacities (observations, trainings). The Senior Operations & Grant Managers supervise and support Operations and Grant Managers on the day to day operations of all programs to ensure grant compliance and maintain operational integrity.

Example of a Memorandum of Understanding

Attached in our Supporting Documents section of the proposal are examples of two Memorandums of Understanding between ASAS-LA and its community partners.

Budget (including matching funds. 30% matching funds is required by ASES)

Attached in our Supporting Documents section is our proposed Budget.

Supplemental programs outside of ASES & 21st CCLC grants that TEACH stakeholders could benefit from (in-kind services)

Partnerships and Collaborations

ASAS-LA's vast network of community partnerships not only bolsters ASAS-LA program quality, contributing to its long-term viability, but also helps bring additional in-kind services and financial support to our programs. We often collaborate with partners to pursue funding for complex, multi-year grants. Another key to long-term sustainability lies in securing private funding and in-kind support from corporations, foundations, and individuals. ASAS-LA has a strong contingent of 28 institutional donors, 14 of which have partnered with ASAS-LA for multiple years. Additionally, the cornerstone for community/sector partnership building strategy is through our Development Department. The Development department focuses on cultivating new and existing relationships with local foundations that are aligned with our work as well as to be annualizing a large-scale annual fundraising event for the organization. The Director of Youth Leadership and Community Outreach is responsible for managing and creating new community partnerships and securing in-kind support.
The following is an illustrative sampling of the ways in which All-Stars successfully collaborates with numerous partners to ensure expanded learning opportunities for our participants.

Below is a list of current ASAS-LA Community Partners:

WE.org: We.org provides support with ASAS-LA Life Service Action Initiative. Partner provides curriculum, ongoing program support throughout the year, ready-made action campaigns, and opportunities for All-Star students to attend WE DAY California. We review outcomes with WE.org annually.

Girl Scouts Greater Los Angeles: This partner provides free curriculum, program supplies, staff support, outdoor opportunities, and one overnight camp. We review outcomes annually.

Beat the Streets: Beat the Streets provides curriculum and coaches for wrestling programs and organizes inter-school tournaments. We review outcomes with this partner annually.

Read to Lead/Classroom, Inc: This partner provides access to entire Read to Lead suite of online lesson plans, digital games, performance reports, training, and impact measures that detail 21st Century skill growth for youth ages 10-15. Provides game data to track and measure student progress and enable educators to personalize instruction; turn-key lessons, community action projects and activities, to develop essential 21st-century skills; upfront training and on-going professional development around data driven instruction and project-based learning. We review partnership outcomes annually.

Cornerstone on Demand, LLC: This partner provides a skateboard design workshop as well as monthly workplace visits, in kind sports supplies, and career panels for our students. We review partnership outcomes with Cornerstone annually.

Children Mending Hearts: CMH provides curriculum and materials for our arts programs. We review partnership outcomes with Cornerstone annually.

Sanford Harmony: Provides free curriculum and training on social emotional learning. We review partnership outcomes with Sanford Harmony annually.

Coaching Corps: This partner provides comprehensive training in sports fundamentals and character building for our after-school coaches. We review outcomes with this partner annually.

Project Echo: This Santa Monica-based nonprofit engages teens in their education, and to use entrepreneurial studies to help them onto a path to college, career and to become future changemakers.

Coach Across America: an AmeriCorps program launched by Up2Us, trains our sports coaches.

STEM to the Future: Inspires and motivates Black and Latinx youth to be creative critical thinkers who use STEAM to develop solutions to real world problems such as climate change, public safety, and poverty.

Up2Us: Provides virtual coaching training and Coach Handbooks for staff and trainings on building positive program culture.

Fulcrum: Provides ongoing program design and implementation centered around individual growth and team development as well as staff trainings and program activity equipment.

Peace Guardians: Provides mindfulness based enrichment and nature based activities with a focus on youth athletics.

Social Centric Institute: Provides both in-person and remote identity / racial equity professional development for staff and developmentally appropriate presentations for students and families.

Other partners include: APEX; Lions Den; Toastmasters; Project Plus Me; Rugby LA; Universal Cheer Association; Bank of The West; World Financial Group and Microsoft.

Professional Development for Program Directors, Site Program Managers & Program Leaders. Recruitment & retention efforts should be detailed in this section. A copy of a lesson/activity plan

Staff Training and Professional Development

Our staff training mantra is "part-time staff with full-time attitudes," to help instill a sense of responsibility and accountability, regardless of whether staff members are salary or hourly employees. During the school year, program staff participate in well over 40 hours of targeted PD designed to improve their skills and help them develop as leaders. These trainings include:

- Summer Training – This is an agency wide training week/s where staff receive training on topics such as; Operations Manuel, Risk Management, Classroom management, Leadership, CQI, Observation tools.
- Chapter Meetings – Monthly to provide staff with updates on Strategic Initiatives; Human Resource updates; Program Operation Policies and Safety
- Region Workshops – Monthly trainings/workshops within a region of 5 schools dedicated to providing in-depth follow up the areas of classroom management; Countdown (homework) strategies; Student Recruitment Strategies; Youth Development; Lesson Planning, Observation Tools, policies and procedures
- Deep Dives – Serious of staff development resources that focus on current industries topics. Topics discussed; Leadership, Building Relationships, Transformational Leadership, CQI
- Program Specific Workshops – Training opportunities are designed to support the staff's ability to deliver dynamic and exciting programming for specific enrichment programs and initiatives such as literacy, STEAM, Sports, curriculum implementation.

ASAS-LA believes strongly in creating a staffing environment in which everyone is seen as a professional. ASAS-LA full-time staff has a high rate of retention with numerous employees having been with the company for 6+ years. Just as we want our students to feel a sense of

belonging in their schools and communities, so too do we strive to ensure that our staff, at all levels, feel that they are part of a meaningful and important community.

To ensure our trainings prioritize areas of greatest need among our staff, we rely on results from our annual external evaluation in designing and planning our training and PD schedule. To provide our staff with subject matter expertise in every area possible, we routinely utilize outside consultants and experts to lead our staff trainings and PD opportunities and help develop program curriculum. These consultants and experts include the Los Angeles County of Education, which provides trainings ranging from social-emotional learning to CQI best practices; California School-Age Consortium, which provides holistic PD opportunities for youth development providers; Sanford Harmony, which provides training in social-emotional development. Additionally, as part of a national network of 19 All-Stars chapters, ASAS-LA program, fundraising, operations, and leadership staff are invited to trainings on an as-needed basis and to an annual, 3-day PD convention organized by the National Office. Staff have opportunities to participate in conferences throughout the year, including the National Summer Learning Conference, BOOST, the Step-UP high school conference, and more.

Staff Recruitment and Retention

ASAS-LA recruits highly qualified staff to deliver programming. These staff members meet all minimum educational requirements and standards. Our full-time Program Coordinators are preferred to have a four-year degree and most are pursuing careers in education. All hires must have experience working with students in a K-12 education, recreation, and/or community environment. In hiring staff, ASAS-LA evaluates candidates' dedication to the cause of youth development, experience and expertise in this field, sensitivity to and knowledge of the cultural and socioeconomic backgrounds of our students, positive attitude, and ability to communicate in respectful, engaging ways with varied audiences. The relationships developed between our staff and students are routinely cited as the biggest draw for our programs – through careful recruitment, selection and training we ensure that all of our site personnel excel in forming impactful, mentoring bonds with the youth we serve. Staff will be hired based on advertised qualifications, of which experience with at risk youth and underrepresented populations is paramount. Part-time program staff are required to have a high school diploma or GED as well as either 60 college credits or a 75% or higher on the math and English portions of the Instructional Aide Exam.

The organization also works hard to promote from within the company; we are able to do this since we offer such a high range of leadership and professional development opportunities to our staff. Additionally, we will recruit new staff using online job boards including LinkedIn, Indeed, and Monster, local college job boards, the Urban Teachers Fellowship, and through word of mouth by our partner organizations and current staff.

ASAS-LA believes strongly in creating a staffing environment in which everyone is seen as a professional. ASAS-LA full-time staff has a high rate of retention with numerous employees having been with the company for 6+ years. Just as we want our students to feel a sense of

belonging in their schools and communities, so too do we strive to ensure that our staff, at all levels, feel that they are part of a meaningful and important community.
In doing so, the first step starts with the onboarding process. Here, the staff learns about the organization, company culture and how each employee can thrive. All staff are encouraged to attend on-going professional development throughout the year to learn, grow, and build their skills not only for this work environment but the skills learned can translate to future endeavors.

Communication and feedback are an essential part of staff retention. ASAS-LA operates under an open-door policy, where the staff is encouraged to engage each other in meaningful ways on a frequent basis, regardless of their level in the organization. ASAS-LA employs a continuous feedback model, where supervisors and coworkers alike offer frequent, timely feedback to employees. Additionally, ASAS-LA conducts Coaching Intervals, where staff are provided with strategies, ideas, research, and activities to support their work in developing leadership and communication abilities and styles. As a learning community, these times will primarily focus on creating a dynamic and supportive coaching culture, as well as learn more about individual communication and working styles.

TEACH PREPARATORY ELEMENTARY SCHOOL

Supporting Documents

Example of a Memorandum of Understanding
Budget
Sample Program Schedule
Example of Lesson/Activity Plan
Letters of Reference
Liability Insurance

SANFORD
PROGRAMS™

November, 2021

Dear Jacqueline Licardie-Banks,

We are delighted to have a Memorandum of Understanding with After-School All-Stars, Los Angeles ("All-Stars"). We join with you to leverage our experience and impact in serving youth throughout Los Angeles by supporting your dynamic after-school program to provide enrichment opportunities during the critical after-school hours. We look forward to continuing to work with you to develop and implement model, innovative programs that have lasting impact on the futures for these youth.

The Sanford Harmony program empowers educators to foster better relationships among their students by using pedagogical tools to integrate simple and fun exercises into their lesson plans. Sanford Harmony was developed by researchers at Arizona State University and is disseminated by National University System (NUS) Sanford Programs in La Jolla, California.

As a Harmony educator, you are joining a movement to make a difference in the lives of students. We provide a variety of support and resources that will ensure successful Harmony implementation. Through this collaboration with After-School All-Stars, we will assist with onboarding, launching, and sustaining the program. The following services and resources have been provided in-kind and incur no costs against this grant.

- 78 Sanford Harmony Teacher Toolkits at no charge (value $150 per kit).
- 195 Quick Connection Cards ($30 each).
- 10 on-site trainings at no charge (value $2,500 per kit) led by a certified Harmony trainer and access to online trainings conducted through the Harmony Professional Learning Library via recorded training sessions with a virtual instructor. Both training options are available for group and individual training.
- Access to digital resources/mobile app at no charge (value $35 per student).

We estimate that the monetary value of these in-kind contributions to this project have been approximately $45,000. We are pleased to lend support and commitment to After-School All-Stars, Los Angeles and your efforts to reach at-risk youth in Los Angeles.

Sincerely,



Richie Ressel
Director, Sanford Harmony

STEM TO THE FUTURE MEMORANDUM OF UNDERSTANDING

October 25, 2021

jacob adams
Founder,Executive Director
STEM to the Future
1510 W 36th St #1
Los Angeles, CA 90018

Dear Jacqueline Licardie,

We are delighted to enter into this Memorandum of Understanding with After-School All-Stars, Los Angeles ("All-Stars") for the purpose of implementing or expanding both 21st Century Community Learning Centers and After School Safety and Enrichment for Teens after-school programs in Los Angeles in collaboration with you and your partner schools. We join with you in this project to leverage our experience and impact in serving at-risk youth and their families throughout Los Angeles by supporting your dynamic after-school program to provide academic and enrichment opportunities during the critical after-school hours. We look forward to working with you to develop and implement model, innovative programs that have lasting impact on the educational achievements and futures for these youth.

Our mission is to inspire and motivate Black and Latinx youth to be creative critical thinkers who use STEAM to develop solutions to real world problems such as climate change, public safety, and poverty. Youth develop creativity, problem solving, and collaboration skills as they see how a variety of STEAM pathways can be used to create the future they deserve. Through this collaboration with After-School All-Stars, we will provide engaging hands-on STEAM curricula, professional development, and ongoing support.

The following specific services, resources, equipment, facilities detailed herein will be provided in-kind and incur no costs against this grant.

- 4 STEAM based professional development trainings
- 1 on 1 coaching and check-ins with AFAS Staff
- Ongoing Access to STEAM curriculum

At this time, we estimate that the monetary value of these in-kind contributions to this project will break down as follows:
$8,250

We are pleased to lend support and commitment to After-School All-Stars, Los Angeles and your efforts to reach at-risk youth in Los Angeles.

Sincerely,

jacob adams
jacob adams
Founder, Executive Director

ELEMENTARY SCHOOL OPERATIONAL BUDGET
ASES GRANT
FY 2022 - 2023

Units of Service	
# of Students	**83**
# of PL's	**4**
Days of operation	**180**

PERSONNEL	Qty	Rate	# hours	#days	Amount
Program Coordinator	1	$21.00	80	22	**$36,960**
Operation & Grant Manage	1	$30.00	8	22	**$5,280**
Program Support Specialis	1	$30.00	8	22	**$5,280**
Program Data Assistant	1	$19.00	8	22	**$3,344**
Program Leader	4	$19.00	3	180	**$41,705**
Program Leader-Minimum	4	$19.00	1	38	**$2,888**
Program Leader - trainings	4	$19.00	4	10	**$3,040**
Certificated Teacher	0	$0.00	0	0	**$0**
TOTAL					**$98,497**
EMPLOYEE BENEFITS		16%			$15,760
Health Benefits	0	13.4%			$2,112
FICA	0	41.0%			$6,461
SUI		19.4%			$3,057
Workers Comp		25.1%			$3,956
Background checks		1.1%			$173
TOTAL		100.00%			**$15,760**
NON-PERSONNEL					
Program Supplies	83	$30			$2,490
Program Equipment	4	$500			$2,000
Bus/Van Rentals	2	$500			$1,000
Travel	0	$0		0	$0
SC Cell Phone	1	$75		11	$825
Database	1	$400			$400
Culminating Events	0	$0			$0
Consultants	0	$0			$0
TOTAL					**$6,715**
Grand Total					**$120,972**

AAS - LA Admin	$18,146
Grant Total	$139,117

RFP Amount	$137,433.36
30% match	$41,230.01
Total	$178,663.37

facilities	$10,307.50
Snacks	$11,205.00
Direct Program	$1,683.89
Partners	$18,033.62
Total Match	$41,230.01

PROGRAM
SCHEDULE SAMPLE

Name of Program/ Activity	Description of Types of Activities	Hours: Daily Schedule (Start & Finish Times)	Number of Days Offered per Week	Total Days Offered for the Year	Provider/Partner Involved in Implementing Activity
Countdown- Academic Support	Homework Support, typically 60 minutes	2:30pm-3:30pm	5	180	ASAS-LA Program Leaders
STEAM	CS First-Google-student will learn coding	3:30pm-5:30pm	3	108-180	ASAS-LA Program Leaders
Seasonal and Non-Traditional Sports	Dance, cheer, soccer, basketball	4:00pm-6:00pm	5	180	ASAS-LA Program Leaders
Visual and Perming Arts	Music, Art	3:30pm-6:00pm	5	180	ASAS-LA Program Leaders
Youth Leadership	Leadership Class	4:00pm-5:30pm	2	108	ASAS-LA Program Leaders
SEL	Sanford Harmony curriculum	3:30pm-4:15pm	3	108-180	ASAS-LA Program Leaders



Grade: Elementary

Today's Lesson: Line Shadow Tag

Description: This fun game takes on a variation of line tag and shadow tag for an organized, no contact group game.

Materials:

- An open space

Before we get started: This game works best on areas such as a basketball or volleyball court. We will be using the lines drawn on the ground as our path. If you have no such space, think of what space you can use to improvise. Does your cement have subtle cracks that can be followed or is there an area in which you can use chalk to create the lines?

How to:

1. This game is like tag but we can only walk on the lines on the ground. For this scenario we will assume we are playing on a basketball court.

2. All players can move throughout the entire basketball court where the lines are drawn. If you step off of the line, you must stay there frozen for 5 seconds.

3. The person that is "it" will be tagging you by stepping on your shadow. There will be one "shadow checker" who is impartial to either side, they simply check if the shadow was tagged or not. This shadow checker can move freely without having to stay on the lines.

4. Choose two volunteers, one as the person who is "it" and the other as the shadow checker.

5. Start with the players spread out around the court, while the person who is "it" and the shadow checker remain at the center. Then begin!



6. Many people will be “it” depending on whether they are tagged or not, but the shadow remains constant until you approve a switch.

As we finish: Were your students able to understand the process of the game? Giving a visual explanation of the game in addition to a verbal explanation can help clarify any questions they may have.

Reflection: Students may provide feedback on the game. What did you like about this activity? What rules would you add or remove from this game? How else could we modify this for our group?



Grade: All Inclusive

Today's Lesson: Picture of a Song

Description: Today we will be listening to music and allow that to inspire us in creating our own artwork.



Materials:

- Blank and lined paper
- Crayons, markers, or colored pencils
- Music

Before we get started: Our goal is to immerse ourselves into music and allow the emotions to inspire our creativity.

How to:

1. Select 3 songs for your students to listen to. Some ideas could be an upbeat mainstream song most students may know, a slowed down mainstream song, and a classical piece that would have no words to it.

2. Play the first song for your students and have them write down 5 colors that would represent the sensation of that song.

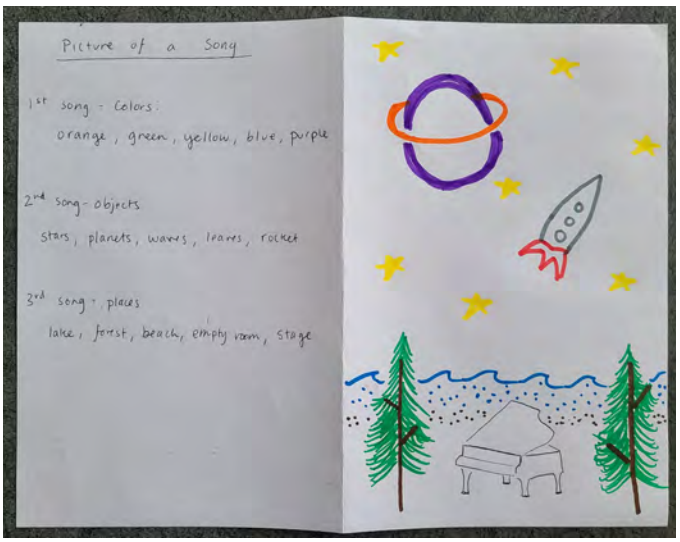
3. Listen to the next song. Have students write down 5 objects that could represent the sensation of that song.



4. Next, listen to the final song and have students write down 5 places that come to mind.

5. Using these three lists, have students create artwork based on the combined feeling of the songs. Their artwork does not have to include every item on the list, rather it should be an interpretation they best see fit.

Sample photo:



As we finish: Consider playing each of the songs over again so that students may be able to feel a strong connection to the music and their art.

Reflection: Was it easy to let these songs inspire you? What other songs would you choose to do this activity with? Are there any particular moments in the music that you felt most moved by?

MONTEBELLO UNIFIED SCHOOL
DISTRICT

LILI ATOYAN
Principal

KAREN HO, Ed.D.
Teacher on Special Assignment

Potrero Heights Elementary School

8026 EAST HILL DR • SOUTH SAN GABRIEL, CA • 91770
Phone: (626) 307 - 7010 • Fax: (626) 307 – 7013
https://montebello-phe.edlioschool.com/

April 18, 2022

To Whom It May Concern,

It is with great pleasure and confidence that I write this letter of recommendation for our After School All-Stars, Los Angeles. I have been working with this program for eight years. This organization has consistently and successfully serviced 85 students from Potrero Heights Elementary.

I have developed a positive work relationship with the program leadership team. They are responsive to the needs of the students and to my requests. They have proposed several programs such as music instruction, dance, art, culinary arts, sports, and science and have implemented them.

Potrero Heights started a school wide discipline program. We requested that the same rules be used in the after school program for consistency. The request was promptly addressed and students were aware that the rules apply everywhere on campus. The members of their team follow protocols consistently and consequently provide students with a safe, structured environment. When a change in the Program Coordinator occurred, I was included on the interview team and the selection process. In that manner, I was able to provide input and find the best fit for our school.

The course offerings are fun and engaging for our students. There is a built-in homework period with tutors to help students. There are several clubs that students can join to learn new things such as dance, science, and student government.

The pandemic impacted the All-Stars Program in that it was difficult to hire and sustain high quality instructors. I am impressed that their response was to send their Operations Manager to support the program.

The partnership between our school and the after school All-Stars Program is strong and geared toward meeting the needs of our students and their families. We communicate frequently and openly about discipline issues, program offerings, and anything else that might arise. I highly recommend this after school program to any school. Please don't hesitate to contact me with questions at 626-307-7010.

Sincerely,

Lili Atoyan
Principal
Potrero Heights Elementary School

April 19, 2022

To Whom It May Concern,

After School All Stars Los Angeles (ASAS LA) has been an integral part of our school community since July 2016 and continues today. ASAS LA serves 111 of our school's students daily. Our school, Girls Athletic Leadership School LA, is a unique place and we are fortunate to consider ASAS LA, an extension of our students' experience. ASAS LA's leadership and program team listens to its students and school leaders to deliver a program that is responsive to their needs and matches their interests. Students engage in a diverse set of activities that give them exposure to the arts, athletics, leadership, and focused academic time. ASAS LA's team always communicates consistently with the team through monthly check-ins and daily email communications. Everything that ASAS commits to, comes true and the organization is always looking for ways to provide additional support for our students and families. ASAS' partnerships with external organizations has always proven to be a value-add to us as a school.

In person and when the program had to be conducted online due to the pandemic, ASAS always delivered a high quality, comprehensive program. The leadership team swiftly made adjustments to restrictions and staffing shortages.

Year after year, ASAS LA meets my expectations, and even exceeds them at times. I am grateful for their partnership and how we continue to grow together to serve our students and families best.

If any additional information is needed, please contact me at 818-389-1184 or via email at vgarza@galsla.org

Sincerely,

Vanessa Garza

Vanessa Garza, Founding Principal

8015 Van Nuys Blvd, Panorama City, CA 91402 818-389-1184 www.galsla.org

SYNERGY ACADEMIES

April 21, 2022

To whom it may concern,

I am happy to write this letter of reference for After School All-Stars, Los Angeles. Our organization has been collaborating with ASAS-LA since 2010 when they began to offer a comprehensive After School program for our elementary school and our middle school. The program has offered a variety of academic and enrichment programs over the years giving our South Los Angeles students opportunities they may not have otherwise experienced. In addition to daily academic assistance, our students have participated in art, dance, and team sports such as soccer and basketball and have overfilled the trophy case with from the many competitions they have won.

Also impressive was the ability of the ASAS staff to pivot during the year-long lock down our students and staff endured during the pandemic. They were willing to jump in where ever needed and continue to support our students academically and with their socio-emotional needs, which was crucially needed during that time. The creatively offered ways to connect students via Zoom so that they could continue to form bonds with their friends outside of school.

Over the years, ASAS has successfully advertised and recruited families to their program and typically has a wait list. The staff is consistently well trained in providing a fun, engaging environment while maintaining boundaries, procedures, and protocols. They have established strict guidelines for handling any unfortunate incident that may happen, such as a discipline issue or an injury, that are always followed. Incidents like this are always communicated with school administration to ensure that ASAS and Synergy are responding to matters appropriately. Fortunately, because of the strong staff, these incidents are few and far between.

It is rare for an administrator to leave their school with over 100 students still on campus and not worry. I am appreciative that the ASAS-LA program does just that. Synergy knows that the students are in the capable hands of the ASAS staff and we hope to continue this long-standing partnership. Please feel free to contact me directly with any additional questions at 213-505-4656 or jepps@wearesynergy.org.

Sincerely,

Jennifer Epps
CAO, Synergy Academies/Interim Principal, Synergy Charter Academy

P.O. Box 78999
Los Angeles, CA 90016
323/235-7960 • 323/235-7970 fax
www.WeAreSynergy.org

AFTEALL-01 DLI

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 4/4/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C36861 San Diego-Alliant Insurance Services, Inc. 701 B St 6th Fl San Diego, CA 92101	CONTACT NAME: Adrienne Schmidt PHONE (A/C, No, Ext): (619) 541-4892 FAX (A/C, No): E-MAIL ADDRESS: Adrienne.Schmidt@alliant.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Church Mutual Insurance Company	18767
INSURED After-School All-Stars Los Angeles 6501 Fountain Ave. Los Angeles, CA 90028	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	X	X	0411540-02-376827	4/1/2022	4/1/2023	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 1,000,000 $ 5,000 $ 1,000,000 $ 3,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY	X	X	0411540-09-376838	4/1/2022	4/1/2023	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $			0411540-81-376828	4/1/2022	4/1/2023	EACH OCCURRENCE AGGREGATE	$ 4,000,000 $ 4,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The Play Equity Fund, its officers, directors and employees are named as additional insureds with respect to liability arising out of grantee operations as required by written contract. Insurance shall be primary insurance as respects LA84 Foundation, its officers, directors, and employees. Waiver of Subrogation attached.

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 01/10/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: John Gonzalez	
Key Partners Insurance Services 16501 Ventura Blvd, Suite 400 Encino CA 91436	PHONE (A/C, No, Ext): (661) 235-5885	FAX (A/C, No): (818) 436-0550
	E-MAIL ADDRESS: john@keypartnersins.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: INTEGON NATL INS CO	29742
	INSURER B: AMGUARD INS CO	42390
	INSURER C: NORTH AMER CAPACITY INS CO	25038
	INSURER D:	
	INSURER E:	
	INSURER F:	

INSURED
After-School All-Stars, Los Angeles
6501 Fountain Ave
Los Angeles CA 90028

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☒ SCHEDULED AUTOS	X		2004129795	08/15/2021	08/15/2022	BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						☒ PER STATUTE ☐ OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) N	N/A		AFWC339472	01/01/2022	01/01/2023	E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Cyber Liability			C-4LRI-069313-CYBER-2021	04/04/2021	04/04/2022	Each Claim Retention	$1,000,000 $2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Los Angeles Unified School District and the Board of Education of the City of Los Angeles are additional insured with respect to commercial auto liability coverage.

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Coversheet

Chief Academic Officer's Report on Academic Performance

Section:	III. Items Scheduled for Information and Potential Action
Item:	E. Chief Academic Officer's Report on Academic Performance
Purpose:	Discuss
Submitted by:	
Related Material:	TEACH Academic Data Presentation_June2022.pdf

Academic Data Report

Presented by Dr. Kristen McGregor
Chief Academic Officer



NWEA MAP Testing Scores

School	**Fall** Below & Far Below Proficient	**Fall** Proficient & Exceeds Levels	**Winter** Below & Far Below	**Winter** Proficient & Exceeds
ES - ELA	126 (90%)	14 (10%)	134 (88%)	17 (12%)
ES- Math	127 (90%)	12 (10%)	125 (96%)	16 (4%)
MS - ELA	313 (79%)	84 (21%)	321 (85%)	65 (15%)
MS- Math	384 (97%)	12 (3%)	375 (95%)	16 (5%)
HS - ELA	61 (63%)	36 (37%)	62 (62%)	38 (38%)
HS - Math	93 (95%)	5 (5%)	89 (89%)	11 (11%)

SBAC Testing Participation

Spring 2022 Participation Rates			
School	Math	ELA	Science
ES	100%	98%	N/A
MS	99%	98%	98%
HS	99%	99%	100%

Preliminary Scores will be released between June and August 2022; Final Scores will be released between August and October 2022.

Attendance and Chronic Absenteeism

What is Chronic Absenteeism?
When a pupil who is absent for 10% or more instructional days.

School	ADA Rate (target is typically 95%)	Chronic Absenteeism (a rate of 10% or more is considered high, over 20% is very high)
ES	86.76%	51%
MS	89.64%	39%
HS	90.22%	22%

Four-Year Graduation Rates

	TEACH	State Rate
2021-22 (projection)	87.21%	N/A
2020-21	83.30%	83.60%
2019-20	80.30%	84.20%
2018-19	90.60%	84.50%
2017-18	87.50%	83.00%



Academic Progress - High School Students Earning an F in a Core Course

Current Enrollment	Students with 1 Failed course	Students with 2 failed courses	Students with 3 failed courses	Students with 4 or more failed courses
432	51 (11.81%)	34 (7.8%)	31 (7.18%)	13 (3%)

**Note: Grades were as of Monday, June 13, 2022.

Coversheet

TEACH Preparatory Elementary School Principal's Report

Section: III. Items Scheduled for Information and Potential Action
Item: F. TEACH Preparatory Elementary School Principal's Report
Purpose: FYI
Submitted by:
Related Material: Principal Report Month 10.pdf

CONFIDENTIAL

TEACH Public Schools

TEACH Prep Elementary

Monthly Board Report

For the Month of:

Month 10 2021-2022

CONFIDENTIAL

TEACH Public Schools - TEACH Prep Elementary: School Goals Report 2019-2020

Enrollment and Turnover

Goal: **Maintain minimum enrollment level of 405 students and keep attrition below 3 students**

Summary Status: Currently increasing recruitment efforst to target 405 and maintain ADA

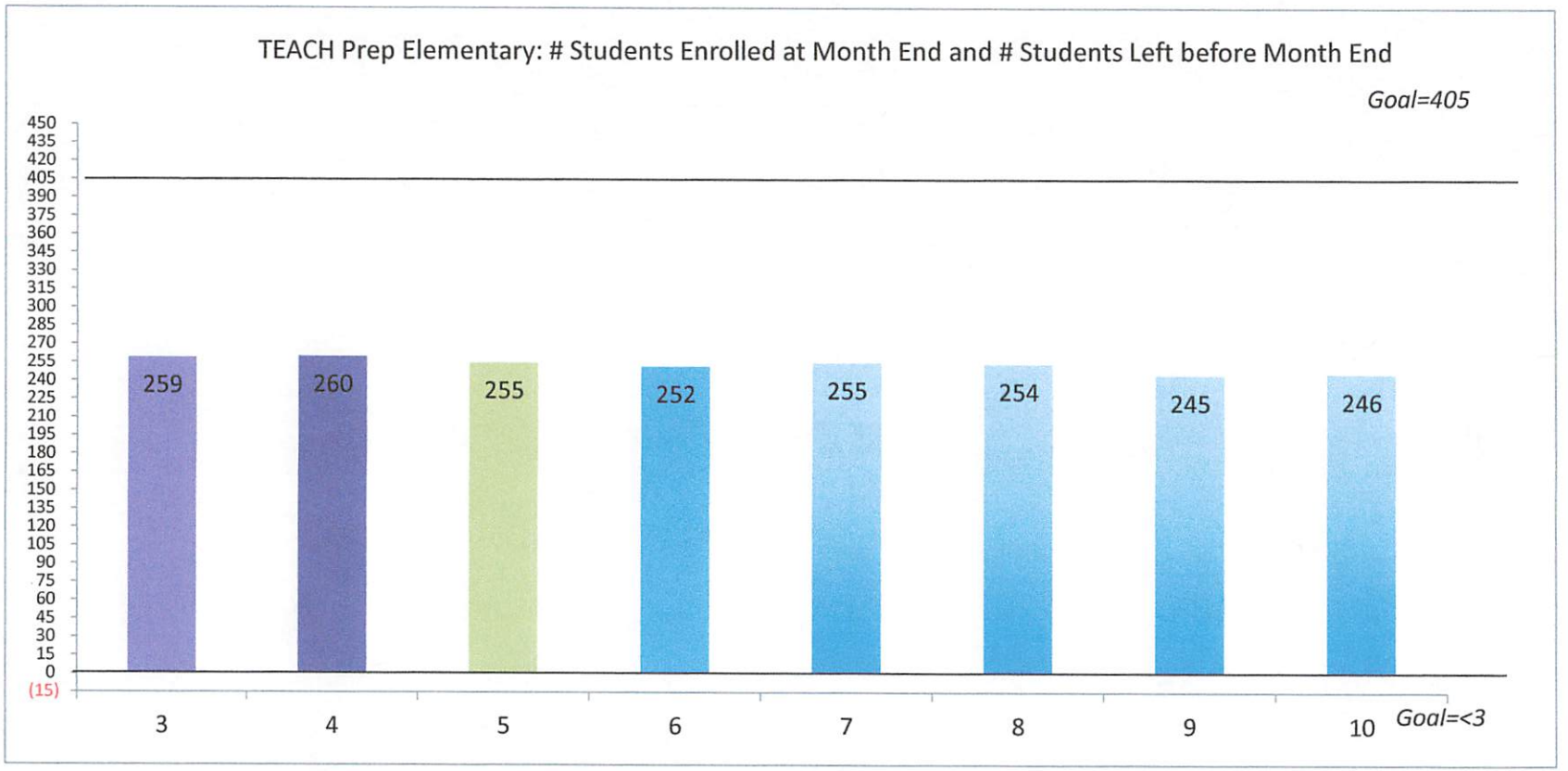


Chart Notes: 18-19 Annual is an average across months year to date.

Notes (Implemented Strategies &/or Challenges):

a) TEACH maintained its enrollment top close out the school year

b) Enrollment by grade: TK= 6, Kinder= 42, 1st = 52, 2nd= 51 , 3rd =58, 4th=46

c)

Printed 6/15/2022

School-Wide

	Annual by Year			Current Year by Month							
	16-17	17-18	18-19	3	4	5	6	7	8	9	10
Enrolled at Month End		352	429	259	260	255	252	255	254	245	246
Left before Month End		(3)									

	Annual by Year			Current Year by Month							
	16-17	17-18	18-19	3	4	5	6	7	8	9	10
TK											
Enrolled at Month End		25	48	5	5	5	6	6	6	6	6
Left before Month End		0	0	0	0	0	0	0	0	0	0
Kinder											
Enrolled at Month End		131	139	42	43	42	42	42	43	43	43
Left before Month End		2	0	0	0	1	0	0	0	0	1
1st Grade											
Enrolled at Month End		106	132	52	52	52	52	52	52	50	51
Left before Month End		0	0	0	0	0	0	0	0	1	0
2nd Grade											
Enrolled at Month End		100	110	52	52	52	50	51	51	48	49
Left before Month End		1	0	0	0	0	2	0	0	2	0
3rd Grade											
Enrolled at Month End		100	110	59	59	59	58	57	57	53	54
Left before Month End		1	0	0	0	0	1	1	0	0	1
4th Grade											
Enrolled at Month End		100	110	49	49	45	44	45	45	44	44
Left before Month End		1	0	0	3	0	2	1	0	1	0

TEACH Public Schools - TEACH Prep Elementary : School Goals Report 2021-22

Student Attendance

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

Summary Status: Will focus on declines utilizing parent square

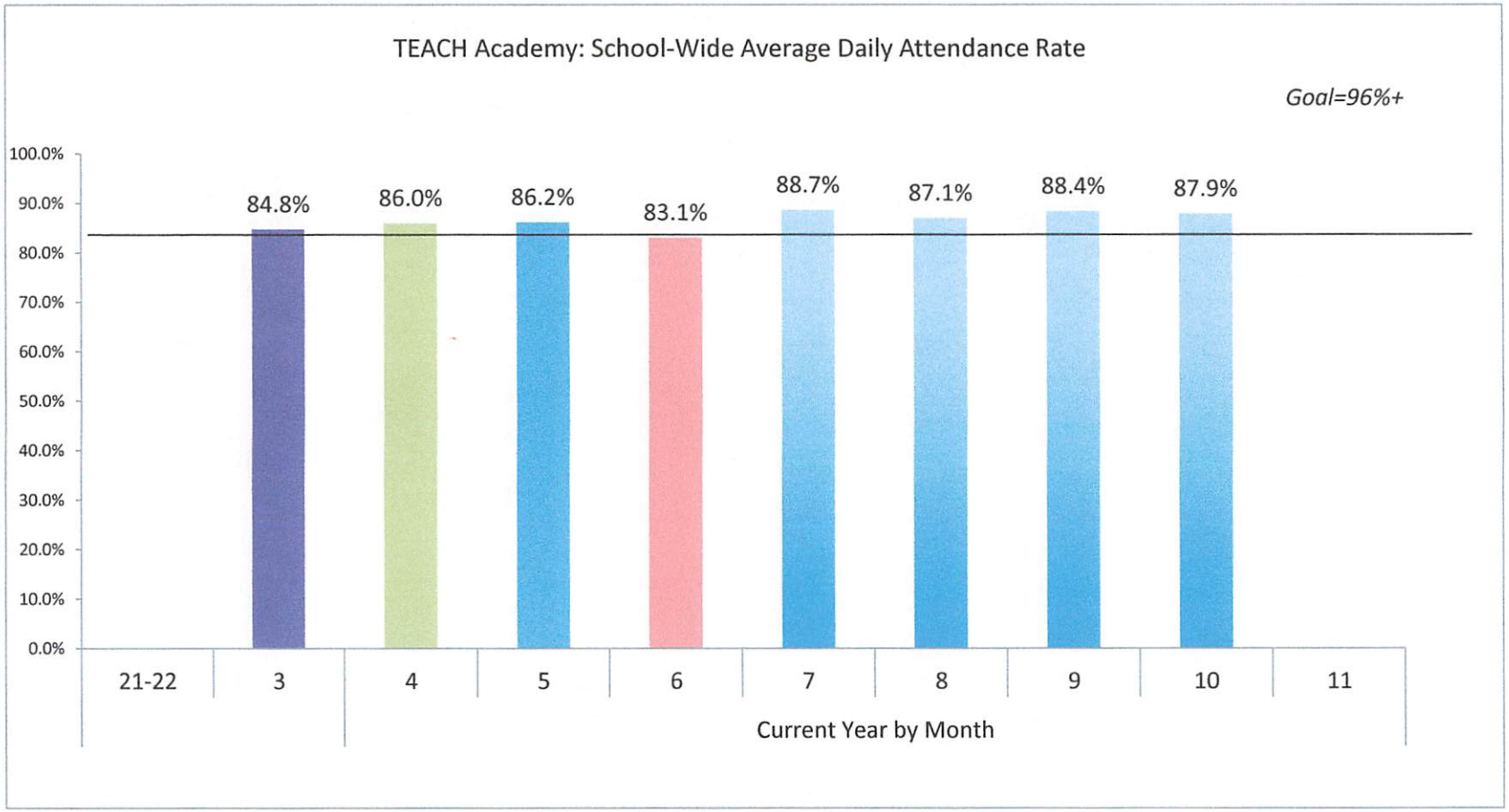


Chart Notes: 17-18 Annual is included for comparison purpose; 18-19 Annual is an average across months year to date.

Notes (Implemented Strategies &/or Challenges):

a) Attendance by grade: TK= 100.00%, Kinder=91.95%, 1st = 86.10%, 2nd= 90.85% 3rd=89.93%

b)

Printed 6/15/2022

TEACH Public Schools - TEACH Prep Elementary : School Goals Report 2021-22

	Annual by Year		Current Year by Month								
	16-17	21-22	3	4	5	6	7	8	9	10	11
School-Wide	95.0%		84.8%	86.0%	86.2%	83.1%	88.7%	87.1%	88.4%	87.9%	
TK			83.2%	89.2%	84.3%	72.2%	85.0%	80.8%	85.9%	85.0%	
Kinder			79.2%	82.1%	84.5%	78.7%	83.6%	82.8%	85.7%	84.5%	
1st Grade			83.8%	86.5%	87.8%	86.5%	91.3%	85.8%	91.0%	89.9%	
2nd Grade			89.1%	88.3%	86.6%	83.0%	89.8%	88.4%	88.4%	88.9%	
3rd Grade			86.0%	85.5%	87.5%	82.3%	88.1%	88.4%	90.0%	87.9%	
4th Grade			84.8%	86.7%	84.6%	86.0%		88.9%	86.4%	88.1%	

** 21-22 is YTD Average*

Coversheet

TEACH Academy of Technologies Principal's Report

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

TEACH Public Schools
TEACH Academy of Technologies
Monthly Board Report

For the Month of:
MAY 2022

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

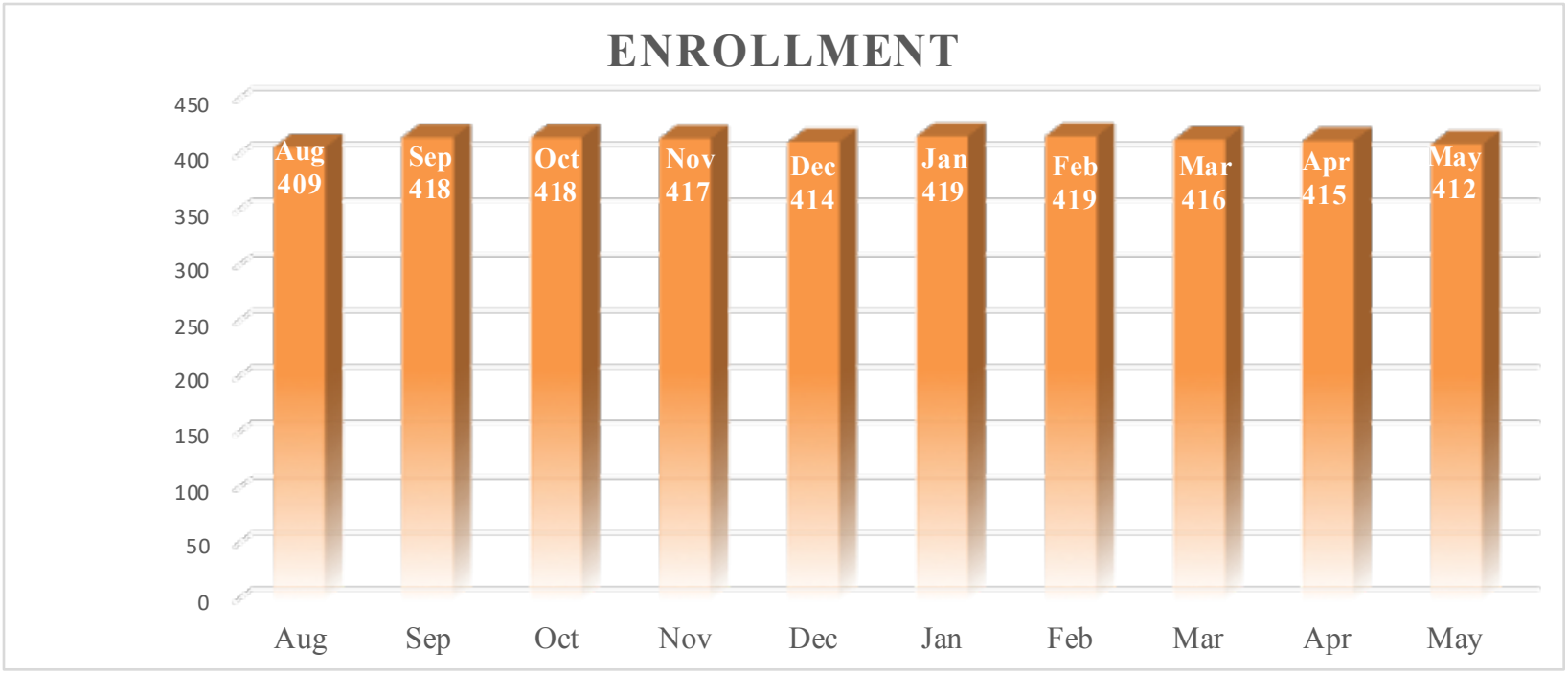


Chart Notes: 21-22 Annual is an average across months year to date.

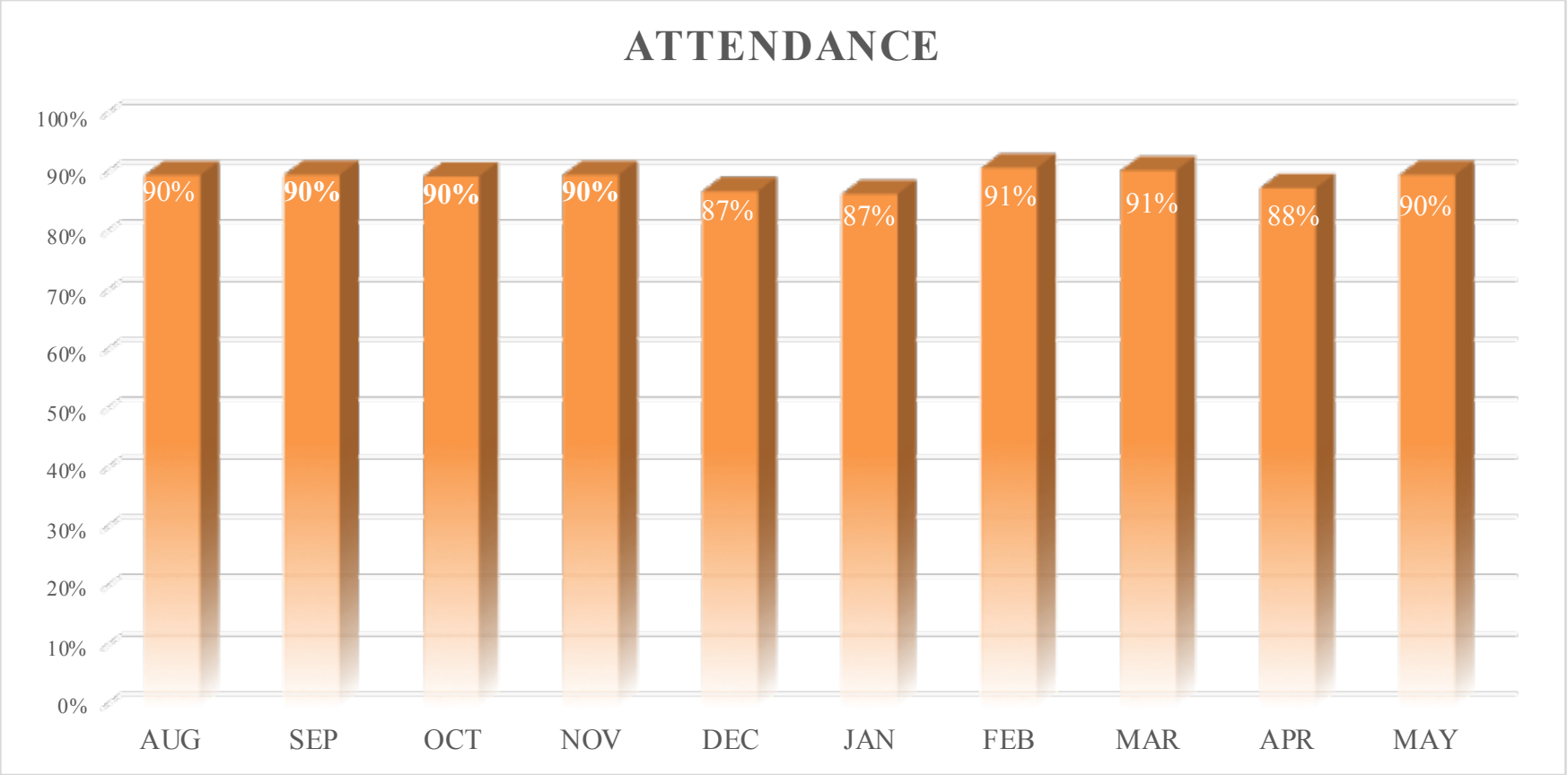
Notes (Implemented Strategies &/or Challenges):

a) Two students were transferred out- moved out of the country and another one is home schooled.

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):

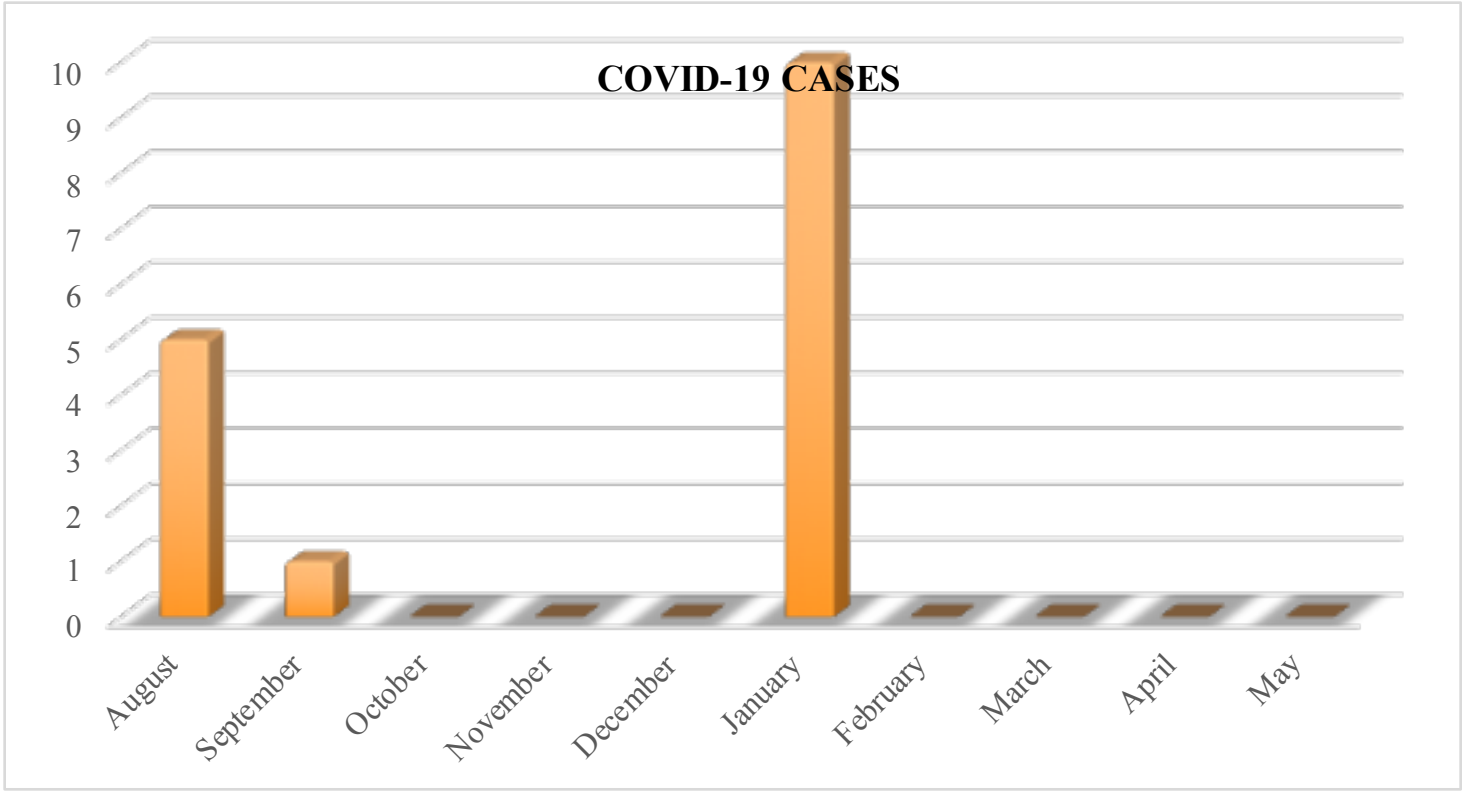
a) The ParentSquare system sends absence & tardy notifications on a daily basis.

b) Office staff members constantly make phone calls on a daily basis, text messages via ParentSquare or Google Voice

c) Attendance increesed to 90%

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

COVID-19 CASES

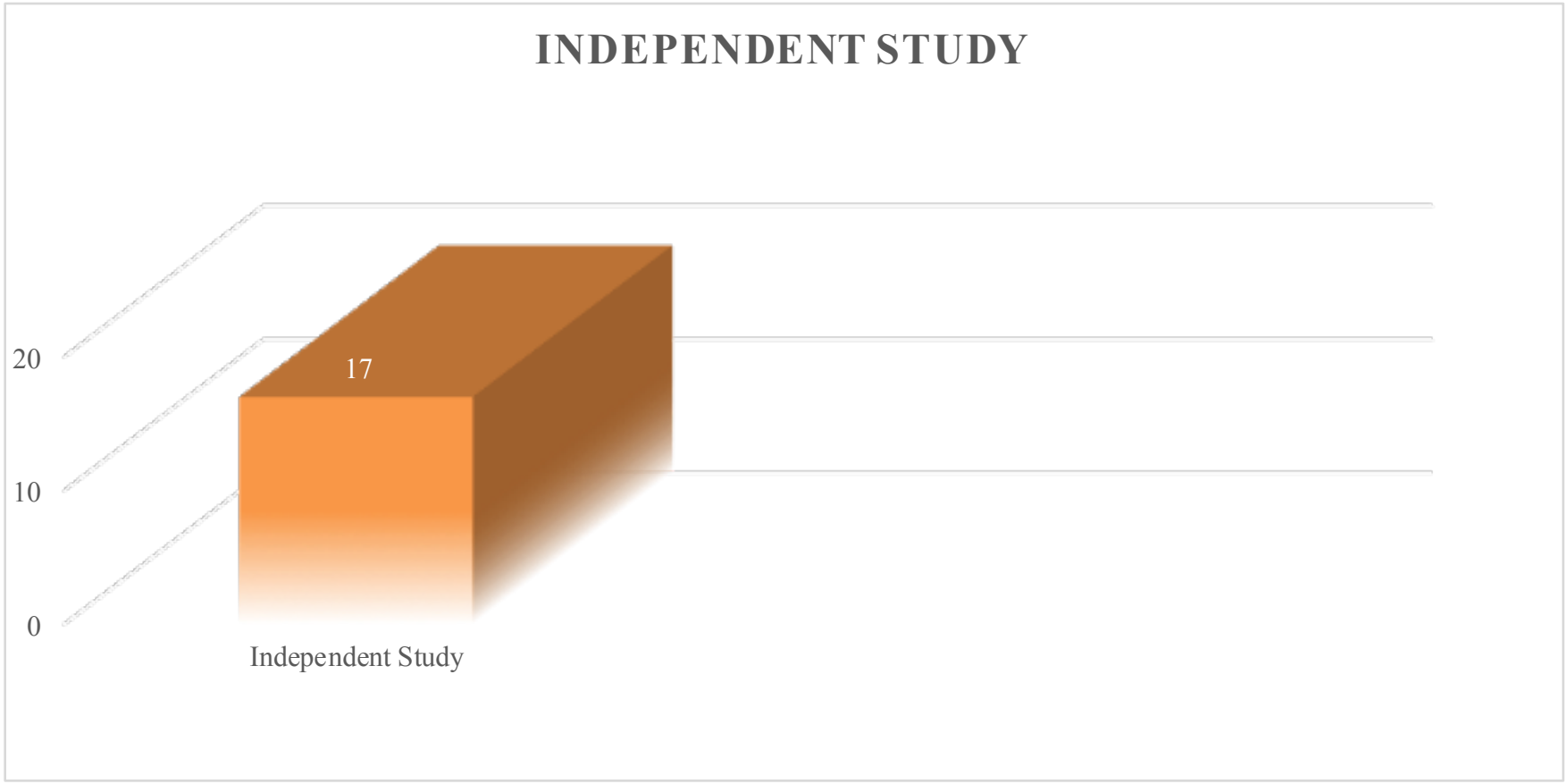


Notes (Implemented Strategies &/or Challenges):

1) There has been zero positive COVID-19 cases for the month of May.
2) TEACH Academy continues following the safey precautions such as: Masks, MERV-13 filtering systems every three months, disinfectants, electrostatic disnifectant sprayer ULV Fogger Machines, hand sanitizers, disinfecting wipes etc.
3) The company COVID Testing Today comes to TEACH Academy twice a week to test students and families for COVID-19 or families can also go to Nobility to get tested.

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

INDEPENDENT STUDY



Notes (Implemented Strategies &/or Challenges):

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

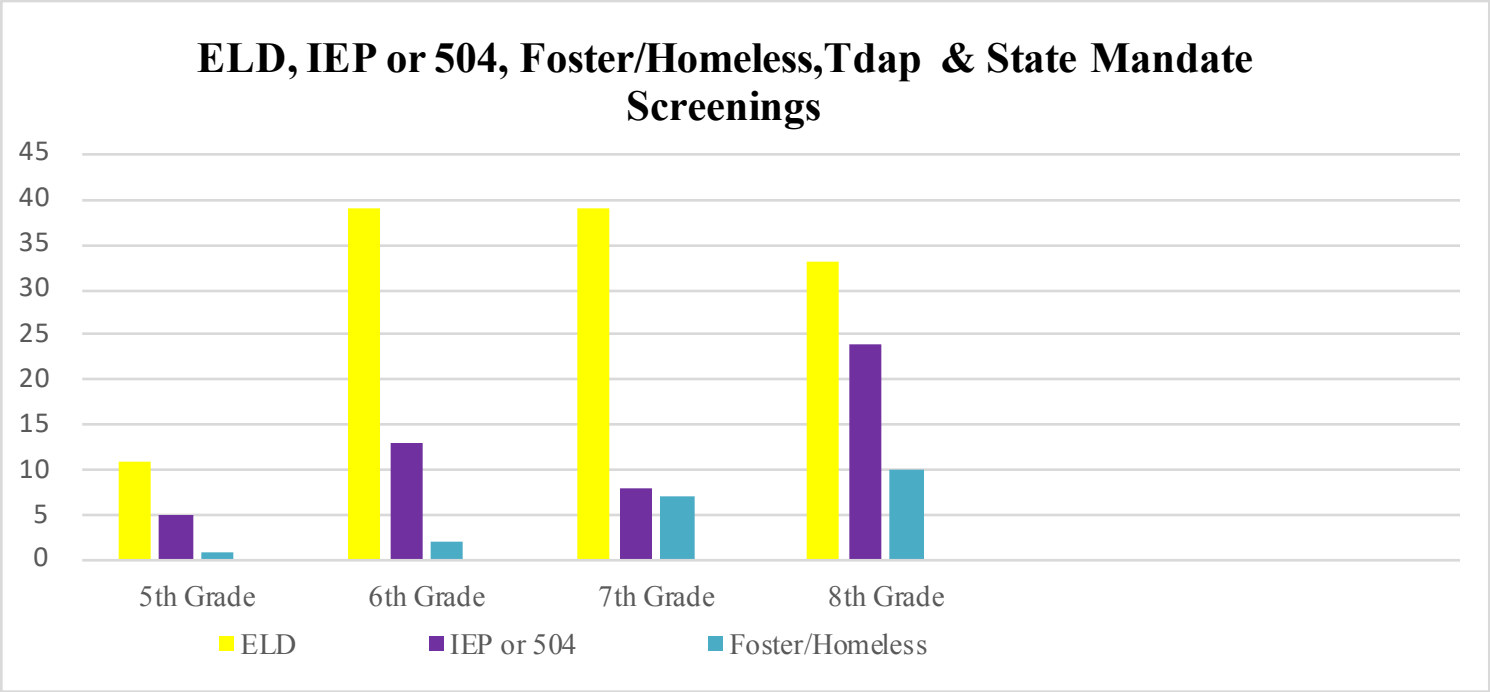
b) During the month of May, 17 students were enrolled in Independent Study

3) Some families have rather chose to change the In-Person learning for the Independent Study Program.

19

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

ELD, IEP or 504, Foster/Homeless



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.

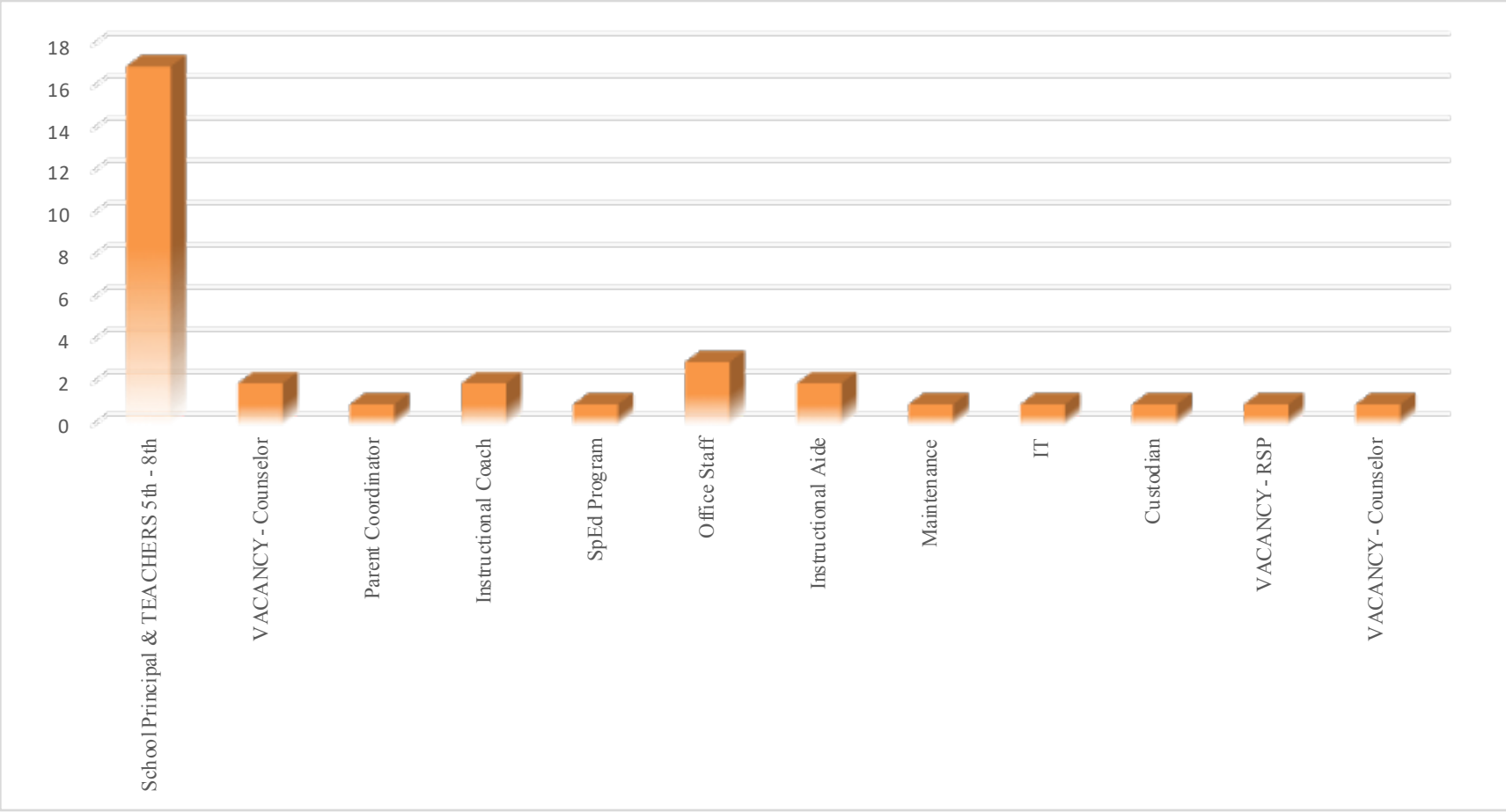
b) TEACH Academy continues with the IEP meetings, physical assessments and providing services.

c) A substitute teacher comes to provide services to SpEd students

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

TAT STAFF MEMBERS

CERTIFIED & CLASSIFIED



Notes (Implemented Strategies &/or Challenges):

1. Substitute for 8th Grade Science.
2. The school counselor left TAT.

Summary Status:

Professional Development every Wednesday



a) Our School Principal continues providing resources, feedback, modeling, to teachers to help TAT meet instructional goals.
b) TEACH Academy distributes awards to students every month.
c) PD's once a week.
e) Coffee with the Principal- once a month.
f) During the Success Academy classes , the students have been practicing more English & Mathematics.
g) Tutoring classes given my Mr. White
h) LAUSD Visit happened on May, 2022.

Coversheet

TEACH Tech High School Principal's Report

Section:	III. Items Scheduled for Information and Potential Action
Item:	H. TEACH Tech High School Principal's Report
Purpose:	FYI
Submitted by:	
Related Material:	JuneTEACH_TechMonthlyBoardReport.xlsx.pdf

CONFIDENTIAL

TEACH Public Schools

TEACH Tech Charter High School

Monthly Board Report

For the Month of:

Jun-22

Enrollment

Goal: **Maintain 440 student enrollment.**

Summary Status: We meet with families that want to check out and request that they stay.

Grade	20-21	21-22
9	135	135
10	125	113
11	92	100
12	81	84
Grand Total	**433**	**432**

Attendance	
Goal:	**Maintain 95% Attendance**
Summary Status:	This is the end of the school year.

Grade Level	ADA %
9	88%
10	88%
11	91%
12	86%
SubTotal	**88%**

Independent Study	
Goal:	**Reduce the number of student on IS that are not sick with COVID.**
Summary Status:	My team and I are in the process of reducing the number of students on IS.

Month	**Number**
February	73
March	54
April	41
May	43
June	55

Staffing

Need:

Principal
Assistant Principal
9/10 Counselor
Technology Support
Operations Manager
Spanish 2, 3
Integrated Math 3
Biology 9, AP Bio
World History, AP WH, HWH
Intergrated Math 1, ASB
English 9
Art, AP Art Design, Yearbook
P.E and Athletic Director
English 11
Special Education

Coversheet

CEO's Report

Section: III. Items Scheduled for Information and Potential Action
Item: I. CEO's Report
Purpose: Discuss
Submitted by:
Related Material: May Director Check-Ins.odt

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:

May Director Check-Ins.odt