TEACH Public Schools

Teach Public Schools Regular Board Meeting

Date and Time

Wednesday June 14, 2023 at 5:00 PM PDT

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

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FOR MORE INFORMATION

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

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

Alternate Public Access Locations:

TEACH Elementary
8505 S Western Ave

Los Angeles, CA 90047

TEACH Tech Charter High School
10616 S Western Ave
Los Angeles, CA 90047

3680 Wilshire Blvd.
Los Angeles CA 90010

3740 S Crenshaw Blvd.
Los Angeles, CA 90016

1340 W 106th St.
Los Angeles, CA 90044

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/87611265552
Meeting ID: 876 1126 5552
One tap mobile
+12532050468,,87611265552# US
+12532158782,,87611265552# US (Tacoma)
Dial by your location

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Meeting ID: 876 1126 5552

Find

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Record Attendance		Beth Bulgeron	2 m
B.	Call the Meeting to Order		James Lobdell	
C.	Public Comment		James Lobdell	5 m
II.	**Consent Items**			**5:07 PM**
A.	Consent Items: Approve the Current Agenda and Minutes From the May 31st Regular Board Meeting, Approve the Contracts for Copier Machines 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.	Approve Minutes	James Lobdell	3 m
III.	**Items Scheduled for Information and Potential Action**			**5:10 PM**
A.	Fiscal Report	Discuss	Richard McNeel	5 m
B.	Consider and Vote on Final 2023-2024 Budget for TEACH Inc., TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School	Vote	Richard McNeel	5 m
C.	Approve the Local Control and Accountability Plan for TEACH Prep Academy, TEACH Academy of Technology, TEACH Tech Charter High School	Vote	Beth Bulgeron	5 m
D.	Approve the Education Protection Accounts (EPAs) for TEACH Public Schools	Vote	Richard McNeel	5 m

		Purpose	Presenter	Time
E.	Charter Safe Insurance Contract 23/24	Vote	Matthew Brown	2 m
F.	Closed Session to Consider the Appointment, Employment, Evaluation of the CEO	Vote	Beth Bulgeron	5 m
G.	Determine and Vote on Executive Compensation for the 2-23-2024 School Year	Vote	James Lobdell	5 m
H.	Consider and Vote on the 2023-24 Food Service Management Company Contract with Fresh Start Healthy Meals.	Vote	Enrique Robles	5 m
I.	Approve the Updated Employee Handbook for School Year 2023-2024	Vote	Maria Pimienta	5 m
J.	Consider and Vote on the Updated Student Homeless Policy	Vote	Beth Bulgeron	5 m
K.	Consider and Vote on the Parent Involvement Policy	Vote	Beth Bulgeron	5 m
L.	CEO Report	FYI	Raul Carranza	7 m

IV. Closing Items — 6:09 PM

A.	Upcoming Meeting Date	FYI	Beth Bulgeron	

The next Regular Board Meeting is scheduled for August 1st at 5 pm.

REMINDER- all meetings are moving to TUESDAYS

B.	Public Comment	Discuss	James Lobdell	5 m
C.	Board Member Comments	Discuss	James Lobdell	5 m
D.	Adjourn Meeting	Discuss	James Lobdell	

Coversheet

Consent Items: Approve the Current Agenda and Minutes From the May 31st Regular Board Meeting, Approve the Contracts for Copier Machines

Section: II. Consent Items
Item: A. Consent Items: Approve the Current Agenda and Minutes From the May 31st Regular Board Meeting, Approve the Contracts for Copier Machines
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for TEACH Regular Board Meeting on May 31, 2023
2023_05_31_board_meeting_minutes.pdf
Teach Tech Charter High School-10616 S Western- Sharp BP-70C55 quote-invoice.pdf
Teach Tech Charter High School-10616 S Western- Sharp BP-70C55 quote-invoice (1).pdf
Teach Academy of Technology 10045 S Western- Sharp BP-70C55 quote-invoice.pdf
Teach Academy of Technology 10000 S Western- Sharp BP-70C55 quote-invoice.pdf

APPROVED

TEACH Public Schools

Minutes

TEACH Regular Board Meeting

Date and Time
Wednesday May 31, 2023 at 5:00 PM

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

Alternate Public Access Locations:

3680 Wilshire Blvd.
Los Angeles CA 90010

3740 S Crenshaw Blvd.
Los Angeles, CA 90016

1340 W 106th St.
Los Angeles, CA 90044

School Location and via Zoom
Beth Bulgeron is inviting you to a scheduled Zoom meeting.
Topic: TEACH Regular Board Meeting
Time: May 31, 2023 05:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/88038981523

Meeting ID: 880 3898 1523
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Find

Directors Present
A. Dragon (remote), J. Lobdell (remote), S. Athalye (remote)

Directors Absent
C. Sandoval, S. Burrows

Ex Officio Members Present
R. Carranza

Non Voting Members Present
R. Carranza

Guests Present
B. Bulgeron (remote), E. Robles (remote), R. McNeel (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Lobdell called a meeting of the board of directors of TEACH Public Schools to order on Wednesday May 31, 2023 at 5:02 PM.

C. Public Comment

There was no public comment.

II. Consent Items

A. Consent Items: Approve the Current Agenda and Minutes From the April 26, 2023 Meeting

A. Dragon made a motion to approve the minutes from 4/26/23 TEACH Special Board Meeting on 04-26-23.
S. Athalye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Burrows	Absent
J. Lobdell	Aye
A. Dragon	Aye
S. Athalye	Aye
C. Sandoval	Absent

III. Items Scheduled for Information and Potential Action

A. Fiscal Report

Richard McNeel gave the financial report and provided details on each indicator- TEACH is meeting or exceeding in all areas, including cash on hand requirements, bond servicing, overall fund balance and projections are healthy for each school. Richard also explained where the fee deferral for TEACH LV shows and impacts the budget of the CMO. He described how the interest from funds in the bank will start to cancel the impact of the deferral. The board asked clarifying questions.

B. Presentation of Student Behavior and Discipline Data

This item was tabled until the next board meeting.

C. TEACH Inc., Cunningham & Morris LL, and Wooten Avila LLC Form 990 Income Tax Return for Year Ended June 30, 2022

A. Dragon made a motion to Approve the tax returns for Cunningham and Morris and Wooten Avila for year ended June 30, 2022.
S. Athalye seconded the motion.
Beth Bulgeron presented the tax returns. The board reviewed them.
The board **VOTED** to approve the motion.

Roll Call

S. Athalye	Aye
J. Lobdell	Aye
S. Burrows	Absent
A. Dragon	Aye
C. Sandoval	Absent

D. Consider and Vote on the Summer Contract with After School All Stars Los Angeles for TEACH Prep Elementary School

E. Consider and Vote on The CompTherapy Services Agreement

A. Dragon made a motion to Approve the Comp Therapy Services Agreement.
S. Athalye seconded the motion.
Dr. Carranza provided an explanation and context for the services provided by Comp Therapy and described how those services complimented the services provided by the special education teachers.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon	Aye
C. Sandoval	Absent
S. Athalye	Aye

Roll Call

J. Lobdell	Aye
S. Burrows	Absent

F. Consider and Vote on the Purchase of Instructional Materials from McGraw-Hill

A. Dragon made a motion to Approved the purchase of instructional materials from McGraw Hill.
S. Athalye seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Sandoval	Absent
J. Lobdell	Aye
A. Dragon	Aye
S. Athalye	Aye
S. Burrows	Absent

G. CEO Report

H. Update on Evaluation of the CEO

I. Update and Discussion- Annual Board Reporting Plan

IV. Closing Items

A. Upcoming Meeting Date

B. Public Comment

C. Board Member Comments

D. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:46 PM.

Respectfully Submitted,
J. Lobdell

DRAFT

TEACH Public Schools

Minutes

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Directors Absent
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Non Voting Members Present
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A. Dragon	Aye
J. Lobdell	Aye
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S. Athalye	Aye
S. Burrows	Absent
A. Dragon	Aye
J. Lobdell	Aye
C. Sandoval	Absent

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Roll Call

S. Athalye	Aye
J. Lobdell	Aye
S. Burrows	Absent

Roll Call
A. Dragon Aye
C. Sandoval Absent

F. Consider and Vote on the Purchase of Instructional Materials from McGraw-Hill

G. CEO Report

H. Update on Evaluation of the CEO

I. Update and Discussion- Annual Board Reporting Plan

IV. Closing Items

A. Upcoming Meeting Date

B. Public Comment

C. Board Member Comments

D. Adjourn Meeting

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Respectfully Submitted,
J. Lobdell

EQUIPMENT INVOICE



Bill to		Ship to	
Company:	Teach Public Schools	Company:	Teach Tech Charter High School
Address:	10600 S Western Ave	Address:	10616 S Western Ave
City:	Los Angeles State:CA Zip:90047	City:	Los Angeles State: CA Zip: 90047
Contact:	accounts payable Telephone: 323-872-0808 ext 7620	Contact:	Asmin Q Telephone: 323-872-0707
E-mail:	accountspayable@teachps.org	E-mail:	Fax:

Terms	PO#	Representative	Del.Date	Federal Tax ID #
cod/cash/lease/cpc/other-Lease		mcall		

Qnty	B/O	Serial #	Item #	Model/Product Description	Unit Price	Total
2				Sharp BP-70C55 Digital MFP		See Lease
2				Inner Stapler Finisher		inc
2				Paper Pedestal w Cassettes		inc
2				All black copies/prints billed at .0079 and color copies/prints		to be billed
				billed at .065 monthly in the arrears based on usage.		
				Includes all service and supplies except paper and staples		
2				Includes installation, set-up and training		inc

Service and Supplies (Please check corresponding box)	
x	**Signed Maintenance Agreement Included - See PBTN Maintenance Contract.**
	Agree to Time ($145 per hour), Material and Supply charges. Payable upon services rendered.
	Decline any and all service and supplies at this time.

*** PBTN is not responsible for network issues. Calls related to these issues are available at an additional fee._____intial**

Trade-in Model	Serial Number	Buy-out/Pay-off	Amount

CPC/RENTAL	Monthly Volume	Mo. Payment	Term	Overages	Payment Down
				.0079-b, 065-c	

LEASE/RENTAL	Payment	Term	Payment Down	Leasing Company
Lease	$494.00	36	Zero	

Special Instructions		
	Subtotal	See Lease
	Tax	
	Trade-In	
	Del/Inst.	Included
	TOTAL	See Lease
	Less Down	( )
	Balance Due	

Customer **Date** **PBTN Approval** **Date**

Terms:standard terms-net 10 days unless otherwise notified. Any amounts payable by Customer hereunder which remain unpaid after the due date shall be subject to a late charge equal to 1.5% per month from the due date until such amount is paid. Any representations or statements will not be honored unless made in writing under the "Special Instructions"on this form. All terms and conditions on reverse side apply.

PLEASE PAY FROM THIS INVOICE-SUBMIT TO: PBTN 16124 Sherman Way, Van Nuys, Ca. 91406

This Equipment Invoice ("Agreement") is entered into by and between PBTN ("Company") and the "Customer".

1 **Delivery.** Company shall use its reasonable efforts to deliver the Equipment to Customer on the delivery date set forth. Delivery shall be made F.O.B.origin at Company's offices. If the delivery is not made within 30 days of the scheduled delivery date, other than because of the fault of Customer or by *force majeure,* Customer may cancel its purchase of the Equipment. **All transportation, shipping and handling charges shall be paid by Customer**. Customer bears all risk of loss or damage to the Equipment after delivery to the transportation shipping point.

2 **Operation of the Equipment.** Customer shall be responsible for operation of the Equipment. Customer shall operate the Equipment in a reasonably competent manner and in compliance with the operations manual for the Equipment. Customer shall comply with all applicable rules, laws, and regulations in connection with operation of the Equipment.

3 **Installation.** Certain Equipment must be installed according to specific requirements as relates to space, electrical and environmental conditions. Installation requirements are defined in the Equipment Operators Manual. Customer shall ensure that the Equipment is placed and remains in an area that conforms to these requirements.

4 **Disclaimer.** The Company expressly disclaims any duty as insurer of the Equipment, including but not limited to, loss or damange through accident, abuse, misuse, misapplication, storage damage, theft, fire, water, casualty, natural force, act of God, modification to the Equipment or its components, or any negligent act of Customer or Customer's agents and/or service performed by non-PBTN personnel. The Company shall not assume any liabilty for any conditions arising from electrical circuitry external to the Equipment and the Equipment line cord, nor is any external electrical work covered under this Agreement.

5 **Limitation of Liability**. IN NO EVENT SHALL COMPANY BE LIABLE FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, SPECIAL OR CONSEQUENTIAL DAMAGES, OR DAMAGES FOR LOSS OF PROFITS, REVENUE, OR USE INCURRED BY CUSTOMER OR ANY THIRD PARTY, WHETHER IN AN ACTION IN CONTRACT, OR TORT, OR OTHERWISE EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. COMPANY'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL IN NO EVENT EXCEED THE PURCHASE PRICE OF THE DEFECTIVE EQUIPMENT. THE PROVISIONS OF THIS AGREEMENT ALLOCATE THE RISKS BETWEEN COMPANY AND CUSTOMER. COMPANY'S PRICING REFLECTS THIS ALLOCATION OF RISK AND BUT FOR THIS ALLOCATION AND LIMITATION OF LIABILITY, COMPANY WOULD NOT HAVE ENTERED INTO THIS AGREEMENT.

6 **Additional Terms and Conditions:**

(a) This Agreement, and all matters arising out of or relating to this Agreement, shall be governed by the laws of the State of California (exclusive of conflict of laws principles), and shall be deemed to be executed in Los Angeles, California.

(b) **ARBITRATION AGREEMENT:** In the event of any dispute with regard to the interpretation or application of this Agreement, the matter shall be determined by arbitration before a single arbitrator designated by the disputants. If the disputants cannot agree on an arbitrator, they shall each name three arbitrators who are acceptable to them. Each party shall choose one name on the other party's list and the arbitrator chosen between those two shall be determined by the flip of a coin. The rules governing the arbitration itself shall be those used by the American Arbitration Association except that neither party shall submit the matter to arbitration through either the AAA or JAMS. However, if the matter qualifies for resolution through the expedited commercial arbitration program offered by the American Arbitration Agreement, the parties will submit their dispute to that tribunal. The cost of the arbitration (exclusive of the direct legal expenses of the disputants) shall be allocated by the arbitrator at his or her discretion. Before arbitrating any dispute, the parties shall attempt to mediate the matter before an independent mediator chosen in the same manner as they have agreed to choose a mediator.

(c) All notices, including notices of address change, required to be sent hereunder shall be in writing and shall be deemed to have been given when mailed by first class mail or by fax.

(d) Prices for Equipment specified herein are exclusive of all city, state and federal taxes, including, without limitation, taxes on manufacture, sales, receipts, gross income, occupation, use and similar taxes. Customer agrees to pay such taxes directly or to reimburse Company for all such taxes, whether imposed on Customer required to be collected by Company, or imposed on Equipment or on Customer in connection with this sale. Wherever applicable, such tax or taxes shall be added to the invoice as a separate charge on invoiced separately. Customer agrees to pay all personal property taxes that may be levied against Equipment after the date of delivery.

(e) To secure payment and performance of all Customer's obligations hereunder, Company hereby retains title to Equipment and a security interest therein until paymentis are made in full and Customer performs all said obligations. The Customer shall not sell, consign, lend, rent, license, lease or otherwise dispose of the Equipment or any interest therein, nor permit or suffer any such act. The Customer shall at all times keep the Equipment insured against loss or damage or fire or theft. When requested by Company, Customer shall duly acknowledge this Agreement, and execute, acknowledge and deliver to Customer, in Company's usual form, a supplement hereto, security agreement, financing statement and other appropriate instruments to constitute Equipment as the unencumbered security for the obligations of Customer hereunder, or to enable Company to comply with all applicable filing or recording laws without Customer's signature.

(f) In the event any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions of this Agreement will remain in full force.

(g) The waiver by either party of any default or breach of this Agreement shall not constitute a waiver of any other or subsequent default or breach. Except for actions for non-payment or breach of Company's proprietary rights, no action, regardless of form, arising out of or in connection with this Agreement may be brought by either party more than one year after the cause of action has accrued.

(h) Company is an independent contractor; nothing in this Agreement shall be construed to create a partnership, joint venture or agency relationship between the parties.

(i) This Agreement constitutes the complete agreement between the parties with respect to its subject matter and supersedes all prior or contemporaneous agreements, understandings, representations, discussions, proposals, literature, and the like, written or oral. This Agreement may not be modified or amended except in a writing signed by a duly authorized representative of each party; no other act, document, usage or custom shall be deemed to amend or modify this Agreement. It is expressly agreed that the terms of this Agreement shall supersede the terms in any Customer purchase order or other ordering document, if any.

(k) This Agreement shall be construed as to its fair meaning and not strictly for or against either party.

(l) Company shall not be deemed to be in default of any provision of this Agreement, or for failures in performance, resulting from acts or events beyond its reasonable control. Such acts shall

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(p) A 10% restocking fee will apply to all cancelled orders.

EQUIPMENT INVOICE



Bill to		Ship to	
Company:	Teach Public Schools	Company:	Teach Tech Charter High School
Address:	10600 S Western Ave	Address:	10616 S Western Ave
City:	Los Angeles State:CA Zip:90047	City:	Los Angeles State: CA Zip: 90047
Contact:	accounts payable Telephone: 323-872-0808 ext 7620	Contact:	Asmin Q Telephone: 323-872-0707
E-mail:	accountspayable@teachps.org	E-mail:	Fax:

Terms	PO#	Representative	Del.Date	Federal Tax ID #
cod/cash/lease/cpc/other-Lease		mcall		

Qnty	B/O	Serial #	Item #	Model/Product Description	Unit Price	Total
2				Sharp BP-70C55 Digital MFP		See Lease
2				Inner Stapler Finisher		inc
2				Paper Pedestal w Cassettes		inc
2				All black copies/prints billed at .0079 and color copies/prints		to be billed
				billed at .065 monthly in the arrears based on usage.		
				Includes all service and supplies except paper and staples		
2				Includes installation, set-up and training		inc

Service and Supplies (Please check corresponding box)	
x	**Signed Maintenance Agreement Included - See PBTN Maintenance Contract.**
	Agree to Time ($145 per hour), Material and Supply charges. Payable upon services rendered.
	Decline any and all service and supplies at this time.

*** PBTN is not responsible for network issues. Calls related to these issues are available at an additional fee._____intial**

Trade-in Model	Serial Number	Buy-out/Pay-off	Amount

CPC/RENTAL	Monthly Volume	Mo. Payment	Term	Overages	Payment Down
				.0079-b, 065-c	

LEASE/RENTAL	Payment	Term	Payment Down	Leasing Company
Lease	$494.00	36	Zero	

Special Instructions		
	Subtotal	See Lease
	Tax	
	Trade-In	
	Del/Inst.	Included
	TOTAL	See Lease
	Less Down	( )
	Balance Due	

Customer **Date** **PBTN Approval** **Date**

Terms:standard terms-net 10 days unless otherwise notified. Any amounts payable by Customer hereunder which remain unpaid after the due date shall be subject to a late charge equal to 1.5% per month from the due date until such amount is paid. Any representations or statements will not be honored unless made in writing under the "Special Instructions"on this form. All terms and conditions on reverse side apply.

PLEASE PAY FROM THIS INVOICE-SUBMIT TO: PBTN 16124 Sherman Way, Van Nuys, Ca. 91406

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2 **Operation of the Equipment.** Customer shall be responsible for operation of the Equipment. Customer shall operate the Equipment in a reasonably competent manner and in compliance with the operations manual for the Equipment. Customer shall comply with all applicable rules, laws, and regulations in connection with operation of the Equipment.

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4 **Disclaimer.** The Company expressly disclaims any duty as insurer of the Equipment, including but not limited to, loss or damange through accident, abuse, misuse, misapplication, storage damage, theft, fire, water, casualty, natural force, act of God, modification to the Equipment or its components, or any negligent act of Customer or Customer's agents and/or service performed by non-PBTN personnel. The Company shall not assume any liabilty for any conditions arising from electrical circuitry external to the Equipment and the Equipment line cord, nor is any external electrical work covered under this Agreement.

5 **Limitation of Liability**. IN NO EVENT SHALL COMPANY BE LIABLE FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, SPECIAL OR CONSEQUENTIAL DAMAGES, OR DAMAGES FOR LOSS OF PROFITS, REVENUE, OR USE INCURRED BY CUSTOMER OR ANY THIRD PARTY, WHETHER IN AN ACTION IN CONTRACT, OR TORT, OR OTHERWISE EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. COMPANY'S LIABILITY FOR DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT SHALL IN NO EVENT EXCEED THE PURCHASE PRICE OF THE DEFECTIVE EQUIPMENT. THE PROVISIONS OF THIS AGREEMENT ALLOCATE THE RISKS BETWEEN COMPANY AND CUSTOMER. COMPANY'S PRICING REFLECTS THIS ALLOCATION OF RISK AND BUT FOR THIS ALLOCATION AND LIMITATION OF LIABILITY, COMPANY WOULD NOT HAVE ENTERED INTO THIS AGREEMENT.

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(c) All notices, including notices of address change, required to be sent hereunder shall be in writing and shall be deemed to have been given when mailed by first class mail or by fax.

(d) Prices for Equipment specified herein are exclusive of all city, state and federal taxes, including, without limitation, taxes on manufacture, sales, receipts, gross income, occupation, use and similar taxes. Customer agrees to pay such taxes directly or to reimburse Company for all such taxes, whether imposed on Customer required to be collected by Company, or imposed on Equipment or on Customer in connection with this sale. Wherever applicable, such tax or taxes shall be added to the invoice as a separate charge on invoiced separately. Customer agrees to pay all personal property taxes that may be levied against Equipment after the date of delivery.

(e) To secure payment and performance of all Customer's obligations hereunder, Company hereby retains title to Equipment and a security interest therein until paymentis are made in full and Customer performs all said obligations. The Customer shall not sell, consign, lend, rent, license, lease or otherwise dispose of the Equipment or any interest therein, nor permit or suffer any such act. The Customer shall at all times keep the Equipment insured against loss or damage or fire or theft. When requested by Company, Customer shall duly acknowledge this Agreement, and execute, acknowledge and deliver to Customer, in Company's usual form, a supplement hereto, security agreement, financing statement and other appropriate instruments to constitute Equipment as the unencumbered security for the obligations of Customer hereunder, or to enable Company to comply with all applicable filing or recording laws without Customer's signature.

(f) In the event any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions of this Agreement will remain in full force.

(g) The waiver by either party of any default or breach of this Agreement shall not constitute a waiver of any other or subsequent default or breach. Except for actions for non-payment or breach of Company's proprietary rights, no action, regardless of form, arising out of or in connection with this Agreement may be brought by either party more than one year after the cause of action has accrued.

(h) Company is an independent contractor; nothing in this Agreement shall be construed to create a partnership, joint venture or agency relationship between the parties.

(i) This Agreement constitutes the complete agreement between the parties with respect to its subject matter and supersedes all prior or contemporaneous agreements, understandings, representations, discussions, proposals, literature, and the like, written or oral. This Agreement may not be modified or amended except in a writing signed by a duly authorized representative of each party; no other act, document, usage or custom shall be deemed to amend or modify this Agreement. It is expressly agreed that the terms of this Agreement shall supersede the terms in any Customer purchase order or other ordering document, if any.

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EQUIPMENT INVOICE



Bill to		Ship to	
Company:	Teach Public Schools	Company:	TEACH Academy of Technologies
Address:	10600 S Western Ave	Address:	10045 S western Ave
City:	Los Angeles State:CA Zip:90047	City:	Los Angeles State: CA Zip: 90047
Contact:	Jacky Leung Telephone: 323-872-0808 ext 7631	Contact:	Maricela Telephone: 323-872-0809
E-mail:	jleung@teachps.org Fax:	E-mail:	Fax:

Terms	PO#	Representative	Del.Date	Federal Tax ID #
cod/cash/lease/cpc/other-Lease		mcall		

Qnty	B/O	Serial #	Item #	Model/Product Description	Unit Price	Total
1				Sharp BP -70C55 Digital MFP		See Lease
1				Inner Stapler Finisher		inc
1				Paper Pedestal w Cassettes		inc
1				All black copies/prints billed at .0079 and color copies/prints		to be billed
				billed at .065 monthly in the arrears based on usage.		
				Includes all service and supplies except paper and staples		
1				Includes installation, set-up and training		inc

Service and Supplies (Please check corresponding box)	
x	**Signed Maintenance Agreement Included - See PBTN Maintenance Contract.**
	Agree to Time ($145 per hour), Material and Supply charges. Payable upon services rendered.
	Decline any and all service and supplies at this time.

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Trade-in Model	Serial Number	Buy-out/Pay-off	Amount

CPC/RENTAL	Monthly Volume	Mo. Payment	Term	Overages	Payment Down
				.0079-b, 065-c	

LEASE/RENTAL	Payment	Term	Payment Down	Leasing Company
Lease	$167.00	60	Zero	

Special Instructions		
	Subtotal	See Lease
	Tax	
	Trade-In	
	Del/Inst.	Included
	TOTAL	See Lease
	Less Down	( )
	Balance Due	

Customer **Date** **PBTN Approval** **Date**

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EQUIPMENT INVOICE



Bill to		Ship to	
Company:	Teach Public Schools	Company:	Teach Academy of Technology
Address:	10600 S Western Ave	Address:	10000 S western Ave
City:	Los Angeles State:CA Zip:90047	City:	Los Angeles State: CA Zip: 90047
Contact:	Accounts payable 323-872-0808 ext 7620	Contact:	Graciela A 323-872-0809
E-mail:	accountspayable@teachps.org	E-mail:	Fax:

Terms	PO#	Representative	Del.Date	Federal Tax ID #
cod/cash/lease/cpc/other-Lease		mcall		

Qnty	B/O	Serial #	Item #	Model/Product Description	Unit Price	Total
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				billed at .065 monthly in the arrears based on usage.		
				Includes all service and supplies except paper and staples		
1				Includes installation, set-up and training		inc

Service and Supplies (Please check corresponding box)	
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	Agree to Time ($145 per hour), Material and Supply charges. Payable upon services rendered.
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Trade-in Model	Serial Number	Buy-out/Pay-off	Amount

CPC/RENTAL	Monthly Volume	Mo. Payment	Term	Overages	Payment Down
				.0079-b, 065-c	

LEASE/RENTAL	Payment	Term	Payment Down	Leasing Company
Lease	$247.00	36	Zero Down	

Special Instructions		
	Subtotal	See Lease
	Tax	
	Trade-In	
	Del/Inst.	Included
	TOTAL	See Lease
	Less Down	( )
	Balance Due	

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Coversheet

Fiscal Report

Section: III. Items Scheduled for Information and Potential Action
Item: A. Fiscal Report
Purpose: Discuss
Submitted by:
Related Material: TEACH Financial Report for June 2023 as of May 2023 Close.pdf

CHARTER IMPACT

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

Financial Presentation – Through May 31, 2023

Highlights (as of 5.31.23)

- TEACH Academy , TEACH Tech, TEACH Prep & TPS projected surplus, positive cash flow, and positive fund balances at year end.
- TEACH Academy , TEACH Tech, and TEACH Prep projected to either meet or exceed the 45-Day Cash on Hand Requirement
- TEACH Academy , Teach Tech and Teach Prep all meet the Debt Service Coverage Ratio

TEACH Inc. Board Summaries May 31, 2023				
	TEACH Acadmey of Technologies	TEACH Tech Charter High	TEACH Prep Elementary	TEACH CMO
Revenue @ 4/30/2023	$ 8,509,533	$ 8,403,035	$ 4,845,770	$ 2,053,232
Expenses @ 4/30/2023	7,609,275	6,936,891	4,230,742	2,137,829
Surplus/Deficit	900,258	1,466,144	615,028	(84,597)
Beginning Fund Balance	5,845,328	6,954,604	2,399,624	541,170
Ending Fund Balance	$ 6,745,586	$ 8,420,748	$ 3,014,652	$ 456,573
Cash @ 6/30/2022	$ 6,077,348.00	$ 7,881,008.00	2,908,152.00	1,555,285.00
Enrollment/ Average Daily Attendance	403/ 374.98	424/ 387.27	252/ 221.89	
Average Daily Cash On Hand (45 req)	292	415	251	
Debt Service Coverage (1.1 req)	3.29	4.04	3.12	
Current Operating Cash Balance May 31, 2023	$ 6,317,300.00	$ 8,084,372.00	$ 3,048,731.00	$ 347,222.00

TPS, Inc. –Financial Position 5/31/23

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 176,714	$ 4,204,478	$ (2,964)	$ 881,045	$ 46,719	$ 266,539	$ -		$ 5,572,531
Certificate Deposit	3,968,429	2,504,045	1,765,832	632,622	-	-	-		8,870,927
Restricted Cash	2,172,157	1,375,850	1,285,863	-	-	-	-		4,833,870
Accounts Receivable	636,620	340,369	135,470	6,429	3,323	-	2,337		1,124,549
Interest Receivable	-	-	-	-	22,147	25,800	-		47,947
Public Funding Receivables	162,741	307,573	333,732	-	-	-	-		804,046
Factored Receivables	-	-	-	-	-	-	-		-
Due To/From Related Parties	334,152	236,072	576,141	(1,063,307)	-	(83,058)	-		(0)
Prepaid Expenses	23,620	13,288	10,953	-	-	-	-		47,861
	7,474,433	**8,981,676**	**4,105,027**	**456,789**	**72,190**	**209,281**	**2,337**		**21,301,732**
Property & Equipment, Net	1,262,185	206,529	220,826	48,858	9,219,779	19,206,550	-		30,164,727
Deposits	5,000	162,517	99,750	8,750	-	3,625	-	(141,967)	137,675
Deferred Lease Asset	-	-	-	-	195,165	(56,411)	-	(138,755)	-
Investments	-	-	-	-	705,567	1,168,897	-		1,874,463
Securities	-	-	-	-	858,012	1,741,070	-		2,599,082
Securities Premium	-	-	-	-	1,278	(2,214)	-		(937)
Total Long Term Assets	**1,267,185**	**369,046**	**320,576**	**57,608**	**10,979,800**	**22,061,516**	**-**	**(280,722)**	**34,775,011**
Total Assets	**$ 8,741,618**	**$ 9,350,722**	**$ 4,425,603**	**$ 514,397**	**$ 11,051,990**	**$ 22,270,797**	**$ 2,337**	**$ (280,722)**	56,076,743

Page 1

Note- Current Assets are 3.26 times more than Current Liabilities – organization does not have significant current debt and is able to meet financial obligations when due

TPS, Inc.–Financial Position 5/31/23

		Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
	Accounts Payable	$ 3,675	$ 3,741	$ 1,838	$ -	$ -	$ -	$ -		$ 9,253
	Accrued Liabilities	87,266	76,129	79,051	459,456	-	-	-		701,902
	Interest Payable	-	-	-	-	350,991	458,750	-		809,741
	Deferred Revenue	2,172,157	1,375,850	1,285,863	-	-	111,994	-		4,945,864
	Deferred Rent, Current Portion	10,224	-	(271)	-	-	-	-	(9,953)	-
	Capital Lease, Current Portion	-	1	-	-	-	-	-		1
	Notes Payable, Current Portion	53,194	-	-	-	-	-	-		53,194
Total Current Liabilities		**2,326,517**	**1,455,721**	**1,366,481**	**459,456**	**350,991**	**570,744**	**-**	**(9,953)**	**6,519,956**
Long-Term Liabilities										
	Deferred Rent, Net of Current Portic	184,941	(56,139)	-	-	-	-	-	(128,802)	-
	Notes Payable, Net of Current Porti	66,493	-	-	-	-	141,967	-		208,460
	Bonds Payable	-	-	-	-	12,070,000	22,020,000	-		34,090,000
	Bond Issue Costs	-	-	-	-	(235,145)	(442,159)	-		(677,304)
	Discount on Bonds	-	-	-	-	(190,349)	-	-		(190,349)
	Premium on Bonds				-	-	1,763,609	-		1,763,609
	Other Long-Term Liabilities	-	-	-	-	-	-	-	(141,967)	-
Total Long-Term Liabilities		**251,433**	**(56,139)**	**-**	**-**	**11,644,506**	**23,483,416**	**-**	**(270,769)**	**35,194,415**
Total Liabilities		**$ 2,577,951**	**$ 1,399,582**	**$ 1,366,481**	**$ 459,456**	**$ 11,995,497**	**$ 24,054,160**	**$ -**	**$ (280,722)**	**$ 41,572,404**
Net Assets	Net Assets	6,163,667	7,951,140	3,059,122	54,942	(943,507)	(1,783,363)	2,337	(0)	14,504,338
Total Liabilities and Net Assets		**$ 8,741,618**	**$ 9,350,722**	**$ 4,425,603**	**$ 514,397**	**$ 11,051,990**	**$ 22,270,797**	**$ 2,337**	**$ (280,722)**	**$ 56,076,742**

CHARTER IMPACT

TEACH Academy of Technologies

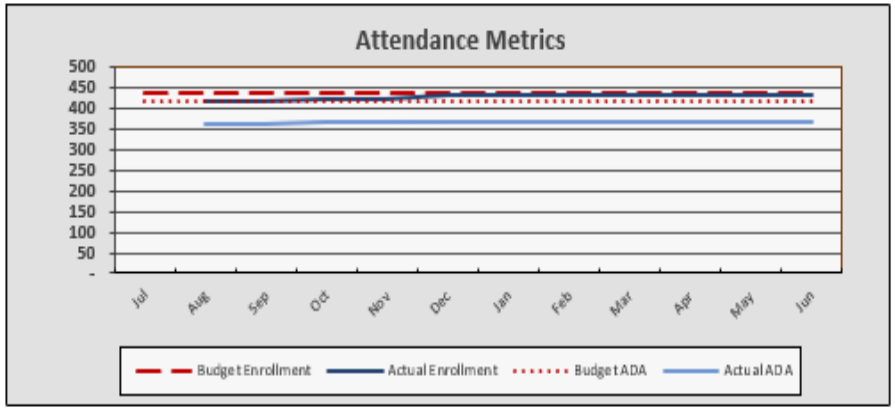
Monthly Financial Presentation – Through May 31, 2023

TAT – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	403	403	440
ADA	375	375	418
Attendance Rate	93.0%	93.0%	95.0%
Unduplicated %	98.3%	98.3%	98.1%
Revenue per ADA	$ 12,056	$22,393	$18,203
Expenses per ADA	$ 13,702	$19,972	$18,171

Attendance Metrics



ADA Based on P-1 Certified Report. Total ADA- 374.98 (-43.02 ADA) vs. Budgeted.

TAT - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/23	Budget	Fav/(Unf)	Forecast @ 05/31/2023	Budget @ 6/30/2023	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 4,128,456	$ 4,133,307	$ (4,851)	$ 4,958,690	$ 5,192,704	$ (234,014)
Federal Revenue	1,217,097	550,156	666,940	1,664,022	1,182,566	481,456
Other State Revenue	1,524,489	981,036	543,453	1,850,726	1,233,777	616,949
Other Local Revenue	36,095	-	36,095	36,095	-	36,095
Total Revenue	**$ 6,906,137**	**$ 5,664,499**	**$ 1,241,638**	**$ 8,509,533**	**$ 7,609,046**	**$ 900,486**

Note: Variance explanation(s) on next slide

TAT - Revenue

- **State Aid-Rev: $4.96 MM, Projected decrease of $234k-** mainly due to the ADA decrease (-49.17) vs. budget offset by a higher than projected COLA.

- **Federal Revenue: $1.66 MM (projected increase of $481.5k)-** Primarily due to increase in Other Federal monies as part of the Covid Relief funds

- **Other State Revenue: $1.85 MM (projected increase of $616.9k)-** Due primarily to prior year Hold Harmless revenue recognition of $592.7k

- **Other Local Revenue: $36k (is a projected $36k increase over budget)-** $10k due to a Covid rebate received (likely for payroll taxes) and $26k for interest

TAT – Expenses

	Year-to-Date			Annual/Full Year		
	Actual @ 05/31/23	Budget	Fav/(Unf)	Forecast @ 05/31/2023	Budget @ 6/30/2023	Fav/(Unfav)
Expenses						
Certificated Salaries	$ 1,658,853	$ 1,642,564	$ (16,288)	$ 1,891,508	$ 1,843,496	$ (48,012)
Classified Salaries	483,935	663,023	179,088	563,341	738,111	174,770
Benefits	720,912	738,758	17,847	819,262	821,633	2,371
Books and Supplies	677,994	789,846	111,852	779,295	838,984	59,689
Subagreement Services	790,803	590,185	(200,618)	856,591	651,200	(205,391)
Operations	186,900	234,279	47,379	206,952	255,700	48,748
Facilities	875,557	871,529	(4,028)	956,072	950,759	(5,313)
Professional Services	1,054,507	1,197,988	143,481	1,374,696	1,335,875	(38,821)
Depreciation	124,165	146,392	22,227	146,098	159,700	13,602
Interest	14,172	-	(14,172)	15,460	-	(15,460)
Total Expenses	**$ 6,587,798**	**$ 6,874,564**	**$ 286,766**	**$ 7,609,275**	**$ 7,595,458**	**$ (13,817)**

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

TAT - Expense

- **Certificated Salaries: $1.89 MM (Projected Increase of $48k):** Due to unfilled positions at times throughout the year offset by Salary Increase.
- **Classified Salaries: $563.3k (Projected savings of $174.8k)-** Due primarily to unfilled positions.
- **Benefits: $819.3k (Projected savings of $2.4k) –** Savings due to unfilled classified positions offset by a slightly higher health benefit cost than budgeted.
- **Non-Personnel Related Expenses: $4.34MM (Projected increase of $142.9k)-** Based on run rates and due to a mix of savings and increases in categories that offset with the largest increase in Sub Agreement for services (-$205.4k) primarily for the after-school program.

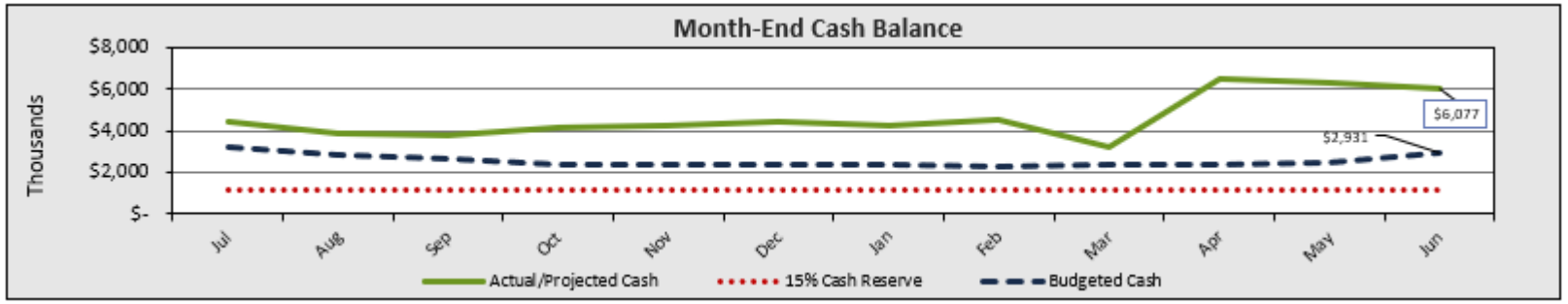
TAT – Fund Balance

- Net assets projected at year-end= 88.6% well over 3% reserve of $227.9k

	Year-to-Date			*Annual/Full Year*		
	Actual @ 05/31/23	Budget	Fav/(Unf)	Forecast @ 05/31/2023	Budget @ 6/30/2023	Fav/(Unfav)
Total Surplus(Deficit)	$ 318,339	$ (1,210,065)	$ 1,528,404	$ 900,258	$ 13,588	$ 886,669
Beginning Fund Balance	5,845,328	5,845,328		5,845,328	5,845,328	
Ending Fund Balance	$ 6,163,667	$ 4,635,263		$ 6,745,586	$ 5,858,916	
As a % of Annual Expenses	*81.0%*	*61.0%*		*88.6%*	*77.1%*	

TAT – Cash Balance

- Positive Cash Balance projected at year-end at $6.07MM/ 292 DCOH- which is above 45-DCOH bond requirement
- The debt service coverage ratio is currently forecasted at 3.12- bond requirement is 1.10- (Per Bond- Net Income plus Depreciation plus Management Fees plus Base Rent Divided by Base Rent)



CHARTER IMPACT

TEACH Tech Charter High School

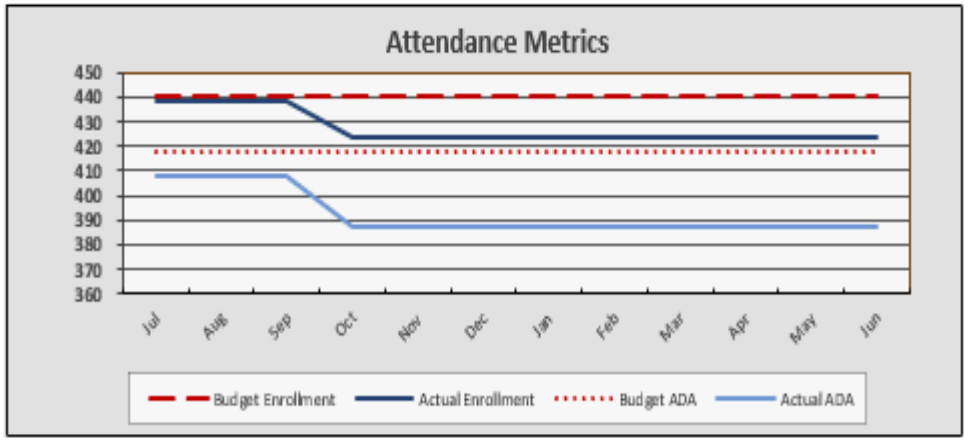
Monthly Financial Presentation – Through May 31, 2023

TTHS – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	424	424	440
ADA	387.27	387.27	418.00
Attendance Rate	91.3%	91.3%	95.0%
Unduplicated %	96.7%	96.7%	96.1%
Revenue per ADA	$ 21,220	$21,220	$19,868
Expenses per ADA	$ 17,783	$17,783	$18,384

Attendance Metrics



ADA based on P-1 Certified report- 387.27 ADA vs. 418.00 Budgeted (-30.73 ADA)

TTHS - Revenue

	Year-to-Date			Annual/Full Year		
	Actual @ 5/31/2023	Budget @ 418.00	Fav/(Unf)	Forecast @ 5/31/2023	Budget @ 418.00	Fav/(Unfav)
Revenue						
State Aid-Rev Limit	$ 5,158,735	$ 5,117,938	$ 40,797	$ 6,063,658	$ 6,232,033	$ (168,374)
Federal Revenue	857,869	586,660	271,209	990,824	985,444	5,380
Other State Revenue	832,471	675,983	156,488	1,274,835	1,087,307	187,528
Other Local Revenue	73,718	-	73,718	-	-	-
Total Revenue	$ 6,922,792	$ 6,380,581	$ 542,211	$ 8,329,317	$ 8,304,784	$ 24,534

See next slide for variance explanation(s)

TTHS - Revenue

- **State- Aid Revenue: $6.06MM (Projected decrease of $168.4k)-** Decrease due to drop in ADA from budget of 30.73 ADA offset by COLA increase
- **Federal Revenue: $990.8K (Projected increase of $5.4k)-** Due to increased Covid relief fund recognition
- **Other State Revenue: $1.27MM (Projected increase of $187.5k)-** Due to increased recognition of One-time State grants
- **Other Local Revenue: $73.7k (Increase of $73.7k)-** Increase is interest earned.

TTHS - Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual @ 5/31/2023	Budget @ 418.00	Fav/(Unf)	Forecast @ 5/31/2023	Budget @ 418.00	Fav/(Unfav)
Certificated Salaries	$ 1,521,808	$ 1,863,343	$ 341,535	$ 1,756,349	$ 2,084,434	$ 328,085
Classified Salaries	601,086	623,297	22,211	695,252	693,559	(1,693)
Benefits	584,142	676,527	92,385	671,189	750,515	79,326
Books and Supplies	602,142	998,547	396,404	733,052	1,060,285	327,233
Subagreement Services	436,096	354,225	(81,870)	490,858	389,700	(101,158)
Operations	212,671	249,593	36,922	233,693	272,300	38,607
Facilities	820,061	823,605	3,544	894,934	898,478	3,544
Professional Services	1,092,381	1,328,486	236,105	1,401,028	1,474,938	73,910
Depreciation	55,869	55,367	(503)	60,536	60,400	(136)
Total Expenses	**$ 5,926,256**	**$ 6,972,989**	**$ 1,046,734**	**$ 6,936,891**	**$ 7,684,610**	**$ 747,719**

Note: Variance explanation(s) on next slide

TTHS - Expense

- **Certificated Salaries:$1.76MM-(Projected savings of $328.1K)-** Savings due to unfilled positions
- **Classified Salaries: $695.3K- (Projected savings of $1.7K)-** Savings due to unfilled position offset by salary increase
- **Benefits: $671.2k –(projected savings of $79.3K)**- Mainly due to unfilled certificated positions
- **Non-Personnel Expenses: $3.81MM- (Projected savings of $342k)**- Savings based on run rates with largest savings in Books & Supplies and in Professional Consulting Services

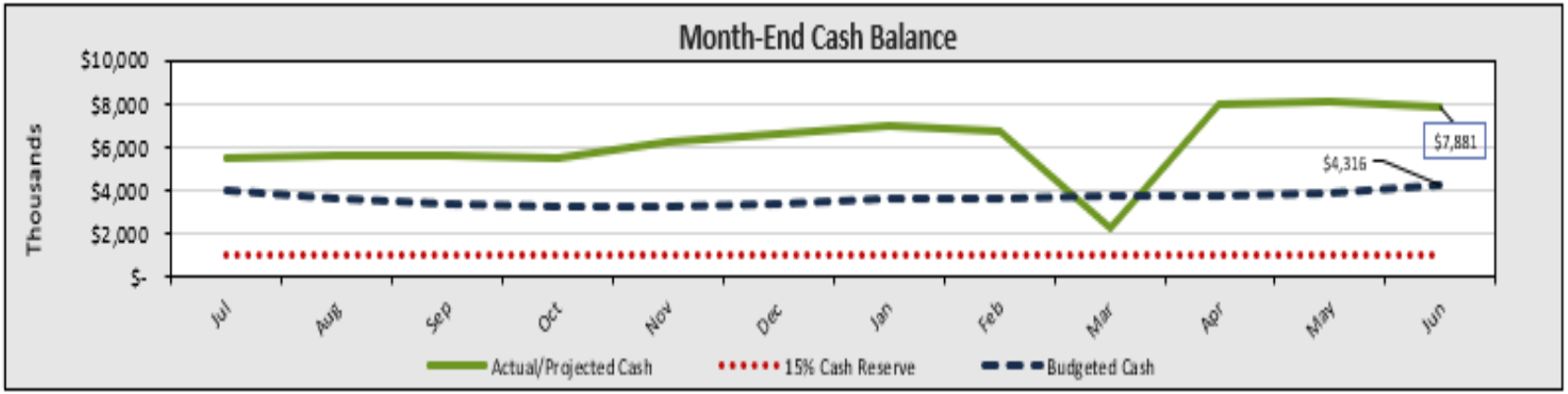
TTHS – Fund Balance

- Net assets projected to end positively at $8.42MM, well above 3% reserve requirement of $230.5K

	Year-to-Date			Annual/Full Year		
	Actual @ 5/31/2023	Budget @ 418.00	Fav/(Unf)	Forecast @ 5/31/2023	Budget @ 418.00	Fav/(Unfav)
Total Surplus(Deficit)	$ 996,536	$ (592,408)	$ 1,588,945	$ 1,466,144	$ 620,174	$ (649,467)
Beginning Fund Balance	6,954,604	6,954,604		6,954,604	6,954,604	
Ending Fund Balance	$ 7,951,140	$ 6,362,196		$ 8,420,748	$ 7,574,777	
As a % of Annual Expenses	*114.6%*	*82.8%*		*121.4%*	*98.6%*	

TTHS – Cash Balance

- Positive Cash Balance projected at year-end at $7.88MM/415 DCOH
- The debt service coverage ratio is currently forecasted at 3.83, Bond requirement is 1.10- (Per Bond-Surplus plus Depreciation plus Management Fees plus Base Rent divided by Base Rent)



CHARTER IMPACT

TEACH Prep Elementary School

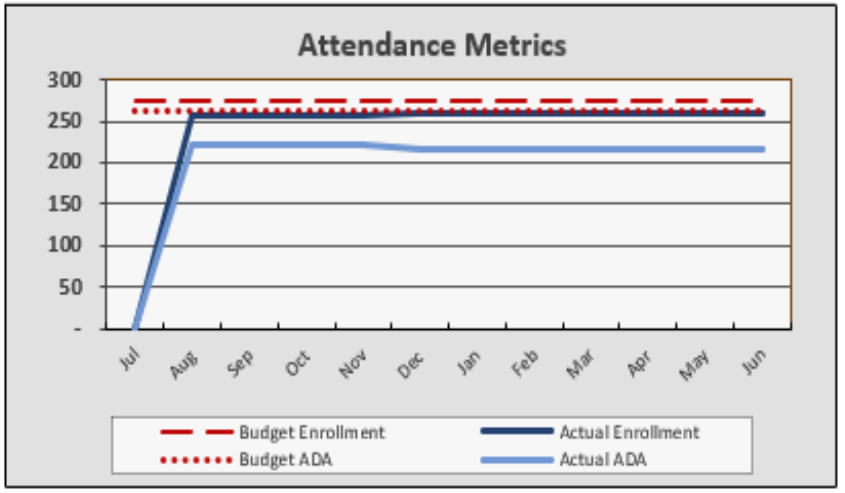
Monthly Financial Presentation – Through May 31, 2023

TES – Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	252	252	276
ADA	221.89	221.89	262.20
Attendance Rate	88.0%	88.0%	95.0%
Unduplicated %	97.7%	97.7%	97.5%
Revenue per ADA	$ 14,207	$21,013	$18,840
Expenses per ADA	$ 13,059	$18,510	$18,057

Attendance Metrics



ADA based on P-1 Certified Report at 221.89 which is down (-40.31 ADA) from original Budget ADA of 262.20

TES – Revenue

	Year-to-Date			Annual/Full Year		
	Actual as of 05/31/23	Budget @ 262.20	Fav/(Unf)	Forecast as of 05/31/23	Budget @ 262.20	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 2,581,533	$ 2,721,259	$ (139,726)	$ 3,063,924	$ 3,419,169	$ (355,244)
Federal Revenue	1,232,417	286,310	946,108	761,193	559,413	201,781
Other State Revenue	565,594	586,988	(21,394)	1,009,532	961,380	48,151
Other Local Revenue	11,120	-	11,120	11,120	-	11,120
Total Revenue	**$ 4,390,664**	**$ 3,594,557**	**$ 796,108**	**$ 4,845,770**	**$ 4,939,962**	**$ (94,192)**

- **State- Aid Revenue: $3.06MM (Projected to decrease by $355.2k)-** mainly due to ADA decrease of 40.31 compared to approved budget and a negative prior year re-calculation/the increase to COLA helped to offset some of this difference
- **Federal Revenue: $761.2k (Projected increase of $201.8k)-** Primarily due to higher recognition of Covid related funding
- **Other State Revenue: $1.01MM (Projected increase of $48.2K)-** Primarily due to one-time Covid related funds recognition
- **Other Local Revenue: $11.1k (Projected increase of $11.1k)-** Due to interest earned.

TES – Expenses

	Year-to-Date			Annual/Full Year		
	Actual as of 05/31/23	Budget @ 262.20	Fav/(Unf)	Forecast as of 05/31/23	Budget @ 262.20	Fav/(Unf)
Expenses						
Certificated Salaries	$ 777,288	$ 1,050,795	$ 273,507	$ 866,148	$ 1,174,826	$ 308,678
Classified Salaries	382,573	364,086	(18,487)	437,034	405,122	(31,912)
Benefits	364,045	409,519	45,474	404,465	453,517	49,053
Books and Supplies	457,650	689,169	231,518	528,238	730,177	201,939
Subagreement Services	361,803	267,812	(93,991)	397,941	295,800	(102,141)
Operations	66,063	116,960	50,897	76,036	127,600	51,564
Facilities	624,175	575,020	(49,155)	675,574	627,294	(48,280)
Professional Services	654,577	781,903	127,326	799,083	874,434	75,351
Depreciation	42,641	41,983	(658)	45,875	45,800	(75)
Interest	349	-	(349)	349	-	(349)
Total Expenses	**$ 3,731,166**	**$ 4,297,247**	**$ 566,081**	**$ 4,230,742**	**$ 4,734,571**	**$ 503,828**

Note: Variance explanation(s) on next slide

TES - Expense

- **Certificated Salaries: $866.1k- (Projected savings of $308.7k)**-Mainly due to positions budgeted but not filled
- **Classified Salaries: $437K- (Projected increase of $31.9k)**-Mainly due to adding a custodial position
- **Benefits: $404.5k- (Projected savings of $49.1k)-** Due to unfilled Certificated positions offset by higher health benefits costs
- **Non-Personnel Expenses: $2.52MM- (Projected savings of $178K)-** Mainly due to run rates and savings from reduced ADA with larger savings in Books & Supplies and Professional Services

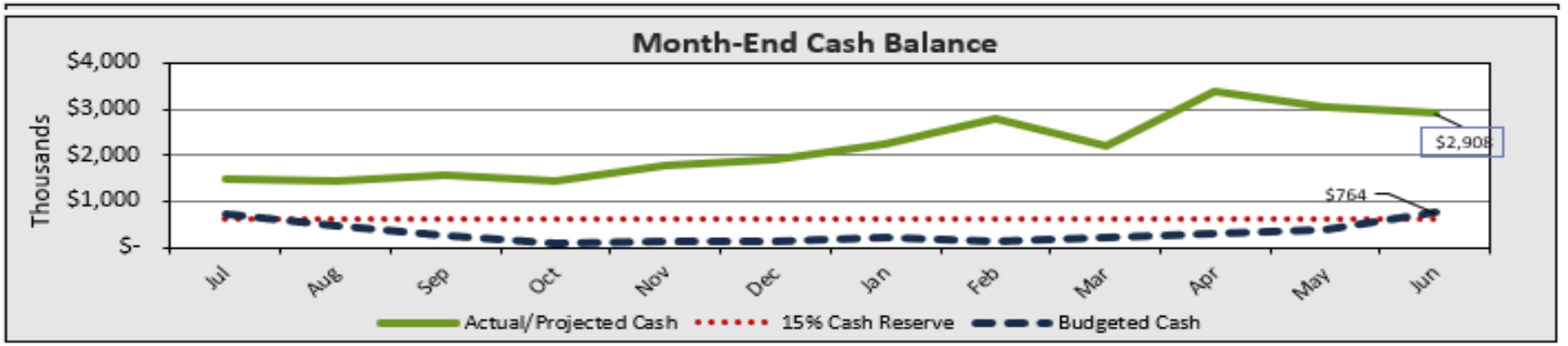
TES – Fund Balance

- Surplus $615K forecasted at year-end
- Net assets projected to end positively at $3.0MM which is well above 3% reserve requirement of $142K

	Year-to-Date			Annual/Full Year		
	Actual as of 05/31/23	Budget @ 262.20	Fav/(Unf)	Forecast as of 05/31/23	Budget @ 262.20	Fav/(Unf)
Total Surplus(Deficit)	**$ 659,498**	**$ (702,690)**	**$ 1,362,189**	**$ 615,028**	**$ 205,391**	**$ 409,636**
Beginning Fund Balance	2,399,624	2,399,624		2,399,624	2,399,624	
Ending Fund Balance	**$ 3,059,122**	**$ 1,696,933**		**$ 3,014,651**	**$ 2,605,014**	
As a % of Annual Expenses	*72.3%*	*35.8%*		*71.3%*	*55.0%*	

TES – Cash Balance

- Positive Cash Balance projected at year-end at $2.91MM/251 DCOH
- The debt service coverage ratio is currently forecasted at 3.15- Bond requirement is 1.10- (surplus plus depreciation plus management fees plus base rent divided by base rent)



CHARTER IMPACT

TEACH Public Schools

Monthly Financial Presentation – Through May 31, 2023

TPS – Revenue

- Revenue- $2.05MM –decrease of $164k made of $198k TLV revenue reduction offset by higher than projected Revenues increasing CMO fees

		Year-to-Date			Annual/Full Year		
		Actual @ 5/31/23	Approved Budget	Fav/(Unf)	Forecast @ 5/31/2023	Approved Budget	Fav/(Unfav)
Revenue							
	Other Local Revenue	1,530,711	1,703,027	(172,316)	2,053,232	2,218,123	(164,892)
	Total Revenue	$ 1,530,711	$ 1,703,027	$ (172,316)	$ 2,053,232	$ 2,218,123	$ (164,892)

TPS – Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual @ 5/31/23	Approved Budget	Fav/(Unf)	Forecast @ 5/31/2023	Approved Budget	Fav/(Unfav)
Certificated Salaries	$ 779,425	$ 658,105	$ (121,320)	$ 750,662	$ 735,881	$ (14,781)
Classified Salaries	624,878	608,896	(15,982)	714,341	680,856	(33,485)
Benefits	354,043	353,621	(422)	390,581	392,016	1,434
Books and Supplies	83,934	71,925	(12,009)	88,926	77,500	(11,426)
Subagreement Services	(560)	17,455	18,014	1,186	19,200	18,014
Operations	97,129	72,155	(24,974)	103,874	78,900	(24,974)
Facilities	17,087	40,808	23,722	18,978	42,700	23,722
Professional Services	50,138	79,273	29,135	57,165	86,300	29,135
Depreciation	10,866	13,750	2,884	12,116	15,000	2,884
Interest	-	-	-	-	-	-
Total Expenses	$ 2,016,940	$ 1,915,988	$ (100,952)	$ 2,137,829	$ 2,128,353	$ (9,477)

- No next slide for variance explanation(s)- due to no significant changes

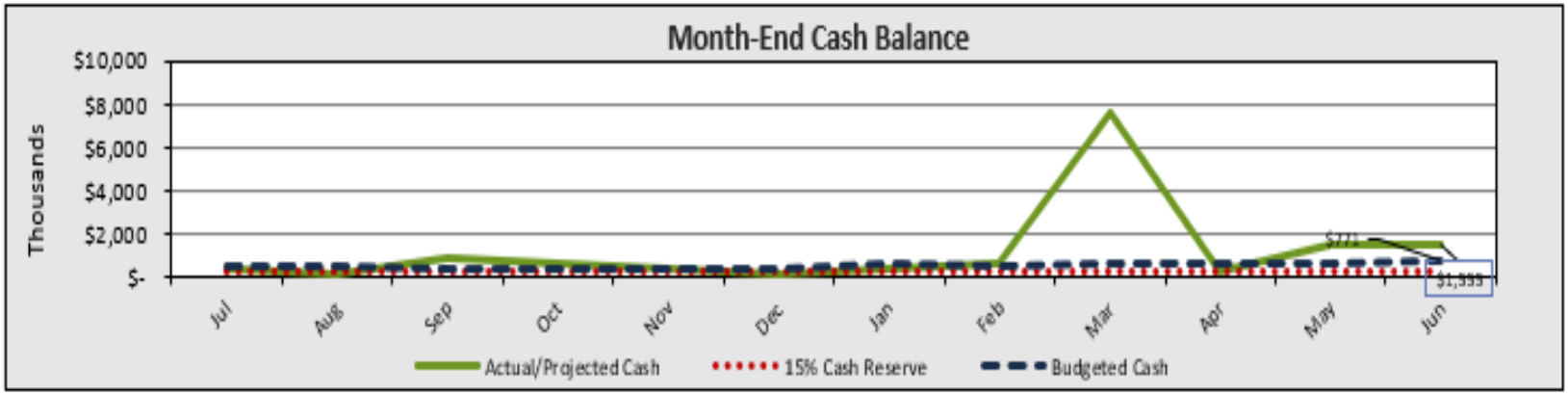
TPS – Fund Balance

- Projected deficit at year-end (-$84.6K) with ending positive fund balance of $456.6K

	Year-to-Date			Annual/Full Year		
	Actual @ 5/31/23	Approved Budget	Fav/(Unf)	Forecast @ 5/31/2023	Approved Budget	Fav/(Unfav)
Total Surplus(Deficit)	$ (486,229)	$ (212,961)	$ (273,268)	$ (84,597)	$ 89,770	$ (174,368)
Beginning Fund Balance	541,170	541,170		541,170	541,170	
Ending Fund Balance	$ 54,941	$ 328,209		$ 456,572	$ 630,940	
As a % of Annual Expenses	*2.6%*	*15.4%*		*21.4%*	*29.6%*	

TPS – Cash Balance

- Positive Cash Balance projected at year-end at $1.56MM



Questions & Discussion

Appendix follows, including:

- Monthly Cash Flow / Forecast 22/23
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 30-Day Compliance Calendar

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY22-23

Revised 06/08/23

ADA = 374.98

CHARTER IMPACT

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
																ADA =	418.00
Revenues																	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	135,550	135,550	243,991	243,991	487,982	-	243,991	224,302	224,302	224,302	224,301	224,300	**2,612,562**	3,899,383	(1,286,820)
8012	Education Protection Account	-	-	-	255,867	-	255,868	-	-	-	298,739	-	-	294,451	**1,104,925**	-	1,104,925
8019	State Aid - Prior Year	109,710	(5,486)	(5,486)	(9,874)	(9,874)	(19,748)	-	(9,874)	(123,688)	67,975	2,115	-	-	**(4,230)**	-	(4,230)
8096	In Lieu of Property Taxes	70,891	141,782	94,521	94,520	94,521	94,521	94,521	165,412	133,202	87,180	87,180	65,791	21,391	**1,245,432**	1,293,321	(47,889)
		180,601	271,846	224,585	584,504	328,638	818,623	94,521	399,529	233,816	678,196	313,597	290,092	540,142	**4,958,690**	**5,192,704**	**(234,014)**
Federal Revenue																	
8181	Special Education - Entitlement	5,474	10,948	7,299	7,299	7,299	7,299	7,299	12,773	8,988	4,308	6,429	1,261	(14,680)	**71,996**	80,256	(8,260)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	31,675	7,722	86,365	-	-	64,953	50,900	-	26,660	30,550	29,075	58,150	**386,048**	340,367	45,681
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	52,678	-	78,888	-	-	84,749	-	(5,605)	**210,710**	218,102	(7,392)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	5,830	12,014	-	-	3,854	**21,698**	25,694	(3,996)
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	15,012	-	**15,012**	-	15,012
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	49	-	-	-	4,148	216,377	-	-	281,613	-	-	359,858	**862,045**	518,147	343,898
8299	Prior Year Federal Revenue	-	0	-	60,546	-	-	35,967	-	-	-	-	-	-	**96,513**	-	-
		5,474	42,672	15,021	154,210	7,299	64,125	324,595	142,561	14,818	324,594	121,728	45,348	401,577	**1,664,022**	**1,182,566**	**384,944**
Other State Revenue																	
8311	State Special Education	21,902	43,804	29,203	29,203	29,203	29,202	29,203	51,105	18,631	31,552	25,477	1,807	(68,432)	**271,861**	303,050	(31,190)
8520	Child Nutrition	-	-	1,969	25,708	-	-	19,129	14,871	-	7,733	8,876	2,752	5,504	**86,542**	32,217	54,325
8545	School Facilities (SB740)	-	-	-	-	-	-	230,714	-	-	-	115,357	-	62,620	**408,691**	455,578	(46,887)
8550	Mandated Cost	-	-	-	-	6,840	-	-	-	-	-	-	-	-	**6,840**	6,048	792
8560	State Lottery	8,924	-	-	-	-	-	27,197	-	-	26,342	-	-	26,407	**88,870**	86,526	2,344
8598	Prior Year Revenue	-	-	-	-	-	-	(13,474)	-	-	598,966	-	-	-	**585,492**	-	585,492
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	106,853	-	166,086	129,492	**402,431**	350,358	52,073
		30,826	43,804	31,172	54,911	36,043	29,202	292,769	65,976	18,631	771,445	149,709	170,645	155,592	**1,850,726**	**1,233,777**	**616,949**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	26,091	-	-	**26,091**	-	-
8689	Other Fees and Contracts	-	10,004	-	-	-	-	-	-	-	-	-	-	-	**10,004**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	10,004	-	-	-	-	-	-	-	-	26,091	-	-	**36,095**	**-**	**-**
Total Revenue		**216,901**	**368,326**	**270,778**	**793,625**	**371,980**	**911,950**	**711,886**	**608,066**	**267,265**	**1,774,236**	**611,125**	**506,085**	**1,097,311**	**8,509,533**	**7,609,046**	**900,486**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY22-23

Revised 06/08/23

ADA = 374.98

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	68,885	129,602	130,543	115,920	119,724	118,954	125,710	124,529	110,591	118,787	118,316	112,973	-	**1,394,534**	1,290,051	(104,483)
1170	Teachers' Substitute Hours	-	-	-	-	-	4,800	4,800	4,800	4,800	4,800	4,800	77,307	-	**106,107**	39,118	(66,989)
1175	Teachers' Extra Duty/Stipends	-	86	500	700	32,924	3,980	-	555	1,200	-	180	-	-	**40,125**	-	(40,125)
1200	Pupil Support Salaries	3,029	18,391	14,850	12,333	16,033	12,333	12,950	12,950	12,950	12,950	12,950	18,981	-	**160,701**	74,530	(86,171)
1300	Administrators' Salaries	29,040	29,040	18,750	13,567	13,000	10,000	10,500	10,500	10,500	10,500	10,500	23,394	-	**189,291**	293,147	103,855
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	750	-	-	-	-	**750**	146,650	145,900
		100,954	177,119	164,643	142,521	181,681	150,067	153,960	153,334	140,791	147,037	146,746	232,655	-	**1,891,508**	**1,843,496**	**(48,012)**
Classified Salaries																	
2100	Instructional Salaries	-	4,834	11,638	6,519	7,397	5,944	4,647	7,606	13,295	9,756	12,221	18,361	-	**102,213**	342,824	240,611
2200	Support Salaries	5,561	7,766	8,531	7,640	10,485	8,061	1,617	3,171	3,287	2,888	3,468	3,822	-	**66,294**	48,048	(18,246)
2300	Classified Administrators'	-	-	-	-	-	-	-	-	-	-	-	29,550	-	**29,550**	14,179	(15,371)
2400	Clerical and Office Staff Salaries	10,521	14,548	16,523	14,319	19,599	15,161	14,115	17,298	18,014	18,330	22,249	16,299	-	**196,972**	194,376	(2,596)
2900	Other Classified Salaries	12,189	13,832	14,990	12,453	15,785	13,400	12,026	13,794	16,987	14,585	16,896	11,375	-	**168,312**	138,684	(29,628)
		28,270	40,979	51,681	40,929	53,266	42,564	32,404	41,869	51,582	45,558	54,833	79,406	-	**563,341**	**738,111**	**174,770**
Benefits																	
3101	STRS	18,576	33,830	31,447	27,222	25,284	28,154	27,573	28,370	25,602	27,167	28,945	42,801	-	**344,970**	352,108	7,138
3202	PERS	7,172	10,309	12,825	10,384	11,492	10,741	8,221	10,622	12,107	11,462	13,470	22,587	-	**141,394**	192,647	51,254
3301	OASDI	1,744	2,532	3,196	2,529	3,294	2,630	2,149	2,885	3,487	3,114	3,540	5,520	-	**36,620**	45,763	9,143
3311	Medicare	1,872	3,160	3,135	2,658	3,405	2,791	2,700	2,828	2,787	2,791	2,921	4,522	-	**35,571**	37,433	1,862
3401	Health and Welfare	11,965	9,910	9,260	14,563	28,748	8,882	17,800	29,019	23,797	20,305	20,640	17,500	-	**212,387**	135,000	(77,387)
3501	State Unemployment	557	2,651	1,238	179	49	235	7,849	2,067	1,167	1,004	448	1,054	-	**18,499**	22,540	4,041
3601	Workers' Compensation	1,439	1,298	10,203	1,368	1,368	1,439	1,368	1,368	1,368	1,368	1,368	4,366	-	**28,324**	36,142	7,818
3901	Other Benefits	274	350	197	65	83	65	68	68	192	68	68	-	-	**1,498**	-	(1,498)
		43,599	64,040	71,500	58,968	73,723	54,937	67,730	77,228	70,508	67,279	71,400	98,351	-	**819,262**	**821,633**	**2,371**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY22-23

Revised 06/08/23

ADA = 374.98

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	29,152	-	-	-	-	-	-	-	-	-	-	-	-	**29,152**	82,500	53,348
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	700	700
4302	School Supplies	100	25,957	7,878	9,003	2,762	7,501	3,688	3,749	2,246	-	195	3,833	-	**66,913**	28,900	(38,013)
4305	Software	68,013	8,301	2,083	6,269	1,788	28,235	14,000	4,707	1,940	2,739	1,743	7,575	-	**147,394**	101,300	(46,094)
4310	Office Expense	1,372	16,344	(378)	15,289	9,763	13,314	310	5,153	2,662	6,663	8,262	3,967	-	**82,721**	53,000	(29,721)
4311	Business Meals	-	-	127	-	-	-	-	-	116	-	508	-	-	**751**	-	(751)
4312	School Fundraising Expense	-	-	-	-	1,600	-	-	-	-	-	-	-	-	**1,600**	-	(1,600)
4400	Noncapitalized Equipment	-	2,893	609	43,275	3,410	-	516	16,237	6,388	10,719	1,306	-	-	**85,354**	200,000	114,646
4700	Food Services	-	-	-	122,413	45,641	-	31,299	(16,226)	13,278	28,226	54,854	42,963	42,963	**365,410**	372,584	7,173
		98,637	53,495	10,320	196,249	64,964	49,050	49,813	13,620	26,630	48,348	66,868	58,338	42,963	**779,295**	**838,984**	**59,689**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	33	-	**33**	400	367
5102	Special Education	-	-	21,354	10,001	-	20,155	48,830	42,960	-	86,008	29,974	18,991	-	**278,273**	232,900	(45,373)
5103	Substitute Teacher	-	2,903	8,426	12,706	8,882	9,778	1,035	7,626	885	44,094	39,876	15,273	-	**151,483**	187,300	35,817
5104	Transportation	-	-	2,900	900	2,400	-	-	1,600	1,300	5,267	2,090	-	-	**16,457**	-	(16,457)
5105	Security	1,445	3,545	4,229	2,070	2,076	(1,885)	-	11,554	625	11,404	10,942	2,491	-	**48,495**	30,600	(17,895)
5106	Other Educational Consultants	-	-	8,935	16,860	49,145	34,518	12,814	156,858	-	-	53,719	29,000	-	**361,850**	200,000	(161,850)
		1,445	6,448	45,844	42,537	62,503	62,566	62,679	220,598	2,810	146,772	136,601	65,788	-	**856,591**	**651,200**	**(205,391)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	-	-	-	214	3,480	-	64	-	**3,757**	800	(2,957)
5300	Dues & Memberships	-	1,100	-	100	-	-	474	-	-	-	-	125	-	**1,799**	1,700	(99)
5400	Insurance	5,508	6,786	6,147	6,147	6,147	5,508	6,147	6,147	6,147	6,147	6,147	6,392	-	**73,369**	74,400	1,031
5501	Utilities	7,556	2,820	21,811	11,293	7,707	6,853	(3,072)	4,160	3,108	4,515	6,553	6,700	-	**80,005**	89,700	9,695
5502	Janitorial Services	2,533	2,533	2,598	2,696	2,631	2,631	2,757	2,925	2,944	2,801	2,801	2,392	-	**32,241**	31,900	(341)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	(771)	595	1,233	1,035	3,776	1,366	936	1,367	-	1,490	349	3,800	-	**15,177**	50,800	35,623
5901	Postage and Shipping	-	-	-	23	-	-	-	-	-	-	-	580	-	**603**	6,400	5,797
		14,826	13,835	31,789	21,294	20,261	16,357	7,243	14,598	12,413	18,433	15,850	20,052	-	**206,952**	**255,700**	**48,748**
Facilities, Repairs and Other Leases																	
5601	Rent	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	71,786	72,581	-	**862,224**	870,973	8,749
5602	Additional Rent	-	3,651	-	-	-	-	-	-	-	-	-	-	-	**3,651**	(9,514)	(13,165)
5603	Equipment Leases	1,873	5,761	-	5,546	6,085	11,708	3,147	3,745	4,462	4,661	4,248	5,467	-	**56,705**	56,400	(305)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	8	-	**8**	100	92
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	33	-	**33**	400	367
5610	Repairs and Maintenance	1,096	1,600	1,745	12,634	1,733	(495)	(456)	4,109	642	3,071	5,346	2,425	-	**33,450**	32,400	(1,050)
		74,755	82,798	73,531	89,967	79,604	82,999	74,477	79,640	76,890	79,518	81,380	80,514	-	**956,072**	**950,759**	**(5,313)**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	-	-	250	-	**250**	3,300	3,050
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	6,160	2,293	-	-	**8,453**	14,000	5,548
5803	Legal	-	-	-	219	-	-	-	2,258	-	7,129	1,707	242	-	**11,553**	3,300	(8,253)
5804	Professional Development	2,175	2,292	1,021	1,967	8,783	5,665	4,215	-	-	(3,480)	-	4,320	-	**26,958**	48,100	21,142
5805	General Consulting	-	5,000	-	175	2,852	-	1,758	-	-	800	-	1,050	-	**11,634**	11,700	66
5806	Special Activities/Field Trips	250	-	-	-	-	-	-	720	1,674	1,470	13,738	-	-	**17,852**	41,600	23,748
5807	Bank Charges	-	-	15	100	-	15	-	-	-	-	-	-	-	**130**	-	(130)
5808	Printing	-	-	-	3,691	-	-	243	-	-	3,363	-	940	-	**8,237**	10,500	2,263
5809	Other taxes and fees	-	1,412	-	19,447	3,484	26	190	987	-	-	3,202	1,370	-	**30,118**	15,300	(14,818)
5810	Payroll Service Fee	-	926	-	400	387	664	525	690	-	366	319	267	-	**4,544**	3,600	(944)
5811	Management Fee	28,176	41,611	31,732	72,318	18,216	39,693	114,572	63,321	27,406	135,017	84,022	79,777	221,463	**957,322**	856,018	(101,305)
5812	District Oversight Fee	2,614	5,228	3,485	3,485	3,485	3,486	3,485	6,099	7,840	3,474	3,474	2,901	531	**49,587**	51,927	2,340
5813	County Fees	(2,037)	-	-	-	2,478	-	-	2,212	-	-	2,063	-	1,525	**6,241**	6,700	460
5814	SPED Encroachment	15,250	30,500	20,333	20,334	20,333	20,333	20,333	35,583	14,881	17,534	17,534	18,139	(12,975)	**238,112**	265,430	27,318
5815	Public Relations/Recruitment	1,167	-	1,167	-	-	983	-	-	-	-	-	390	-	**3,707**	4,400	693
		47,595	86,968	57,753	122,136	60,017	70,865	145,319	111,869	51,801	171,833	128,350	109,645	210,544	**1,374,696**	**1,335,875**	**(38,821)**
Depreciation																	
6900	Depreciation Expense	11,311	11,332	11,668	11,414	11,196	11,517	12,488	11,473	11,250	10,189	10,327	11,933	10,000	**146,098**	159,700	13,602
		11,311	11,332	11,668	11,414	11,196	11,517	12,488	11,473	11,250	10,189	10,327	11,933	10,000	**146,098**	**159,700**	**13,602**
Interest																	
7438	Interest Expense	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,460**	-	(15,460)
		1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	**15,460**	**-**	**(15,460)**
Total Expenses		**422,680**	**538,303**	**520,018**	**727,303**	**608,502**	**542,211**	**607,403**	**725,519**	**445,962**	**736,255**	**713,642**	**757,971**	**263,506**	**7,609,275**	**7,595,458**	**(13,817)**
Monthly Surplus (Deficit)		**(205,779)**	**(169,978)**	**(249,240)**	**66,322**	**(236,522)**	**369,739**	**104,483**	**(117,452)**	**(178,697)**	**1,037,980**	**(102,517)**	**(251,885)**	**833,804**	**900,258**	**13,589**	**886,669**

TEACH Academy of Technologies

Monthly Cash Flow/Forecast FY22-23

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	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															3.12	
Monthly Surplus (Deficit)	(205,779)	(169,978)	(249,240)	66,322	(236,522)	369,739	104,483	(117,452)	(178,697)	1,037,980	(102,517)	(251,885)	833,804	**900,258**	*Coverage 1.20*	
Cash flows from operating activities																
Depreciation/Amortization	11,311	11,332	11,668	11,414	11,196	11,517	12,488	11,473	11,250	10,189	10,327	11,933	10,000	**146,098**		
Public Funding Receivables	580,599	182,883	231,348	(76,757)	40,102	-	(169,940)	18,311	373,622	(15,777)	45,867	-	(1,097,311)	**112,948**		
Grants and Contributions Rec.	-	(153,649)	-	252,700	-	(2,886)	-	-	(54,208)	-	-	-	-	**41,957**		
Due To/From Related Parties	(221,528)	(113,474)	(291,965)	378,821	(170,879)	(193,874)	(63,688)	251,776	(1,516,478)	1,859,725	(294,313)	-	-	**(375,876)**		
Prepaid Expenses	28,748	(68,305)	26,602	(26,423)	20,855	(23,503)	(9,495)	1,391	30,004	17,587	7,869	-	-	**5,331**		
Accounts Payable	(9,480)	(193,964)	-	-	(26,958)	26,958	-	-	-	-	3,675	-	263,506	**63,737**		
Accrued Expenses	(155,650)	(8,676)	11,296	(223,946)	(19,040)	(74,457)	47,228	(42,248)	4,029	-	-	-	-	**(461,464)**		
Deferred Revenue			125,817	31,857	471,766	234,987	(187,997)	236,588	44,398	374,770	188,284					
Other Liabilities	17,833	16,909	(789)	(789)	(787)	(787)	(787)	(787)	(787)	(787)	(787)	-	-	**27,659**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	(1,143)	(2,850)	(109,115)	-	(49,697)	-	(49,600)	-	-	-	**(212,405)**		
Notes Receivable	-	(21,914)	(25,494)	-	-	-	-	-	-	-	-	-	-	**(47,408)**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	(4,433)	-	-	**(48,761)**		
Total Change in Cash	41,621	(523,266)	(165,189)	407,624	82,451	234,145	(272,140)	304,923	(1,291,300)	3,229,655	(146,027)	(239,952)				
Cash, Beginning of Month	4,414,802	4,456,424	3,933,158	3,767,968	4,175,592	4,258,043	4,492,188	4,220,049	4,524,971	3,233,671	6,463,326	6,317,300				
													318	ADCOH		
Cash, End of Month	**4,456,424**	**3,933,158**	**3,767,968**	**4,175,592**	**4,258,043**	**4,492,188**	**4,220,049**	**4,524,971**	**3,233,671**	**6,463,326**	**6,317,300**	**6,077,348**	**292**	**DCOH**		

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 387.27

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA = 418.00**	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	250,871	250,871	451,568	451,568	451,568	451,568	451,568	405,962	405,962	405,962	405,963	405,964	**4,789,394**	4,938,711	(149,317)
8012	Education Protection Account	-	17,457	-	20,211	-	-	20,211	-	-	16,614	-	-	2,961	**77,454**	-	77,454
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(204,053)	69,891	44,721	-	-	**(89,441)**	-	(89,441)
8096	In Lieu of Property Taxes	76,830	153,661	102,441	102,441	102,441	102,440	102,441	179,271	94,173	90,038	90,038	60,714	29,322	**1,286,251**	1,293,321	(7,070)
		76,830	421,989	353,312	574,220	554,009	554,008	574,220	630,839	296,082	582,505	540,721	466,677	438,247	**6,063,658**	**6,232,033**	**(168,374)**
Federal Revenue																	
8181	Special Education - Entitlement	5,933	11,866	7,910	7,910	7,910	7,911	7,910	13,843	5,932	4,450	6,640	865	(13,562)	**75,517**	81,510	(5,993)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	6,739	70,365	-	-	40,536	29,278	-	16,744	19,933	29,527	59,054	**272,175**	333,426	(61,251)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	46,566	-	35,295	-	-	108,938	-	(4,537)	**186,262**	181,961	4,301
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	5,511	22,227	-	-	(4,226)	**23,512**	21,793	1,719
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	12,760	-	**12,760**	-	12,760
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	6,889	-	-	308,477	-	-	53,075	**368,441**	366,754	1,687
8299	Prior Year Federal Revenue	-	-	-	51,322	-	-	-	-	-	835	-	-	-	**52,157**	-	52,157
		5,933	11,866	14,649	129,596	7,910	54,477	55,335	78,416	11,443	352,733	135,511	43,152	89,804	**990,824**	**985,444**	**5,380**
Other State Revenue																	
8311	State Special Education	23,737	47,474	31,649	31,650	31,649	31,650	31,649	55,387	(28,511)	66,933	26,312	(815)	(67,994)	**280,770**	303,050	(22,280)
8520	Child Nutrition	-	-	1,718	21,430	-	-	12,355	8,952	-	5,126	6,029	2,795	5,590	**63,996**	31,560	32,436
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	236,701	-	118,351	-	105,521	**460,573**	455,578	4,995
8550	Mandated Cost	-	-	-	-	20,607	-	-	-	-	-	-	-	-	**20,607**	19,350	1,257
8560	State Lottery	-	-	-	-	-	-	29,095	-	-	37,726	-	-	24,962	**91,783**	95,304	(3,521)
8598	Prior Year Revenue	-	-	-	-	-	-	(15,199)	-	-	-	-	-	-	**(15,199)**	-	(15,199)
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	372,306	**372,306**	182,466	189,840
		23,737	47,474	33,367	53,080	52,256	31,650	57,901	64,339	208,190	109,785	150,692	1,980	440,384	**1,274,835**	**1,087,307**	**187,528**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	72,338	-	-	**72,338**	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	1,380	-	-	-	-	**1,380**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	1,380	-	72,338	-	-	**73,718**	**-**	**-**
Total Revenue		**106,500**	**481,329**	**401,329**	**756,896**	**614,175**	**640,135**	**687,455**	**773,594**	**517,095**	**1,045,023**	**899,261**	**511,808**	**968,434**	**8,403,035**	**8,304,784**	**98,251**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 387.27

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	41,418	79,274	88,996	89,678	91,844	91,844	96,187	99,903	102,824	98,678	95,319	96,870	-	**1,072,834**	1,378,831	305,997
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	75,721	-	**75,721**	40,552	(35,170)
1175	Teachers' Extra Duty/Stipends	150	-	-	280	24,584	9,842	-	675	1,500	-	225	4,583	-	**41,839**	55,000	13,161
1200	Pupil Support Salaries	11,309	13,254	13,254	13,254	17,230	13,254	13,917	13,917	16,917	13,917	13,917	13,898	-	**168,039**	165,050	(2,989)
1300	Administrators' Salaries	9,545	8,750	23,684	28,328	48,202	37,078	38,932	39,745	39,745	39,745	39,745	36,283	-	**389,780**	365,967	(23,814)
1900	Other Certificated Salaries	-	-	-	-	-	-	-	950	-	-	-	7,185	-	**8,135**	79,035	70,900
		62,422	101,278	125,934	131,541	181,860	152,018	149,036	155,190	160,986	152,340	149,205	234,541	-	**1,756,349**	**2,084,434**	**328,085**
Classified Salaries																	
2100	Instructional Salaries	9,387	16,232	28,059	25,438	28,772	19,661	14,604	26,951	24,094	23,277	31,678	29,386	-	**277,536**	330,022	52,486
2200	Support Salaries	9,483	11,883	11,883	11,883	14,008	11,883	12,238	12,238	12,238	12,238	9,419	11,883	-	**141,277**	48,048	(93,229)
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	32,088	-	**32,088**	13,250	(18,838)
2400	Clerical and Office Staff Salaries	3,501	6,538	6,656	4,647	6,776	3,512	3,720	6,385	5,268	5,337	7,069	7,826	-	**67,233**	193,040	125,807
2900	Other Classified Salaries	16,573	16,317	14,236	11,814	16,073	12,224	11,919	14,585	16,056	16,706	17,635	12,982	-	**177,119**	109,200	(67,919)
		38,943	50,970	60,834	53,782	65,629	47,279	42,480	60,158	57,655	57,557	65,800	94,166	-	**695,252**	**693,559**	**(1,693)**
Benefits																	
3101	STRS	11,894	19,344	23,256	24,327	26,177	26,962	27,668	28,668	29,956	29,097	28,498	48,510	-	**324,356**	398,127	73,770
3202	PERS	1,411	391	-	-	-	-	-	-	-	-	-	-	-	**1,801**	-	(1,801)
3301	OASDI	2,410	3,156	3,767	3,330	4,065	2,927	2,630	3,726	3,570	3,564	4,075	6,375	-	**43,596**	43,001	(595)
3311	Medicare	1,465	2,205	2,705	2,684	3,586	2,887	2,774	3,119	3,167	3,040	3,115	5,173	-	**35,921**	40,281	4,359
3401	Health and Welfare	16,223	7,650	3,581	7,349	28,929	16,161	19,012	20,828	18,183	17,999	19,252	16,333	-	**191,500**	170,500	(21,000)
3501	State Unemployment	513	2,618	1,122	436	637	141	7,632	2,532	1,090	291	81	1,201	-	**18,292**	24,990	6,698
3601	Workers' Compensation	1,439	1,687	10,397	1,563	1,563	1,439	1,687	2,877	1,563	1,563	1,563	4,995	-	**32,334**	38,892	6,558
3901	Other Benefits	1,151	945	1,126	1,266	2,056	1,641	1,695	1,558	2,641	2,485	2,363	4,460	-	**23,388**	34,725	11,337
		36,506	37,995	45,954	40,955	67,012	52,158	63,097	63,307	60,172	58,040	58,947	87,047	-	**671,189**	**750,515**	**79,326**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 387.27

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	24,950	7,167	31,543	207	-	-	1,741	-	-	-	-	-	**65,607**	125,000	59,393
4200	Books and Reference Materials	-	-	-	-	600	13,175	-	-	-	-	-	-	-	**13,775**	77,600	63,825
4302	School Supplies	100	4,926	5,970	15,262	3,219	4,308	4,308	7,483	429	2,420	5,215	8,333	-	**61,975**	100,000	38,025
4305	Software	31,211	17,494	2,083	29,754	10,956	2,396	16,450	4,707	1,385	4,239	1,743	16,667	-	**139,084**	200,000	60,916
4310	Office Expense	3,841	13,699	91	6,943	10,326	5,048	2,009	5,556	2,491	5,919	11,640	3,283	-	**70,845**	42,500	(28,345)
4311	Business Meals	-	-	-	-	-	125	-	13	10	310	-	17	-	**475**	200	(275)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	301	2,078	48,310	460	1,368	-	18,581	-	4,195	2,657	-	72,049	**150,000**	150,000	-
4700	Food Services	-	-	-	125,690	37,041	-	7,820	(27,049)	-	18,274	38,953	30,561	-	**231,290**	364,985	133,695
		35,152	61,370	17,391	257,502	62,808	26,420	30,588	11,032	4,315	35,357	60,209	58,861	72,049	**733,052**	**1,060,285**	**327,233**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	578	13,890	16,056	-	21,439	61,902	37,351	-	57,821	17,796	21,773	21,773	**270,377**	258,500	(11,877)
5103	Substitute Teacher	-	-	8,888	21,378	11,877	11,959	5,016	20,467	4,594	36,662	20,147	6,818	-	**147,807**	80,900	(66,907)
5104	Transportation	-	-	2,900	900	4,557	-	-	1,600	1,300	6,276	8,886	2,364	-	**28,782**	28,000	(782)
5105	Security	1,520	-	3,886	2,138	1,960	(1,960)	1,960	11,779	80	9,786	10,708	1,555	-	**43,411**	17,100	(26,311)
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	480	-	**480**	5,200	4,720
		1,520	578	29,563	40,472	18,395	31,438	68,879	71,197	5,974	110,545	57,536	32,989	21,773	**490,858**	**389,700**	**(101,158)**
Operations and Housekeeping																	
5201	Auto and Travel	-	754	-	-	-	1,029	-	273	315	-	-	27	-	**2,399**	300	(2,099)
5300	Dues & Memberships	-	1,100	-	100	-	-	474	-	-	-	-	117	-	**1,791**	1,600	(191)
5400	Insurance	5,508	7,744	6,626	6,626	6,626	5,508	7,744	11,016	6,626	6,626	6,626	5,475	-	**82,752**	70,900	(11,852)
5501	Utilities	10,416	10,635	14,497	12,478	8,804	7,029	5,918	6,090	6,153	6,437	7,797	7,008	-	**103,261**	90,800	(12,461)
5502	Janitorial Services	2,155	6,270	2,234	-	1,195	1,675	-	1,675	1,675	1,842	3,517	2,092	-	**24,329**	27,100	2,771
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	379	553	409	211	3,429	761	719	1,503	-	3,434	1,460	6,233	-	**19,090**	80,800	61,710
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	70	-	**70**	800	730
		18,458	27,056	23,765	19,416	20,054	16,002	14,856	20,557	14,769	18,340	19,400	21,022	-	**233,693**	**272,300**	**38,607**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 387.27

CHARTER IMPACT

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																	
5601	Rent	105,763	96,670	62,049	61,464	61,756	64,129	61,756	61,758	61,754	61,756	61,756	61,668	-	**822,281**	740,013	(82,268)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	89	-	**89**	1,065	976
5603	Equipment Leases	1,873	2,016	-	1,801	2,028	-	-	1,872	-	2,063	276	17	-	**11,945**	200	(11,745)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	(0)	-	-	-	-	-	50	-	**50**	600	550
5610	Repairs and Maintenance	-	45	1,154	2,211	16,263	520	6,670	6,545	770	10,981	2,360	13,050	-	**60,569**	156,600	96,031
		107,636	98,731	63,203	65,475	80,048	64,649	68,426	70,174	62,524	74,800	64,392	74,873	-	**894,934**	**898,478**	**3,544**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	-	-	-	-	390	-	25	-	**415**	300	(115)
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	6,160	2,293	-	-	**8,453**	12,100	3,648
5803	Legal	-	-	-	219	-	-	-	2,258	-	-	630	75	-	**3,181**	1,000	(2,181)
5804	Professional Development	19,824	292	1,021	12,225	8,865	(7,115)	7,500	8,500	-	-	-	6,220	-	**57,331**	67,200	9,869
5805	General Consulting	-	5,000	3,591	175	175	-	-	-	601	-	463	1,910	-	**11,915**	19,100	7,185
5806	Special Activities/Field Trips	-	-	-	4,340	2,300	-	-	350	1,150	1,413	9,562	-	-	**19,114**	77,600	58,486
5807	Bank Charges	21	21	56	-	-	-	-	-	-	-	-	-	-	**98**	-	(98)
5808	Printing	-	-	484	1,872	-	-	-	-	-	3,429	-	1,650	-	**7,435**	17,800	10,365
5809	Other taxes and fees	1,175	1,426	402	18,378	1,827	-	434	-	-	-	-	560	-	**24,200**	6,000	(18,200)
5810	Payroll Service Fee	-	-	-	400	387	664	525	690	-	366	319	267	-	**3,618**	3,400	(218)
5811	Management Fee	17,508	51,458	44,135	70,575	40,546	60,813	65,308	71,312	58,694	63,236	114,080	78,778	208,898	**945,341**	934,288	(11,053)
5812	District Oversight Fee	3,392	6,783	4,522	4,522	4,522	4,522	4,522	7,914	7,910	4,307	4,307	4,667	(1,253)	**60,637**	62,320	1,684
5813	County Fees	-	-	-	-	1,575	-	-	1,751	-	-	1,718	-	1,225	**6,269**	5,200	(1,069)
5814	SPED Encroachment	16,528	33,055	22,037	22,037	22,037	22,036	22,037	38,564	6,033	18,108	18,108	17,230	(11,894)	**245,916**	265,430	19,514
5815	Public Relations/Recruitment	1,167	-	1,167	3,500	-	983	-	-	-	-	-	290	-	**7,107**	3,200	(3,907)
		59,614	98,034	77,413	138,242	82,234	81,904	100,326	131,338	74,388	97,409	151,479	111,672	196,976	**1,401,028**	**1,474,938**	**73,910**
Depreciati	Parent Coordinator- Move to TPS																
6900	Depreciation Expense	5,420	5,451	5,718	5,718	5,718	5,728	5,272	4,803	4,013	4,013	4,013	4,667	-	**60,536**	60,400	(136)
		5,420	5,451	5,718	5,718	5,718	5,728	5,272	4,803	4,013	4,013	4,013	4,667	-	**60,536**	**60,400**	**(136)**
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**365,670**	**481,463**	**449,776**	**753,102**	**583,757**	**477,596**	**542,959**	**587,755**	**444,796**	**608,401**	**630,982**	**719,838**	**290,797**	**6,936,891**	**7,684,610**	**747,719**
Monthly Surplus (Deficit)		**(259,170)**	**(134)**	**(48,447)**	**3,794**	**30,418**	**162,539**	**144,496**	**185,839**	**72,300**	**436,622**	**268,279**	**(208,030)**	**677,637**	**1,466,144**	**620,174**	**845,970**

TEACH TECH Charter High School

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 387.27

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(259,170)	(134)	(48,447)	3,794	30,418	162,539	144,496	185,839	72,300	436,622	268,279	(208,030)	677,637	**1,466,144**	***3.83***	
Cash flows from operating activities																
Depreciation/Amortization	5,420	5,451	5,718	5,718	5,718	5,728	5,272	4,803	4,013	4,013	4,013	4,667	-	**60,536**		
Public Funding Receivables	329,332	131,578	279,631	(45,077)	67,394	-	135,421	14,661	257,726	(101,011)	25,186	-	(968,434)	**126,407**		
Grants and Contributions Rec.	-	(107,037)	-	275,460	-	(4,625)	-	(5,355)	-	-	-	-	-	**158,443**		
Due To/From Related Parties	(16,570)	149,185	(384,672)	(38,933)	176,053	59,674	60,323	(308,087)	(4,809,973)	4,876,687	(241,557)	-	-	**(477,869)**		
Prepaid Expenses	17,639	(1,696)	40	140	(1,977)	(23,277)	6,697	(580)	(12)	14,974	(7,251)	-	-	**4,698**		
Accounts Payable	(21,599)	(51,684)	(143)	-	(14,732)	14,732	-	-	-	-	3,741	-	290,797	**221,112**		
Accrued Expenses	59,327	(61,891)	3,060	(267,295)	(4,970)	(1,960)	1,288	(51,734)	7,388	-		-	-	**(316,787)**		
Deferred Revenue	-	-	163,255	-	463,585	134,621	-	-	37,000	464,266	-	-	-			
Other Liabilities	293	293	293	293	(4,453)	2,666	293	294	294	294	294	-	-	**853**		
Cash flows from investing activities								-								
Purchases of Prop. And Equip.	-	-	(10,213)	-	-	(1,825)	-	-	-	-	-	-	-	**(12,038)**		
Notes Receivable	-	(7,703)	-	-	-	-	-	-	-	-	-	-	-	**(7,703)**		
Total Change in Cash	114,673	56,362	8,523	(65,901)	717,036	348,274	353,790	(160,158)	(4,431,263)	5,695,845	52,705	(203,363)				
Cash, Beginning of Month	5,394,486	5,509,160	5,565,522	5,574,044	5,508,144	6,225,180	6,573,453	6,927,243	6,767,085	2,335,821	8,031,667	8,084,372				
													439	ADCOH		
Cash, End of Month	**5,509,160**	**5,565,522**	**5,574,044**	**5,508,144**	**6,225,180**	**6,573,453**	**6,927,243**	**6,767,085**	**2,335,821**	**8,031,667**	**8,084,372**	**7,881,008**	415	DCOH		

TEACH Prep

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 221.89

CHARTER IMPACT

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																**ADA =**	**262.20**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	116,432	116,432	209,577	209,577	209,577	209,577	209,577	209,340	209,340	209,340	209,340	209,342	**2,327,451**	2,607,903	(280,452)
8012	Education Protection Account	-	-	-	11,048	-	-	11,048	-	-	10,161	-	-	12,121	**44,378**	-	44,378
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(161,663)	79,788	37,000	-	-	**(44,875)**	-	(44,875)
8096	In Lieu of Property Taxes	41,998	83,996	176,748	55,998	55,997	55,997	1	153,993	(42,522)	51,588	51,588	18,707	32,881	**736,970**	811,265	(74,295)
		41,998	200,428	293,180	276,623	265,574	265,574	220,626	363,570	5,155	350,877	297,928	228,047	254,344	**3,063,924**	**3,419,169**	**(355,244)**
Federal Revenue																	
8181	Special Education - Entitlement	3,243	6,486	4,324	4,324	4,324	4,324	4,324	7,567	5,274	2,549	3,804	870	(8,146)	**43,268**	51,129	(7,861)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220	Federal Child Nutrition	-	-	4,296	63,588	-	-	54,185	48,728	-	30,001	34,650	17,101	34,202	**286,752**	212,284	74,468
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	27,092	-	27,751	-	-	56,162	-	(2,637)	**108,368**	84,322	24,046
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	2,861	3,386	-	7,295	-	-	(27)	**13,515**	10,048	3,467
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	737	-	11,384	(737)	**11,384**	-	11,384
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296	Other Federal Revenue	-	-	-	-	-	-	5,000	640,311	-	159,596	-	-	(523,235)	**281,671**	201,630	80,041
8299	Prior Year Federal Revenue	-	-	-	16,236	-	-	-	-	-	-	-	-	-	**16,236**	-	16,236
		3,243	6,486	8,620	84,148	4,324	31,416	66,370	727,743	5,274	200,178	94,616	29,356	(500,580)	**761,193**	**559,413**	**201,781**
Other State Revenue																	
8311	State Special Education	12,975	25,951	17,301	17,301	17,301	17,301	17,300	30,276	(40,009)	69,522	15,076	1,032	(40,460)	**160,867**	190,095	(29,228)
8520	Child Nutrition	-	-	1,095	18,705	-	-	15,807	14,124	-	8,720	10,024	1,619	3,237	**73,331**	20,093	53,238
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	139,756	-	69,878	-	60,458	**270,092**	285,772	(15,680)
8550	Mandated Cost	-	-	-	-	4,052	-	-	-	-	-	-	-	-	**4,052**	3,803	249
8560	State Lottery	-	-	-	-	-	-	16,164	-	-	20,959	-	-	15,464	**52,587**	59,782	(7,195)
8598	Prior Year Revenue	-	-	-	-	-	-	(43,317)	-	-	-	-	-	-	**(43,317)**	-	(43,317)
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	89,332	-	-	402,587	**491,919**	401,836	90,083
		12,975	25,951	18,396	36,006	21,353	17,301	5,955	44,400	99,747	188,532	94,978	2,651	441,287	**1,009,532**	**961,380**	**48,151**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	11,120	-	-	**11,120**	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	11,120	-	-	**11,120**	**-**	**-**
Total Revenue		**58,216**	**232,865**	**320,197**	**396,777**	**291,251**	**314,291**	**292,950**	**1,135,713**	**110,176**	**739,587**	**498,642**	**260,054**	**195,051**	**4,845,770**	**4,939,962**	**(94,192)**

TEACH Prep

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 221.89

CHARTER IMPACT

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	33,423	62,590	65,211	63,413	63,413	57,026	67,094	60,330	59,092	56,048	57,067	58,694	-	**703,402**	835,353	131,951
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	19,063	-	**19,063**	23,336	4,274
1175 Teachers' Extra Duty/Stipends	-	-	-	-	17,598	2,500	-	-	-	-	-	1,364	-	**21,462**	15,000	(6,462)
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1300 Administrators' Salaries	9,739	9,739	9,739	9,739	12,660	9,739	10,226	10,226	10,226	10,226	10,226	9,739	-	**122,221**	231,136	108,915
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	70,000	70,000
	43,162	72,328	74,950	73,152	93,672	69,265	77,319	70,556	69,318	66,274	67,293	88,859	-	**866,148**	**1,174,826**	**308,678**
Classified Salaries																
2100 Instructional Salaries	7,488	12,087	17,364	12,349	18,188	12,428	11,367	21,299	21,436	20,980	24,713	18,463	-	**198,160**	210,600	12,440
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	40,000	40,000
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	16,558	-	**16,558**	7,922	(8,635)
2400 Clerical and Office Staff Salaries	6,436	9,839	13,739	12,903	17,021	12,903	12,861	14,161	13,781	13,827	14,874	13,585	-	**155,926**	86,600	(69,326)
2900 Other Classified Salaries	4,595	6,015	6,051	5,262	6,169	4,947	3,324	5,842	6,258	5,283	6,789	5,856	-	**66,391**	60,000	(6,391)
	18,519	27,940	37,154	30,513	41,378	30,277	27,552	41,302	41,475	40,090	46,375	54,461	-	**437,034**	**405,122**	**(31,912)**
Benefits																
3101 STRS	7,929	13,815	14,315	13,972	12,409	12,752	14,768	13,476	13,240	12,658	12,853	15,912	-	**158,099**	224,392	66,293
3202 PERS	-	705	1,411	1,411	1,411	1,411	1,481	1,481	1,481	1,481	1,481	1,846	-	**15,599**	-	(15,599)
3301 OASDI	1,140	1,720	2,287	1,897	2,557	1,869	1,700	2,553	2,563	2,478	2,867	3,499	-	**27,131**	25,118	(2,014)
3311 Medicare	881	1,435	1,605	1,488	1,940	1,425	1,502	1,604	1,588	1,524	1,630	2,017	-	**18,641**	22,909	4,268
3401 Health and Welfare	11,824	8,980	10,851	10,173	9,214	11,342	10,631	11,086	14,600	11,675	11,743	13,125	-	**135,244**	127,500	(7,744)
3501 State Unemployment	-	625	399	128	145	33	4,319	1,288	712	240	783	681	-	**9,353**	15,680	6,327
3601 Workers' Compensation	1,439	81	9,594	760	760	1,439	2,198	760	760	760	760	1,948	-	**21,257**	22,119	862
3901 Other Benefits	897	1,489	1,489	1,489	1,915	1,489	1,563	1,684	1,908	1,834	1,992	1,391	-	**19,141**	15,799	(3,341)
	24,110	28,849	41,952	31,317	30,351	31,759	38,164	33,931	36,853	32,650	34,109	40,419	-	**404,465**	**453,517**	**49,053**

TEACH Prep

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CHARTER IMPACT

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	9,374	4,775	-	1,223	-	892	-	-	-	-	-	-	-	**16,263**	118,700	102,437
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	47,500	47,500
4302	School Supplies	2,585	11,771	-	4,347	1,409	3,180	351	7,289	287	668	-	5,500	-	**37,387**	81,600	44,213
4305	Software	26,155	15,589	2,438	6,269	2,811	-	14,000	4,707	1,940	2,739	2,298	8,742	-	**87,688**	123,900	36,212
4310	Office Expense	3,048	6,228	494	12,735	5,366	1,127	706	4,494	-	2,228	5,455	2,333	-	**44,216**	33,100	(11,116)
4311	Business Meals	-	-	147	-	-	-	59	-	-	-	2,725	-	-	**2,932**	-	(2,932)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	175	148	22,192	1,655	-	-	2,299	130	-	1,755	-	-	**28,355**	93,000	64,645
4700	Food Services	-	-	-	113,119	37,146	-	75,357	(60,694)	-	31,607	60,850	36,008	18,004	**311,397**	232,377	(79,020)
		41,162	38,537	3,227	159,885	48,388	5,199	90,473	(41,903)	2,357	37,242	73,083	52,583	18,004	**528,238**	**730,177**	**201,939**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	-	-	-	17,913	-	14,405	13,223	16,007	-	47,627	21,083	11,282	-	**141,539**	146,600	5,061
5103	Substitute Teacher	-	-	1,920	5,310	5,910	7,446	6,038	11,453	2,401	10,013	17,719	6,645	-	**74,856**	15,500	(59,356)
5104	Transportation	-	-	2,900	900	2,400	-	-	1,600	1,300	1,764	3,685	-	-	**14,549**	-	(14,549)
5105	Security	90	-	1,903	1,070	1,070	(890)	1,070	3,451	175	7,072	4,678	1,000	-	**20,688**	13,000	(7,688)
5106	Other Educational Consultants	-	-	2,032	8,290	16,802	16,271	16,750	23,658	-	-	45,296	17,210	-	**146,309**	120,700	(25,609)
		90	-	8,755	33,483	26,183	37,232	37,081	56,169	3,876	66,475	92,461	36,137	-	**397,941**	**295,800**	**(102,141)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	342	-	-	-	-	-	18	-	**360**	200	(160)
5300	Dues & Memberships	-	660	830	60	-	-	474	-	-	-	-	217	-	**2,241**	3,000	759
5400	Insurance	5,508	1,994	3,751	3,751	3,751	5,508	9,259	3,751	3,751	3,751	3,751	3,842	-	**52,367**	40,900	(11,467)
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	892	-	**892**	12,600	11,708
5502	Janitorial Services	1,850	5,550	-	-	-	-	-	-	-	-	-	617	-	**8,017**	8,800	783
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	379	553	379	181	2,923	509	159	1,582	-	683	349	4,358	-	**12,054**	61,800	49,746
5901	Postage and Shipping	-	-	-	-	-	-	-	-	-	-	76	30	-	**106**	300	194
		7,737	8,757	4,960	3,992	6,674	6,359	9,892	5,333	3,751	4,434	4,176	9,973	-	**76,036**	**127,600**	**51,564**

TEACH Prep

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Facilities, Repairs and Other Leases																
5601 Rent	121,977	46,486	46,606	46,486	46,486	48,157	46,486	46,486	46,486	46,486	46,486	46,533	-	**635,164**	558,394	(76,770)
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5603 Equipment Leases	2,965	662	662	662	1,303	326	657	875	-	1,046	2,692	817	-	**12,668**	11,500	(1,168)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	25	-	**25**	300	275
5610 Repairs and Maintenance	11,663	581	-	756	1,187	655	775	2,410	423	4,074	1,167	4,025	-	**27,717**	57,100	29,383
	136,605	47,730	47,268	47,905	48,977	49,139	47,918	49,771	46,910	51,607	50,346	51,400	-	**675,574**	**627,294**	**(48,280)**
Professional/Consulting Services																
5801 IT	-	-	-	-	-	-	-	-	-	-	-	33	-	**33**	500	467
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	6,160	7,123	-	-	**13,283**	12,200	(1,083)
5803 Legal	-	-	-	219	-	-	-	2,258	-	-	(2,570)	75	-	**(19)**	1,100	1,119
5804 Professional Development	-	292	1,021	-	4,892	2,833	1,750	-	-	-	147	4,870	-	**15,804**	57,500	41,696
5805 General Consulting	-	5,000	-	175	1,979	-	-	-	-	-	-	1,110	-	**8,264**	13,100	4,836
5806 Special Activities/Field Trips	800	-	-	728	375	-	-	-	-	1,108	3,174	-	-	**6,185**	-	(6,185)
5807 Bank Charges	-	-	-	-	-	15	15	-	-	-	-	-	-	**30**	-	(30)
5808 Printing	-	-	-	1,854	-	-	-	143	-	3,363	-	1,380	-	**6,741**	16,300	9,559
5809 Other taxes and fees	-	46	-	18,378	1,667	-	-	-	-	-	(1,222)	250	-	**19,118**	3,000	(16,118)
5810 Payroll Service Fee	-	-	-	400	387	664	525	690	-	366	319	300	-	**3,651**	4,200	549
5811 Management Fee	8,595	7,421	24,956	26,505	55,957	29,858	27,830	104,518	16,905	52,720	61,847	45,429	82,607	**545,149**	555,746	10,597
5812 District Oversight Fee	1,627	3,254	2,169	2,170	2,169	2,169	1	5,966	5,034	2,176	2,176	2,280	(552)	**30,639**	34,192	3,552
5813 County Fees	-	-	-	-	1,439	-	-	1,491	-	-	1,452	-	1,250	**5,631**	5,900	270
5814 SPED Encroachment	9,035	18,069	12,046	12,045	12,046	12,046	12,047	21,081	6,619	10,375	10,375	10,713	(5,599)	**140,897**	166,497	25,600
5815 Public Relations/Recruitment	1,167	-	1,167	-	-	983	-	-	-	-	-	360	-	**3,677**	4,200	523
	21,223	34,082	41,358	62,473	80,910	48,568	42,168	136,147	28,558	76,268	82,821	66,801	77,705	**799,083**	**874,434**	**75,351**
Depreciation																
6900 Depreciation Expense	3,681	3,591	3,752	3,951	3,951	3,951	3,953	3,953	3,953	3,953	3,953	3,233	-	**45,875**	45,800	(75)
	3,681	3,591	3,752	3,951	3,951	3,951	3,953	3,953	3,953	3,953	3,953	3,233	-	**45,875**	**45,800**	**(75)**
Interest																
7438 Interest Expense	-	-	259	30	23	19	12	6	-	-	-	-	-	**349**	-	(349)
	-	-	259	30	23	19	12	6	-	-	-	-	-	**349**	**-**	**(349)**
Total Expenses	**296,288**	**261,814**	**263,632**	**446,702**	**380,507**	**281,766**	**374,532**	**355,264**	**237,050**	**378,992**	**454,618**	**403,867**	**95,710**	**4,230,742**	**4,734,571**	**503,828**
Monthly Surplus (Deficit)	**(238,072)**	**(28,949)**	**56,564**	**(49,926)**	**(89,256)**	**32,525**	**(81,581)**	**780,449**	**(126,875)**	**360,595**	**44,024**	**(143,813)**	**99,342**	**615,027**	**205,391**	**409,636**

TEACH Prep

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

ADA = 221.89

CHARTER IMPACT

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments															3.15	
Monthly Surplus (Deficit)	(238,072)	(28,949)	56,564	(49,926)	(89,256)	32,525	(81,581)	780,449	(126,875)	360,595	44,024	(143,813)	99,342	**615,027**	Coverage 1.20	
Cash flows from operating activities																
Depreciation/Amortization	3,681	3,591	3,752	3,951	3,951	3,951	3,953	3,953	3,953	3,953	3,953	3,233	-	**45,875**		
Public Funding Receivables	261,565	45,773	153,238	(58,647)	(31,022)	(77,622)	373,834	(107,074)	288,354	(218,187)	218,545	-	(195,051)	**653,705**		
Grants and Contributions Rec.	-	(28,264)	-	152,633	-	-	-	-	352	-	-	-	-	**124,721**		
Due To/From Related Parties	(6,476)	57,542	(118,958)	(96,194)	156,741	47,215	11,063	(184,664)	(852,088)	864,790	(574,193)	-	-	**(695,223)**		
Prepaid Expenses	9,803	7,267	40	100	14	(17,717)	6,961	(7,037)	3,443	10,718	(7,251)	-	-	**6,340**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(29,534)	(74,615)	(9)	-	(11,755)	12,097	(342)	-	-	-	1,838	-	95,710	**(6,611)**		
Accrued Expenses	87,909	(32,036)	4,992	(142,809)	(7,253)	13,235	(32,982)	(31,945)	31,906	12,551	(54,212)	-	-	**(150,644)**		
Deferred Revenue		28,809	86,204	51,439	323,624	125,027	51,439	108,525	61,871	137,779	51,439					
Other Liabilities	18,285	119	119	119	(1,552)	(345)	119	121	120	120	120	-	-	**17,346**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(55,820)	-	-	(550)	-	-	-	-	(3,045)	-	-	**(59,415)**		
Notes Receivable	-	(4,913)	-	-	-	-	-	-	-	-	-	-	-	**(4,913)**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,339)	-	-	-	-	-	**(20,004)**		
Total Change in Cash	107,161	(25,676)	126,788	(142,667)	340,160	134,482	329,130	558,988	(588,964)	1,172,319	(318,782)	(140,580)				
Cash, Beginning of Month	1,355,792	1,462,953	1,437,278	1,564,065	1,421,398	1,761,559	1,896,041	2,225,170	2,784,159	2,195,194	3,367,514	3,048,731				
Cash, End of Month	**1,462,953**	**1,437,278**	**1,564,065**	**1,421,398**	**1,761,559**	**1,896,041**	**2,225,170**	**2,784,159**	**2,195,194**	**3,367,514**	**3,048,731**	**2,908,152**				

274 ADCOH

251 DCOH

FY22-23 Teach Public Schools

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	49,664	(49,664)	-	-	-	-	-
8689 Other Fees and Contracts	36,254	82,466	82,797	151,373	96,694	112,338	189,685	220,300	84,981	232,649	241,174	249,135	273,385	**2,053,232**	2,218,123	(164,892)
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	36,254	82,466	82,797	151,373	96,694	112,338	189,685	220,300	84,981	282,313	191,510	249,135	273,385	**2,053,232**	**2,218,123**	**(164,892)**
Total Revenue	**36,254**	**82,466**	**82,797**	**151,373**	**96,694**	**112,338**	**189,685**	**220,300**	**84,981**	**282,313**	**191,510**	**249,135**	**273,385**	2,053,232	**2,218,123**	**(164,892)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17,948	17,948
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	104,232	81,201	72,528	67,884	84,987	73,099	59,099	59,099	59,099	59,099	59,099	59,114	(87,877)	**750,662**	717,933	(32,729)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	104,232	81,201	72,528	67,884	84,987	73,099	59,099	59,099	59,099	59,099	59,099	59,114	(87,877)	**750,662**	**735,881**	**(14,781)**
Classified Salaries																
2100 Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	3,719	33,549	-	**37,268**	16,606	(20,661)
2300 Classified Administrators' Salaries	39,869	36,404	36,404	36,504	47,335	47,335	38,309	38,309	38,309	38,309	38,309	36,404	-	**471,803**	365,250	(106,553)
2400 Clerical and Office Staff Salaries	16,095	12,427	12,427	12,427	16,095	16,095	13,039	13,039	13,039	13,039	13,039	12,427	-	**163,187**	214,000	50,813
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	11,667	11,667	11,667	7,083	-	**42,083**	85,000	42,917
	55,964	48,831	48,831	48,931	63,431	63,431	51,348	51,348	63,015	63,015	66,733	89,463	-	**714,341**	**680,856**	**(33,485)**
Benefits																
3101 STRS	18,560	14,663	13,776	12,889	15,659	13,905	11,231	11,231	11,231	11,231	11,231	10,670	-	**156,276**	140,553	(15,723)
3202 PERS	0	-	-	-	-	-	-	-	-	-	-	-	-	**0**	-	(0)
3301 OASDI	3,448	3,006	3,006	3,012	3,911	3,911	3,158	3,155	3,878	3,878	4,109	5,471	-	**43,942**	42,213	(1,729)
3311 Medicare	2,286	1,848	1,738	1,672	2,131	1,958	1,579	1,578	1,747	1,747	1,801	2,079	-	**22,166**	20,543	(1,623)
3401 Health and Welfare	7,628	7,984	7,792	7,517	16,746	316	8,499	6,836	10,079	8,656	8,703	11,667	-	**102,425**	120,000	17,575
3501 State Unemployment	-	215	51	-	-	-	2,318	90	465	164	164	343	-	**3,810**	6,370	2,560
3601 Workers' Compensation	-	1,252	626	626	626	-	626	626	626	626	626	2,008	-	**8,267**	19,834	11,567
3901 Other Benefits	5,675	4,395	3,837	3,697	5,160	4,009	4,345	4,517	4,517	4,517	4,722	4,302	-	**53,694**	42,502	(11,192)
	37,598	33,364	30,826	29,414	44,233	24,099	31,757	28,033	32,544	30,820	31,356	36,538	-	**390,581**	**392,016**	**1,434**

FY22-23 Teach Public Schools

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	-	-	-	-	1,094	(1)	-	-	-	-	-	600	-	**1,693**	7,200	5,507
4305	Software	1,788	-	155	115	48	(233)	2,100	11,337	178	9	954	667	-	**17,118**	15,000	(2,118)
4310	Office Expense	6,591	2,837	4,198	3,209	2,638	296	2,940	2,409	10,398	6,929	4,363	3,267	-	**50,075**	39,200	(10,875)
4311	Business Meals	719	2,716	796	77	366	785	593	803	1,156	514	2,730	458	-	**11,713**	5,500	(6,213)
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	263	1,753	551	-	834	-	2,212	742	1,446	527	-	-	-	**8,327**	10,600	2,273
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		9,361	7,306	5,699	3,402	4,980	846	7,845	15,292	13,179	7,979	8,046	4,992	-	**88,926**	**77,500**	**(11,426)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	1,800	9	-	**1,809**	100	(1,709)
5105	Security	-	-	116	(3,625)	-	-	1,150	-	-	-	-	1,736	-	**(623)**	19,100	19,723
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	116	(3,625)	-	-	1,150	-	-	-	1,800	1,745	-	**1,186**	**19,200**	**18,014**
Operations and Housekeeping																	
5201	Auto and Travel	4,269	1,025	1,628	3,483	8,011	2,347	2,475	168	4,364	6,680	2,297	1,282	-	**38,028**	14,100	(23,928)
5300	Dues & Memberships	-	-	-	-	-	-	-	-	-	-	-	308	-	**308**	3,700	3,392
5400	Insurance	-	45	-	-	-	-	-	-	-	175	60	517	-	**796**	6,200	5,404
5501	Utilities	1,124	1,290	1,290	1,441	1,068	769	11,818	379	958	910	944	1,200	-	**23,188**	14,400	(8,788)
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	617	-	**617**	7,400	6,783
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	3,078	1,946	2,473	1,604	3,724	1,760	3,248	5,560	3,575	2,009	3,624	2,442	-	**35,043**	29,300	(5,743)
5901	Postage and Shipping	618	18	225	118	1,591	840	318	429	918	18	420	380	-	**5,893**	3,800	(2,093)
		9,088	4,323	5,615	6,645	14,395	5,716	17,858	6,536	9,815	9,793	7,345	6,745	-	**103,874**	**78,900**	**(24,974)**

FY22-23 Teach Public Schools

Monthly Cash Flow/Forecast FY22-23

Revised 06/09/2023

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5601 Rent	5,000	5,000	5,000	5,000	-	-	-	-	(5,000)	-	-	-	-	**15,000**	20,000	5,000
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	100	-	**100**	1,200	1,100
5603 Equipment Leases	-	-	-	-	-	-	1,237	-	-	-	-	308	-	**1,545**	3,700	2,155
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	558	-	**558**	6,700	6,142
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	358	-	**358**	4,300	3,942
5610 Repairs and Maintenance	125	-	-	250	475	-	-	-	-	-	-	567	-	**1,417**	6,800	5,383
	5,125	5,000	5,000	5,250	475	-	1,237	-	(5,000)	-	-	1,892	-	**18,978**	**42,700**	**23,722**
Professional/Consulting Services																
5801 IT	-	-	-	-	-	-	-	-	-	-	-	308	-	**308**	3,700	3,392
5802 Audit & Taxes	-	3,518	4,883	-	-	-	4,515	-	-	-	1,050	-	-	**13,965**	6,500	(7,465)
5803 Legal	-	-	-	40	-	59	647	-	-	-	4,200	1,000	-	**5,946**	12,000	6,054
5804 Professional Development	3,245	2,740	-	-	4,694	155	-	1,695	-	3,480	-	1,680	-	**17,689**	16,800	(889)
5805 General Consulting	-	-	-	2,969	2,095	500	-	-	-	-	-	600	-	**6,163**	6,000	(163)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	977	-	-	-	-	**977**	1,800	823
5807 Bank Charges	110	110	110	125	125	310	145	115	120	125	130	390	-	**1,915**	3,900	1,985
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	60	-	**60**	600	540
5809 Other taxes and fees	141	1,345	819	722	236	-	(935)	113	-	684	1,254	400	-	**4,779**	4,000	(779)
5810 Payroll Service Fee	20	-	1,190	20	-	-	-	25	-	-	44	225	-	**1,524**	2,700	1,176
5811 Management Fee	-	-	150	-	675	-	-	-	-	-	-	2,333	-	**3,158**	28,000	24,842
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5815 Public Relations/Recruitment	-	150	-	-	-	364	-	-	136	-	-	30	-	**680**	300	(380)
	3,516	7,863	7,151	3,876	7,825	1,388	4,372	1,948	1,233	4,289	6,678	7,027	-	**57,165**	**86,300**	**29,135**
Depreciation																
6900 Depreciation Expense	974	995	1,018	985	985	985	985	985	985	985	985	1,250	-	**12,116**	15,000	2,884
	974	995	1,018	985	985	985	985	985	985	985	985	1,250	-	**12,116**	**15,000**	**2,884**
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses	**225,858**	**188,882**	**176,784**	**162,761**	**221,309**	**169,563**	**175,651**	**163,241**	**174,870**	**175,979**	**182,042**	**208,767**	**(87,877)**	**2,137,829**	**2,128,353**	**(9,477)**
Monthly Surplus (Deficit)	**(189,605)**	**(106,416)**	**(93,987)**	**(11,388)**	**(124,615)**	**(57,225)**	**14,035**	**57,060**	**(89,889)**	**106,334**	**9,468**	**40,368**	**361,262**	**(84,598)**	**89,770**	**(174,368)**

FY22-23 Teach Public Schools

Monthly Cash Flow/Forecast FY22-23

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	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(189,605)	(106,416)	(93,987)	(11,388)	(124,615)	(57,225)	14,035	57,060	(89,889)	106,334	9,468	40,368	361,262	**(84,598)**		
Cash flows from operating activities																
Depreciation/Amortization	974	995	1,018	985	985	985	985	985	985	985	985	1,250	-	**12,116**		
Public Funding Receivables	-	-	-	-	-	-		-	-	-	-	-	(273,385)	**(273,385)**		
Grants and Contributions Rec.	-	-	-	-	-	(6,429)	-	-	-	-	-	-	-	**(6,429)**		
Due To/From Related Parties	244,574	(201,560)	795,594	(243,693)	(161,915)	86,985	(13,403)	247,029	7,178,539	(7,601,202)	1,153,495	-	-	**1,484,442**		
Prepaid Expenses	6,788	(5,000)	-	-	5,000	(8,068)	-	(1,423)	1,423	8,068	-	-	-	**6,788**		
Other Assets	-	-	-	-	-	-	12,145	-	-	-	-	-	-	**12,145**		
Accounts Payable	(836)	(8,611)	(720)	-	-	-	-	-	-	-	-	-	(87,877)	**(98,045)**		
Accrued Expenses	(107)	63,753	8,352	(9,248)	84,652	(314,187)	223,956	(12,593)	(141,937)	196,593	2,789	-	-	**102,023**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Purchases of Prop. And Equip.	-	-	(5,550)	-	-	-	1,311	-	-	-	-	-	-	**(4,239)**		
Notes Receivable	-	(1,259)	-	-	-	-	-	-	-	-	-	-	-	**(1,259)**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	61,788	(258,098)	704,708	(263,344)	(195,894)	(297,939)	239,028	291,057	6,949,121	(7,289,223)	1,166,737	41,618				
Cash, Beginning of Month	405,726	467,515	209,416	914,124	650,779	454,886	156,946	395,975	687,032	7,636,153	346,930	1,513,666				
Cash, End of Month	**467,515**	**209,416**	**914,124**	**650,779**	**454,886**	**156,946**	**395,975**	**687,032**	**7,636,153**	**346,930**	**1,513,666**	**1,555,285**				

Teach Academy of Technology

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 224,302	$ 419,255	$ (194,953)	$ 2,163,961	3,060,872	$ (896,911)	$ 3,899,383
Education Protection Account	-	-	-	810,474	-	810,474	-
State Aid - Prior Year	2,115	-	2,115	(4,230)	-	(4,230)	-
In Lieu of Property Taxes	87,180	110,443	(23,263)	1,158,251	1,072,435	85,816	1,293,321
Total State Aid - Revenue Limit	313,597	529,699	(216,102)	4,128,456	4,133,307	(4,851)	5,192,704
Federal Revenue							
Special Education - Entitlement	6,429	8,629	(2,200)	85,415	62,998	22,417	80,256
Federal Child Nutrition	30,550	32,335	(1,785)	298,823	243,362	55,461	340,367
Title I, Part A - Basic Low Income	84,749	-	84,749	216,315	218,102	(1,787)	218,102
Title II, Part A - Teacher Quality	-	-	-	17,844	25,694	(7,850)	25,694
Other Federal Revenue	-	-	-	502,187	-	502,187	518,147
Prior Year Federal Revenue	-	-	-	96,513	-	96,513	-
Total Federal Revenue	121,728	40,964	80,764	1,217,097	550,156	666,940	1,182,566
Other State Revenue							
State Special Education	25,477	32,583	(7,106)	338,485	237,883	100,602	303,050
State Child Nutrition	8,876	3,061	5,815	78,286	23,035	55,251	32,217
School Facilities (SB740)	115,357	113,895	1,462	346,071	341,684	4,387	455,578
Mandated Cost	-	-	-	6,840	6,048	792	6,048
State Lottery	-	-	-	62,463	36,373	26,090	86,526
Prior Year Revenue	-	-	-	585,492	-	585,492	-
Other State Revenue	-	-	-	106,853	336,013	(229,161)	350,358
Total Other State Revenue	149,709	149,539	171	1,524,489	981,036	543,453	1,233,777
Other Local Revenue							
Interest Revenue	26,091	-	26,091	26,091	-	26,091	-
Other Fees and Contracts	-	-	-	10,004	-	10,004	-
Total Other Local Revenue	26,091	-	26,091	36,095	-	36,095	-
Total Revenues	**$ 611,125**	**$ 720,201**	**$ (109,076)**	**$ 6,906,137**	**$ 5,664,499**	**$ 1,241,638**	**$ 7,609,046**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 118,316	$ 117,277	$ (1,038)	$ 1,281,561	$ 1,172,774	$ (108,787)	$ 1,290,051
Teachers' Substitute Hours	4,800	-	(4,800)	28,800	-	(28,800)	39,118
Teachers' Extra Duty/Stipends	180	-	(180)	40,125	-	(40,125)	-
Pupil Support Salaries	12,950	6,775	(6,175)	141,720	67,755	(73,965)	74,530
Administrators' Salaries	10,500	24,429	13,929	165,897	268,718	102,820	293,147
Other Certificated Salaries	-	13,332	13,332	750	133,318	132,568	146,650
Total Certificated Salaries	146,746	161,814	15,068	1,658,853	1,642,564	(16,288)	1,843,496
Classified Salaries							
Instructional Salaries	12,221	29,151	16,930	83,853	313,674	229,821	342,824
Support Salaries	3,468	4,004	536	62,472	44,044	(18,428)	48,048
Supervisors' and Administrators' Salaries	-	-	-	-	-	-	14,179
Clerical and Office Staff Salaries	22,249	16,198	(6,051)	180,674	178,178	(2,496)	194,376
Other Classified Salaries	16,896	11,557	(5,339)	156,937	127,127	(29,810)	138,684
Total Classified Salaries	54,833	60,910	6,076	483,935	663,023	179,088	738,111
Benefits							
State Teachers' Retirement System, certificated pos	28,945	30,906	1,961	302,169	313,730	11,561	352,108
Public Employees' Retirement System, classified po	13,470	15,897	2,427	118,806	173,049	54,243	192,647
OASDI/Medicare/Alternative, certificated positions	3,540	3,776	237	31,100	41,107	10,008	45,763
Medicare/Alternative, certificated positions	2,921	3,229	309	31,049	33,431	2,383	37,433
Health and Welfare Benefits, certificated positions	20,640	11,250	(9,390)	194,887	123,750	(71,137)	135,000
State Unemployment Insurance, certificated positic	448	1,127	679	17,445	21,413	3,968	22,540
Workers' Compensation Insurance, certificated pos	1,368	3,118	1,750	23,958	32,278	8,320	36,143
Other Benefits, certificated positions	68	-	(68)	1,498	-	(1,498)	-
Total Benefits	71,400	69,305	(2,095)	720,912	738,758	17,847	821,633

Teach Academy of Technology

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	29,152	82,500	53,348	82,500
Books and Reference Materials	-	-	-	-	700	700	700
School Supplies	195	2,408	2,213	63,079	26,492	(36,588)	28,900
Software	1,743	8,442	6,698	139,819	92,858	(46,961)	101,300
Office Expense	8,262	4,417	(3,845)	78,755	48,583	(30,171)	53,000
Business Meals	508	-	(508)	751	-	(751)	-
School Fundraising Expense	-	-	-	1,600	-	(1,600)	-
Noncapitalized Equipment	1,306	-	(1,306)	85,354	200,000	114,646	200,000
Food Services	54,854	33,871	(20,983)	279,485	338,712	59,228	372,584
Total Books & Supplies	66,868	49,138	(17,730)	677,994	789,846	111,852	838,984
Subagreement Services							
Nursing	-	33	33	-	367	367	400
Special Education	29,974	21,173	(8,801)	259,282	211,727	(47,555)	232,900
Substitute Teacher	39,876	17,027	(22,848)	136,210	170,273	34,063	187,300
Transportation	2,090	-	(2,090)	16,457	-	(16,457)	-
Security	10,942	2,782	(8,160)	46,004	27,818	(18,186)	30,600
Other Educational Consultants	53,719	20,000	(33,719)	332,850	180,000	(152,850)	200,000
Total Subagreement Services	136,601	61,015	(75,586)	790,803	590,185	(200,618)	651,200
Operations & Housekeeping							
Auto and Travel	-	73	73	3,694	727	(2,967)	800
Dues & Memberships	-	142	142	1,674	1,558	(116)	1,700
Insurance	6,147	6,200	53	66,977	68,200	1,223	74,400
Utilities	6,553	7,475	922	73,305	82,225	8,920	89,700
Janitorial Services	2,801	2,658	(142)	29,850	29,242	(608)	31,900
Communications	349	4,233	3,884	11,377	46,567	35,189	50,800
Postage and Shipping	-	640	640	23	5,760	5,737	6,400
Total Operations & Housekeeping	15,850	21,421	5,571	186,900	234,279	47,379	255,700
Facilities, Repairs & Other Leases							
Rent	71,786	72,581	795	789,643	798,392	8,749	870,973
Additional Rent	-	(793)	(793)	3,651	(8,721)	(12,372)	(9,514)
Equipment Leases	4,248	4,700	452	51,238	51,700	462	56,400
Other Leases	-	8	8	-	92	92	100
Real/Personal Property Taxes	-	33	33	-	367	367	400
Repairs and Maintenance	5,346	2,700	(2,646)	31,025	29,700	(1,325)	32,400
Total Facilities, Repairs & Other Leases	81,380	79,230	(2,150)	875,557	871,529	(4,028)	950,759
Professional/Consulting Services							
IT	-	275	275	-	3,025	3,025	3,300
Audit & Taxes	3,553	-	(3,553)	9,713	14,000	4,288	14,000
Legal	447	275	(172)	10,051	3,025	(7,026)	3,300
Professional Development	-	4,810	4,810	22,638	43,290	20,652	48,100
General Consulting	-	1,170	1,170	10,584	10,530	(54)	11,700
Special Activities/Field Trips	13,738	-	(13,738)	17,852	41,600	23,748	41,600
Bank Charges	-	-	-	130	-	(130)	-
Printing	-	1,050	1,050	7,297	9,450	2,153	10,500
Other Taxes and Fees	3,202	1,530	(1,672)	28,748	13,770	(14,978)	15,300
Payroll Service Fee	319	300	(19)	4,277	3,300	(977)	3,600
Management Fee	84,022	71,335	(12,687)	656,083	784,683	128,600	856,018
District Oversight Fee	3,474	5,297	1,823	46,155	41,333	(4,822)	51,927
County Fees	2,063	-	(2,063)	4,716	5,025	310	6,700
SPED Encroachment	17,534	28,666	11,132	232,948	220,997	(11,951)	265,430
Public Relations/Recruitment	-	440	440	3,317	3,960	643	4,400
Total Professional/Consulting Services	128,350	115,148	(13,201)	1,054,507	1,197,988	143,481	1,335,875

Teach Academy of Technology

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	10,327	13,308	2,982	124,165	146,392	22,226	159,700
Total Depreciation	10,327	13,308	2,982	124,165	146,392	22,226	159,700
Interest							
Interest Expense	1,288	-	(1,288)	14,172	-	(14,172)	-
Total Interest	1,288	-	(1,288)	14,172	-	(14,172)	-
Total Expenses	**$ 713,642**	**$ 631,289**	**$ (82,354)**	**$ 6,587,798**	**$ 6,874,564**	**$ 286,766**	**$ 7,595,458**
Change in Net Assets	**(102,517)**	**88,912**	**(191,429)**	**318,339**	**(1,210,065)**	**1,528,404**	**13,588**
Net Assets, Beginning of Period	6,266,184			5,845,328			
Net Assets, End of Period	**6,163,667**			**6,163,667**			

Teach Tech High School

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 405,962	$ 462,393	$ (56,431)	$ 3,977,468	$ 4,013,925	$ (36,457)	$ 4,938,711
Education Protection Account	-	-	-	74,493	-	74,493	-
State Aid - Prior Year	44,721	-	44,721	(89,441)	-	(89,441)	-
In Lieu of Property Taxes	90,038	94,654	(4,616)	1,196,215	1,104,013	92,202	1,293,321
Total State Aid - Revenue Limit	540,721	557,047	(16,326)	5,158,735	5,117,938	40,797	6,232,033
Federal Revenue							
Special Education - Entitlement	6,640	7,631	(991)	88,215	66,247	21,968	81,510
Federal Child Nutrition	19,933	31,675	(11,743)	183,594	238,399	(54,805)	333,426
Title I, Part A - Basic Low Income	108,938	-	108,938	190,799	181,961	8,838	181,961
Title II, Part A - Teacher Quality	-	-	-	27,738	21,793	5,945	21,793
Other Federal Revenue	-	-	-	315,366	78,260	237,106	366,754
Prior Year Federal Revenue	-	-	-	52,157	-	52,157	-
Total Federal Revenue	135,511	39,307	96,204	857,869	586,660	271,209	985,444
Other State Revenue							
State Special Education	26,312	28,373	(2,061)	349,579	246,303	103,276	303,050
State Child Nutrition	6,029	2,998	3,031	55,611	22,565	33,046	31,560
School Facilities (SB740)	118,351	113,895	4,456	355,052	341,684	13,368	455,578
Mandated Cost	-	-	-	20,607	19,350	1,257	19,350
State Lottery	-	-	-	66,821	46,081	20,740	95,304
Prior Year Revenue	-	-	-	(15,199)	-	(15,199)	-
Other State Revenue	-	-	-	-	-	-	182,466
Total Other State Revenue	150,692	145,266	5,425	832,471	675,983	156,488	1,087,307
Other Local Revenue							
Interest Revenue	72,338	-	72,338	72,338	-	72,338	-
School Fundraising	-	-	-	1,380	-	1,380	-
Total Other Local Revenue	72,338	-	72,338	73,718	-	73,718	-
Total Revenues	**$ 899,261**	**$ 741,620**	**$ 157,640**	**$ 6,922,792**	**$ 6,380,581**	**$ 542,211**	**$ 8,304,784**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 95,319	$ 122,425	$ 27,107	$ 975,964	$ 1,256,405	$ 280,442	$ 1,378,831
Teachers' Substitute Hours	-	-	-	-	-	-	40,552
Teachers' Extra Duty/Stipends	225	4,583	4,358	37,256	50,417	13,161	55,000
Pupil Support Salaries	13,917	15,005	1,088	154,141	150,046	(4,095)	165,050
Administrators' Salaries	39,745	31,340	(8,404)	353,498	334,626	(18,871)	365,967
Other Certificated Salaries	-	7,185	7,185	950	71,850	70,900	79,035
Total Certificated Salaries	149,205	180,539	31,334	1,521,808	1,863,343	341,536	2,084,434
Classified Salaries							
Instructional Salaries	31,678	27,326	(4,353)	248,149	302,696	54,547	330,022
Support Salaries	9,419	4,004	(5,415)	129,394	44,044	(85,350)	48,048
Supervisors' and Administrators' Salaries	-	-	-	-	-	-	13,250
Clerical and Office Staff Salaries	7,069	16,087	9,018	59,407	176,953	117,546	193,040
Other Classified Salaries	17,635	9,596	(8,038)	164,136	99,604	(64,533)	109,200
Total Classified Salaries	65,800	57,013	(8,788)	601,086	623,297	22,211	693,559
Benefits							
State Teachers' Retirement System, certifica	28,498	34,483	5,985	275,846	355,899	80,053	398,127
Public Employees' Retirement System, classif	-	-	-	1,801	-	(1,801)	-
OASDI/Medicare/Alternative, certificated po	4,075	3,535	(541)	37,221	38,644	1,423	43,001
Medicare/Alternative, certificated positions	3,115	3,444	330	30,748	36,056	5,308	40,281
Health and Welfare Benefits, certificated pos	19,252	14,208	(5,043)	175,167	156,292	(18,875)	170,500
State Unemployment Insurance, certificated	81	1,250	1,168	17,092	23,741	6,649	24,990
Workers' Compensation Insurance, certificat	1,563	3,326	1,763	27,339	34,813	7,474	38,892
Other Benefits, certificated positions	2,363	2,969	606	18,928	31,083	12,155	34,725

Teach Tech High School

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Benefits	58,947	63,215	4,268	584,142	676,527	92,385	750,515

Teach Tech High School

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	65,607	125,000	59,393	125,000
Books and Reference Materials	-	-	-	13,775	77,600	63,825	77,600
School Supplies	5,215	8,333	3,118	53,642	91,667	38,024	100,000
Software	1,743	16,667	14,923	122,418	183,333	60,916	200,000
Office Expense	11,640	3,542	(8,098)	67,562	38,958	(28,603)	42,500
Business Meals	-	17	17	458	183	(275)	200
Noncapitalized Equipment	2,657	-	(2,657)	77,951	150,000	72,049	150,000
Food Services	38,953	33,180	(5,773)	200,729	331,805	131,076	364,985
Total Books & Supplies	60,209	61,739	1,530	602,142	998,547	396,404	1,060,285
Subagreement Services							
Special Education	17,796	23,500	5,704	226,832	235,000	8,168	258,500
Substitute Teacher	20,147	7,355	(12,793)	140,989	73,546	(67,444)	80,900
Transportation	8,886	2,545	(6,340)	26,418	25,455	(964)	28,000
Security	10,708	1,555	(9,153)	41,857	15,546	(26,311)	17,100
Other Educational Consultants	-	520	520	-	4,680	4,680	5,200
Total Subagreement Services	57,536	35,475	(22,062)	436,096	354,226	(81,870)	389,700
Operations & Housekeeping							
Auto and Travel	-	27	27	2,371	273	(2,099)	300
Dues & Memberships	-	133	133	1,674	1,467	(208)	1,600
Insurance	6,626	5,908	(718)	77,277	64,992	(12,286)	70,900
Utilities	7,797	7,567	(230)	96,253	83,233	(13,020)	90,800
Janitorial Services	3,517	2,258	(1,259)	22,238	24,842	2,604	27,100
Communications	1,460	6,733	5,273	12,857	74,067	61,210	80,800
Postage and Shipping	-	80	80	-	720	720	800
Total Operations & Housekeeping	19,400	22,707	3,307	212,671	249,593	36,922	272,300
Facilities, Repairs & Other Leases							
Rent	61,756	61,668	(89)	760,613	678,345	(82,268)	740,013
Additional Rent	-	89	89	-	976	976	1,065
Equipment Leases	276	17	(259)	11,929	183	(11,745)	200
Real/Personal Property Taxes	-	50	50	(0)	550	550	600
Repairs and Maintenance	2,360	13,050	10,690	47,519	143,550	96,031	156,600
Total Facilities, Repairs & Other Leases	64,392	74,873	10,481	820,061	823,605	3,544	898,478
Professional/Consulting Services							
IT	-	25	25	390	275	(115)	300
Audit & Taxes	2,923	-	(2,923)	9,083	12,100	3,017	12,100
Legal	-	83	83	2,476	917	(1,559)	1,000
Professional Development	-	6,720	6,720	51,111	60,480	9,369	67,200
General Consulting	463	1,910	1,448	10,005	17,190	7,185	19,100
Special Activities/Field Trips	9,562	-	(9,562)	19,114	77,600	58,486	77,600
Bank Charges	-	-	-	98	-	(98)	-
Printing	-	1,780	1,780	5,785	16,020	10,235	17,800
Other Taxes and Fees	-	600	600	23,640	5,400	(18,240)	6,000
Payroll Service Fee	319	283	(35)	3,351	3,117	(234)	3,400
Management Fee	114,080	77,857	(36,223)	657,665	856,431	198,766	934,288
District Oversight Fee	4,307	5,570	1,263	57,223	51,179	(6,044)	62,320
County Fees	1,718	-	(1,718)	5,044	3,900	(1,144)	5,200
SPED Encroachment	18,108	28,666	10,558	240,580	220,997	(19,583)	265,430
Public Relations/Recruitment	-	320	320	6,817	2,880	(3,937)	3,200
Total Professional/Consulting Services	151,479	123,816	(27,663)	1,092,381	1,328,486	236,105	1,474,938

Teach Tech High School

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	4,013	5,033	1,020	55,869	55,367	(503)	60,400
Total Depreciation	4,013	5,033	1,020	55,869	55,367	(503)	60,400
Total Expenses	**$ 630,982**	**$ 624,409**	**$ (6,573)**	**$ 5,926,256**	**$ 6,972,989**	**$ 1,046,734**	**$ 7,684,610**
Change in Net Assets	**268,279**	**117,211**	**151,068**	**996,536**	**(592,409)**	**1,588,945**	**620,174**
Net Assets, Beginning of Period	7,682,862			6,954,604			
Net Assets, End of Period	**$ 7,951,140**			**$ 7,951,140**			

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

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 209,340	$ 279,831	$ (70,491)	$ 1,908,769	$ 2,048,241	$ (139,472)	$ 2,607,903
Education Protection Account	-	-	-	32,257	-	32,257	-
State Aid - Prior Year	37,000	-	37,000	(44,875)	-	(44,875)	-
In Lieu of Property Taxes	51,588	69,123	(17,535)	685,382	673,019	12,363	811,265
Total State Aid - Revenue Limit	297,928	348,955	(51,027)	2,581,533	2,721,259	(139,726)	3,419,169
Federal Revenue							
Special Education - Entitlement	3,804	5,486	(1,682)	50,543	40,157	10,386	51,129
Federal Child Nutrition	34,650	20,167	14,483	235,448	151,783	83,665	212,284
Title I, Part A - Basic Low Income	56,162	-	56,162	111,005	84,322	26,683	84,322
Title II, Part A - Teacher Quality	-	-	-	13,542	10,048	3,494	10,048
Title III - Limited English	-	-	-	737	-	737	-
Other Federal Revenue	-	-	-	804,907	-	804,907	201,630
Prior Year Federal Revenue	-	-	-	16,236	-	16,236	-
Total Federal Revenue	94,616	25,653	68,963	1,232,417	286,310	946,108	559,413
Other State Revenue							
State Special Education	15,076	20,397	(5,321)	200,295	149,300	50,995	190,095
State Child Nutrition	10,024	1,909	8,115	68,475	14,367	54,109	20,093
School Facilities (SB740)	69,878	71,443	(1,565)	209,634	214,329	(4,695)	285,772
Mandated Cost	-	-	-	4,052	3,803	249	3,803
State Lottery	-	-	-	37,123	25,189	11,933	59,782
Prior Year Revenue	-	-	-	(43,317)	-	(43,317)	-
Other State Revenue	-	-	-	89,332	180,000	(90,668)	401,836
Total Other State Revenue	94,978	93,749	1,229	565,594	586,988	(21,394)	961,380
Other Local Revenue							
Interest Revenue	11,120	-	11,120	11,120	-	11,120	-
Total Other Local Revenue	11,120	-	11,120	11,120	-	11,120	-
Total Revenues	**$ 498,642**	**$ 468,357**	**$ 30,285**	**$ 4,390,664**	**$ 3,594,557**	**$ 796,108**	**$ 4,939,962**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 57,067	$ 74,236	$ 17,169	$ 644,707	$ 761,117	$ 116,410	$ 835,353
Teachers' Substitute Hours	-	-	-	-	-	-	23,336
Teachers' Extra Duty/Stipends	-	1,364	1,364	20,098	13,636	(6,462)	15,000
Administrators' Salaries	10,226	19,261	9,036	112,483	211,875	99,392	231,136
Other Certificated Salaries	-	5,833	5,833	-	64,167	64,167	70,000
Total Certificated Salaries	67,293	100,694	33,401	777,288	1,050,795	273,507	1,174,826
Classified Salaries							
Instructional Salaries	24,713	17,564	(7,149)	179,697	193,036	13,340	210,600
Support Salaries	-	3,333	3,333	-	36,667	36,667	40,000
Supervisors' and Administrators' Salaries	-	-	-	-	-	-	7,922
Clerical and Office Staff Salaries	14,874	7,217	(7,657)	142,342	79,383	(62,958)	86,600
Other Classified Salaries	6,789	5,000	(1,789)	60,535	55,000	(5,535)	60,000
Total Classified Salaries	46,375	33,114	(13,262)	382,573	364,086	(18,487)	405,122
Benefits							
State Teachers' Retirement System, certificated po	12,853	19,233	6,380	142,187	200,702	58,515	224,392
Public Employees' Retirement System, classified p	1,481	-	(1,481)	13,753	-	(13,753)	-
OASDI/Medicare/Alternative, certificated position	2,867	2,053	(814)	23,632	22,573	(1,058)	25,118
Medicare/Alternative, certificated positions	1,630	1,940	310	16,624	20,516	3,892	22,909
Health and Welfare Benefits, certificated positions	11,743	10,625	(1,118)	122,119	116,875	(5,244)	127,500
State Unemployment Insurance, certificated posit	783	784	1	8,672	14,896	6,224	15,680
Workers' Compensation Insurance, certificated po	760	1,873	1,114	19,310	19,808	499	22,119
Other Benefits, certificated positions	1,992	1,338	(654)	17,749	14,149	(3,601)	15,800
Total Benefits	34,109	37,846	3,737	364,045	409,519	45,474	453,517

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

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Textbooks and Core Materials	-	-	-	16,263	118,700	102,437	118,700
Books and Reference Materials	-	-	-	-	47,500	47,500	47,500
School Supplies	-	6,800	6,800	31,887	74,800	42,913	81,600
Software	2,298	10,325	8,027	78,946	113,575	34,629	123,900
Office Expense	5,455	2,758	(2,697)	41,882	30,342	(11,541)	33,100
Business Meals	2,725	-	(2,725)	2,932	-	(2,932)	-
Noncapitalized Equipment	1,755	-	(1,755)	28,355	93,000	64,645	93,000
Food Services	60,850	21,125	(39,725)	257,385	211,252	(46,133)	232,377
Total Books & Supplies	73,083	41,009	(32,075)	457,650	689,169	231,518	730,177
Subagreement Services							
Special Education	21,083	13,327	(7,755)	130,257	133,273	3,016	146,600
Substitute Teacher	17,719	1,409	(16,310)	68,211	14,091	(54,120)	15,500
Transportation	3,685	-	(3,685)	14,549	-	(14,549)	-
Security	4,678	1,182	(3,496)	19,688	11,818	(7,870)	13,000
Other Educational Consultants	45,296	12,070	(33,226)	129,099	108,630	(20,469)	120,700
Total Subagreement Services	92,461	27,988	(64,473)	361,803	267,812	(93,992)	295,800
Operations & Housekeeping							
Auto and Travel	-	18	18	342	182	(160)	200
Dues & Memberships	-	250	250	2,024	2,750	726	3,000
Insurance	3,751	3,408	(343)	48,526	37,492	(11,034)	40,900
Utilities	-	1,050	1,050	-	11,550	11,550	12,600
Janitorial Services	-	733	733	7,400	8,067	667	8,800
Communications	349	5,150	4,801	7,696	56,650	48,954	61,800
Postage and Shipping	76	30	(46)	76	270	194	300
Total Operations & Housekeeping	4,176	10,640	6,464	66,063	116,960	50,897	127,600
Facilities, Repairs & Other Leases							
Rent	46,486	46,533	46	588,631	511,861	(76,770)	558,394
Equipment Leases	2,692	958	(1,734)	11,851	10,542	(1,309)	11,500
Real/Personal Property Taxes	-	25	25	-	275	275	300
Repairs and Maintenance	1,167	4,758	3,591	23,692	52,342	28,649	57,100
Total Facilities, Repairs & Other Leases	50,346	52,274	1,929	624,175	575,019	(49,156)	627,294
Professional/Consulting Services							
IT	-	42	42	-	458	458	500
Audit & Taxes	7,123	-	(7,123)	13,283	12,200	(1,082)	12,200
Legal	(2,570)	92	2,661	(94)	1,008	1,102	1,100
Professional Development	147	5,750	5,603	10,934	51,750	40,816	57,500
General Consulting	-	1,310	1,310	7,154	11,790	4,636	13,100
Special Activities/Field Trips	3,174	-	(3,174)	6,185	-	(6,185)	-
Bank Charges	-	-	-	30	-	(30)	-
Printing	-	1,630	1,630	5,361	14,670	9,309	16,300
Other Taxes and Fees	(1,222)	300	1,522	18,868	2,700	(16,168)	3,000
Payroll Service Fee	319	350	31	3,351	3,850	499	4,200
Management Fee	61,847	46,312	(15,535)	417,113	509,434	92,320	555,746
District Oversight Fee	2,176	3,490	1,314	28,911	27,213	(1,698)	34,192
County Fees	1,452	-	(1,452)	4,381	4,425	45	5,900
SPED Encroachment	10,375	17,982	7,607	135,784	138,625	2,841	166,497
Public Relations/Recruitment	-	420	420	3,317	3,780	463	4,200
Total Professional/Consulting Services	82,821	77,677	(5,144)	654,577	781,903	127,326	874,434

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

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Depreciation							
Depreciation Expense	3,953	3,817	(136)	42,641	41,983	(658)	45,800
Total Depreciation	3,953	3,817	(136)	42,641	41,983	(658)	45,800
Interest							
Interest Expense	-	-	-	349	-	(349)	-
Total Interest	-	-	-	349	-	(349)	-
Total Expenses	**$ 454,618**	**$ 385,058**	**$ (69,559)**	**$ 3,731,166**	**$ 4,297,247**	**$ 566,081**	**$ 4,734,570**
Change in Net Assets	**44,024**	**83,299**	**(39,274)**	**659,498**	**(702,690)**	**1,362,189**	**205,391**
Net Assets, Beginning of Period	3,015,098			2,399,624			
Net Assets, End of Period	**$3,059,122**			**$ 3,059,122**			

Teach Public Schools

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
Other Local Revenue							
Interest Revenue	$ (49,664)	$ -	$ (49,664)	$ -	$ -	$ -	$ -
Other Fees and Contracts	241,174	203,118	38,056	1,530,711	1,703,027	(172,316)	2,218,123
Total Other Local Revenue	191,510	203,118	(11,608)	1,530,711	1,703,027	(172,316)	2,218,123
Total Revenues	**$ 191,510**	**$ 203,118**	**$ (11,608)**	**$ 1,530,711**	**$ 1,703,027**	**$ (172,316)**	**$ 2,218,123**
Expenses							
Certificated Salaries							
Teachers' Substitute Hours	$ -	$ -	$ -	$ -	$ -	$ -	$ 17,948
Administrators' Salaries	59,099	59,828	729	779,425	658,105	(121,320)	717,933
Total Certificated Salaries	59,099	59,828	729	779,425	658,105	(121,320)	735,881
Classified Salaries							
Support Salaries	3,719	-	(3,719)	3,719	-	(3,719)	16,606
Supervisors' and Administrators' Salaries	38,309	30,438	(7,872)	435,399	334,813	(100,586)	365,250
Clerical and Office Staff Salaries	13,039	17,833	4,795	150,760	196,167	45,407	214,000
Other Classified Salaries	11,667	7,083	(4,583)	35,000	77,917	42,917	85,000
Total Classified Salaries	66,733	55,354	(11,379)	624,878	608,896	(15,982)	680,856
Benefits							
State Teachers' Retirement System, certificated positions	11,231	11,427	196	145,606	125,698	(19,908)	140,553
Public Employees' Retirement System, classified positions	-	-	-	0	-	(0)	-
OASDI/Medicare/Alternative, certificated positions	4,109	3,432	(677)	38,472	37,752	(720)	42,213
Medicare/Alternative, certificated positions	1,801	1,670	(131)	20,087	18,372	(1,715)	20,543
Health and Welfare Benefits, certificated positions	8,703	10,000	1,297	90,758	110,000	19,242	120,000
State Unemployment Insurance, certificated positions	164	319	154	3,467	6,052	2,584	6,370
Workers' Compensation Insurance, certificated positions	626	1,613	987	6,260	17,738	11,478	19,834
Other Benefits, certificated positions	4,722	3,455	(1,267)	49,392	38,010	(11,382)	42,502
Total Benefits	31,356	31,916	560	354,043	353,621	(422)	392,016
Books & Supplies							
School Supplies	-	600	600	1,093	6,600	5,507	7,200
Software	954	1,250	297	16,451	13,750	(2,701)	15,000
Office Expense	4,363	3,267	(1,096)	46,809	35,933	(10,875)	39,200
Business Meals	2,730	458	(2,272)	11,255	5,042	(6,213)	5,500
Noncapitalized Equipment	-	-	-	8,327	10,600	2,273	10,600
Food Services	-	-	-	-	-	-	-
Total Books & Supplies	8,046	5,575	(2,471)	83,934	71,925	(12,009)	77,500
Subagreement Services							
Transportation	1,800	9	(1,791)	1,800	91	(1,709)	100
Security	-	1,736	1,736	(2,360)	17,364	19,723	19,100
Total Subagreement Services	1,800	1,745	(55)	(560)	17,455	18,014	19,200
Operations & Housekeeping							
Auto and Travel	2,297	1,282	(1,015)	36,746	12,818	(23,928)	14,100
Dues & Memberships	-	308	308	-	3,392	3,392	3,700
Insurance	60	517	456	280	5,683	5,404	6,200
Utilities	944	1,200	256	21,988	13,200	(8,788)	14,400
Janitorial Services	-	617	617	-	6,783	6,783	7,400
Communications	3,624	2,442	(1,182)	32,601	26,858	(5,743)	29,300
Postage and Shipping	420	380	(40)	5,513	3,420	(2,093)	3,800
Total Operations & Housekeeping	7,345	6,745	(600)	97,129	72,155	(24,974)	78,900
Facilities, Repairs & Other Leases							
Rent	-	-	-	15,000	20,000	5,000	20,000
Additional Rent	-	100	100	-	1,100	1,100	1,200
Equipment Leases	-	308	308	1,237	3,392	2,155	3,700
Other Leases	-	558	558	-	6,142	6,142	6,700
Real/Personal Property Taxes	-	358	358	-	3,942	3,942	4,300
Repairs and Maintenance	-	567	567	850	6,233	5,383	6,800
Total Facilities, Repairs & Other Leases	-	1,892	1,892	17,087	40,808	23,722	42,700

Teach Public Schools

Budget vs Actual

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	-	308	308	-	3,392	3,392	3,700
Audit & Taxes	1,050	-	(1,050)	13,965	6,500	(7,465)	6,500
Legal	4,200	1,000	(3,200)	4,946	11,000	6,054	12,000
Professional Development	-	1,680	1,680	16,009	15,120	(889)	16,800
General Consulting	-	600	600	5,563	5,400	(163)	6,000
Special Activities/Field Trips	-	-	-	977	1,800	823	1,800
Bank Charges	130	390	260	1,525	3,510	1,985	3,900
Printing	-	60	60	-	540	540	600
Other Taxes and Fees	1,254	400	(854)	4,379	3,600	(779)	4,000
Payroll Service Fee	44	225	181	1,299	2,475	1,176	2,700
Management Fee	-	2,333	2,333	825	25,667	24,842	28,000
Public Relations/Recruitment	-	30	30	650	270	(380)	300
Total Professional/Consulting Services	6,678	7,027	348	50,138	79,273	29,135	86,300
Depreciation							
Depreciation Expense	985	1,250	265	10,866	13,750	2,884	15,000
Total Depreciation	985	1,250	265	10,866	13,750	2,884	15,000
Total Expenses	**$ 182,042**	**$ 171,332**	**$ (10,710)**	**$ 2,016,940**	**$ 1,915,988**	**$ (100,952)**	**$ 2,128,353**
Change in Net Assets	**9,468**	**31,787**	**(22,318)**	**(486,228)**	**(212,960)**	**(273,268)**	**89,770**
Net Assets, Beginning of Period	45,473			541,170			
Net Assets, End of Period	**$ 54,942**			**$ 54,942**			

C & M LLC

Statement of Activities

For the period ended May 31, 2023

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 71,786	$ 866,074
Interest Revenue	8,649	40,214
Unrealized Gain/Loss on FMV of Investments	(5,218)	(4,298)
Total Other Local Revenue	75,217	901,990
Total Revenues	**$ 75,217**	**$ 901,990**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 712	$ 7,830
Total Operations & Housekeeping	712	7,830
Facilities, Repairs & Other Leases		
Real/Personal Property Taxes	-	(3,323)
Total Facilities, Repairs & Other Leases	-	(3,323)
Professional/Consulting Services		
General Consulting	-	1,500
Other Taxes and Fees	-	5,000
Total Professional/Consulting Services	-	6,500
Depreciation		
Depreciation Expense	24,561	270,167
Total Depreciation	24,561	270,167
Interest		
Interest Expense	59,084	649,928
Total Interest	59,084	649,928
Total Expenses	**$ 84,357**	**$ 931,102**
Change in Net Assets	**(9,140)**	**(29,112)**
Net Assets, Beginning of Period	(934,367)	(914,395)
Net Assets, End of Period	**$ (943,507)**	**$ (943,507)**

Wooten Avila

Statement of Activities

For the period ended May 31, 2023

	Current Period Actual	Current Year Actual
Revenues		
Other Local Revenue		
Lease and Rental Income	$ 108,243	$ 1,188,299
Interest Revenue	14,157	63,450
Unrealized Gain/Loss on FMV of Investments	(10,093)	(4,117)
Total Other Local Revenue	112,307	1,247,631
Total Revenues	**$ 112,307**	**$ 1,247,631**
Expenses		
Operations & Housekeeping		
Bond Amortization Expense	$ 1,050	$ 11,553
Total Operations & Housekeeping	1,050	11,553
Professional/Consulting Services		
General Consulting	-	3,000
Other Taxes and Fees	-	5,000
Total Professional/Consulting Services	-	8,000
Depreciation		
Depreciation Expense	59,294	652,236
Total Depreciation	59,294	652,236
Interest		
Interest Expense	87,546	963,003
Total Interest	87,546	963,003
Total Expenses	**$ 147,890**	**$ 1,634,793**
Change in Net Assets	**(35,584)**	**(387,161)**
Net Assets, Beginning of Period	(1,747,780)	(1,396,202)
Net Assets, End of Period	**$ (1,783,363)**	**$ (1,783,363)**

TEACH Foundation, Inc

Statement of Activities

For the period ended May 31, 2023

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

TEACH, Inc.

Statement of Financial Position

May 31, 2023

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila, LLC	TEACH Foundation, Inc	Eliminations	Combined
Assets									
Current Assets									
Cash & Cash Equivalents	$ 176,714	$ 4,204,478	$ (2,964)	$ 881,045	$ 46,719	$ 266,539	$ -		$ 5,572,531
Certificate Deposit	3,968,429	2,504,045	1,765,832	632,622	-	-	-		8,870,927
Restricted Cash	2,172,157	1,375,850	1,285,863	-	-	-	-		4,833,870
Accounts Receivable	636,620	340,369	135,470	6,429	3,323	-	2,337		1,124,549
Interest Receivable	-	-	-	-	22,147	25,800	-		47,947
Public Funding Receivables	162,741	307,573	333,732	-	-	-	-		804,046
Factored Receivables	-	-	-	-	-	-	-		-
Due To/From Related Parties	334,152	236,072	576,141	(1,063,307)	-	(83,058)	-		(0)
Prepaid Expenses	23,620	13,288	10,953	-	-	-	-		47,861
	7,474,433	**8,981,676**	**4,105,027**	**456,789**	**72,190**	**209,281**	**2,337**		**21,301,732**
Property & Equipment, Net	1,262,185	206,529	220,826	48,858	9,219,779	19,206,550	-		30,164,727
Deposits	5,000	162,517	99,750	8,750	-	3,625	-	(141,967)	137,675
Deferred Lease Asset	-	-	-	-	195,165	(56,411)	-	(138,755)	-
Investments	-	-	-	-	705,567	1,168,897	-		1,874,463
Securities	-	-	-	-	858,012	1,741,070	-		2,599,082
Securities Premium	-	-	-	-	1,278	(2,214)	-		(937)
Total Long Term Assets	**1,267,185**	**369,046**	**320,576**	**57,608**	**10,979,800**	**22,061,516**	**-**	**(280,722)**	**34,775,011**
Total Assets	**$ 8,741,618**	**$ 9,350,722**	**$4,425,603**	**$ 514,397**	**$ 11,051,990**	**$ 22,270,797**	**$ 2,337**	**$ (280,722)**	56,076,743
Liabilities									
Current Liabilities									
Accounts Payable	$ 3,675	$ 3,741	$ 1,838	$ -	$ -	$ -	$ -		$ 9,253
Accrued Liabilities	87,266	76,129	79,051	459,456	-	-	-		701,902
Interest Payable	-	-	-	-	350,991	458,750	-		809,741
Deferred Revenue	2,172,157	1,375,850	1,285,863	-	-	111,994	-		4,945,864
Deferred Rent, Current Portion	10,224	-	(271)	-	-	-	-	(9,953)	-
Capital Lease, Current Portion	-	1	-	-	-	-	-		1
Notes Payable, Current Portion	53,194	-	-	-	-	-	-		53,194
Total Current Liabilities	**2,326,517**	**1,455,721**	**1,366,481**	**459,456**	**350,991**	**570,744**	**-**	**(9,953)**	**6,519,956**
Long-Term Liabilities									
Deferred Rent, Net of Current Port	184,941	(56,139)	-	-	-	-	-	(128,802)	-
Notes Payable, Net of Current Port	66,493	-	-	-	-	141,967	-		208,460
Bonds Payable	-	-	-	-	12,070,000	22,020,000	-		34,090,000
Bond Issue Costs	-	-	-	-	(235,145)	(442,159)	-		(677,304)
Discount on Bonds	-	-	-	-	(190,349)	-	-		(190,349)
Premium on Bonds				-	-	1,763,609	-		1,763,609
Other Long-Term Liabilities	-	-	-	-	-	-	-	(141,967)	-
Total Long-Term Liabilities	**251,433**	**(56,139)**	**-**	**-**	**11,644,506**	**23,483,416**	**-**	**(270,769)**	**35,194,415**
Total Liabilities	**$ 2,577,951**	**$ 1,399,582**	**$1,366,481**	**$ 459,456**	**$ 11,995,497**	**$ 24,054,160**	**$ -**	**$ (280,722)**	**$ 41,572,404**
Net Assets Net Assets	6,163,667	7,951,140	3,059,122	54,942	(943,507)	(1,783,363)	2,337	(0)	14,504,338
Total Liabilities and Net Assets	**$ 8,741,618**	**$ 9,350,722**	**$4,425,603**	**$ 514,397**	**$ 11,051,990**	**$ 22,270,797**	**$ 2,337**	**$ (280,722)**	**$ 56,076,742**

TEACH, Inc.

Statement of Cash Flows

For the period ended May 31, 2023

	Teach Academy of Technology	Teach Tech High School	Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Teach Public Schools	C & M LLC	Wooten Avila	YTD Ended 05/31/23
Cash Flows from Operating Activities							
Change in Net Assets	$ (102,517)	$ 268,279	$ 44,024	$ 9,468	$ (9,140)	$ (35,584)	$ 174,531
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Depreciation	10,327	4,013	3,953	985	24,561	59,294	103,133
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	45,867	25,186	218,545	-	-	-	289,599
Grants, Contributions & Pledges Receivable	-	-	-	-	(6,482)	(7,292)	(13,773)
Due from Related Parties	(294,313)	(241,557)	(574,193)	1,153,495	(43,432)	-	0
Prepaid Expenses	7,869	(7,251)	(7,251)	-	-	-	(6,632)
Other Assets	-	-	-	-	(73,406)	(119,297)	(192,704)
(Decrease)/Increase in Operating Liabilities:							
Accounts Payable	3,675	3,741	1,838	-	-	-	9,253
Accrued Expenses	-	-	(54,212)	2,789	-	-	(51,424)
Deferred Revenue	188,284	-	51,439	-	-	-	239,723
Other Liabilities	(787)	294	120	-	59,210	92,800	151,638
Total Cash Flows from Operating Activities	**(141,594)**	**52,705**	**(315,738)**	**1,166,737**	**(48,689)**	**(10,078)**	**703,344**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	-	-	(3,045)	-	-	-	(3,045)
Purchase of Securities	-	-	-	-	5,218	10,093	15,311
Total Cash Flows from Investing Activities	**-**	**-**	**(3,045)**	**-**	**5,218**	**10,093**	**12,266**
Cash Flows from Financing Activities							
Proceeds from (payments on) Long-Term Debt	(4,433)	-	-	-	39	(15)	(4,409)
Total Cash Flows from Financing Activities	**(4,433)**	**-**	**-**	**-**	**39**	**(15)**	**(4,409)**
Change in Cash & Cash Equivalents	(146,027)	52,705	(318,782)	1,166,737	(43,432)	0	711,201
Cash & Cash Equivalents, Beginning of Period	6,463,326	8,031,668	3,367,513	346,930	90,151	266,539	18,566,128
Cash and Cash Equivalents, End of Period	**$ 6,317,300**	**$ 8,084,373**	**$ 3,048,731**	**$ 1,513,667**	**$ 46,719**	**$ 266,539**	19,277,329

Teach Academy of Technology

Accounts Payable Aging

May 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Los Angeles Executive Security Group, Inc.	1500-01	4/19/2023	5/19/2023	$ -	$ 3,675	$ -	$ -	$ -	$ 3,675
			Total Outstanding Invoices	$ -	$ 3,675	$ -	$ -	$ -	$ 3,675

Teach Tech High School

Accounts Payable Aging

May 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Entourage Yearbooks	1067795002-01	1/1/2023	3/1/2023	$ -	$ -	$ -	$ -	$ 66	$ 66
Los Angeles Executive Security Group, Inc	1498-01	4/18/2023	5/18/2023	-	3,675	-	-	-	3,675
			Total Outstanding Invoices	$ -	$ 3,675	$ -	$ -	$ 66	$ 3,741

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

Accounts Payable Aging

May 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Los Angeles Executive Security Group, Inc.	1499-01	4/19/2023	5/19/2023	$ -	$ 1,838	$ -	$ -	$ -	$ 1,838
			Total Outstanding Invoices	$ -	$ 1,838	$ -	$ -	$ -	$ 1,838

Teach Public Schools

Accounts Payable Aging

May 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Total Outstanding Invoices				$ -	$ -	$ -	$ -	$ -	$ -

C & M LLC

Accounts Payable Aging

May 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Total Outstanding Invoices				$ -	$ -	$ -	$ -	$ -	$ -

Teach Academy of Technology

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
63593	After-School All-Stars, Los Angeles	Enrichment Svcs - 03/23	5/3/2023	$ 21,462.28
63594	Amazon Capital Services	Office Supplies, Portable Work Bench (1), Wi-Fi System (2)	5/3/2023	5,401.82
63595	Bay Alarm Company	Security Svcs - 05/01/23 - 05/31/23	5/3/2023	200.00
63596	Bay Alarm Company	Alarm Svcs - 05/01/23 - 07/31/23	5/3/2023	900.00
63597	Bay Alarm Company	Security Svcs - 05/01/23 - 05/31/23	5/3/2023	100.00
63598	Bay Alarm Company	Alarm Svcs - 05/01/23 - 07/31/23	5/3/2023	390.00
63599	GraduationSource	Graduation Supplies	5/3/2023	9,297.68
63600	Orkin	Pest Control Svcs	5/3/2023	99.99
63601	Revolution Foods, PBC	Meals - 03/23	5/3/2023	30,769.95
63602	Scoot Education Inc.	Sub Svcs - 04/17/23 - 04/21/23	5/3/2023	9,799.00
63603	Sulaymon Ibn Husain	Bus Transportation - 04/24/23 - 04/28/23	5/3/2023	1,320.00
63604	TELESPEX	Telecom Hosting Svcs - 03/19/23 - 06/18/23	5/3/2023	1,047.67
63605	The Education Team	Sub Svcs - 02/14/23	5/3/2023	262.49
63606	MealTime, a part of Harris School Solutions	Hardware Barcode Scanne & POS/Hosting Svcs 1/23-6/23	5/5/2023	3,563.66
63607	Bay Alarm Company	Security Svcs - 04/01/23 - 05/01/23	5/12/2023	300.00
63608	Bay Alarm Company	Alarm Svcs - 03/01/23 - 06/01/23	5/12/2023	476.82
63609	Charter Impact, Inc.	Business Mgmt Svcs - 05/23 & Payroll Processing Fee 4/23	5/12/2023	18,981.00
63610	Hirsch Pipe & Supply Co., Inc	Maintenance Supplies	5/12/2023	544.72
63611	KS Statebank	Rent - 05/23 & Rent - 06/23	5/12/2023	11,442.44
63612	MCD Apparel LLC	Apparel	5/12/2023	8,234.40
63613	Pacific Business Technologies North	Copier Lease - 04/20/23 - 05/20/23	5/12/2023	502.72
63614	Palms Tree Care	Tree Trimming Svcs	5/12/2023	960.00
63615	PowerSchool Group LLC	Software Subscription	5/12/2023	8,481.00
63616	ReadyRefresh	Office Expense	5/12/2023	261.42
63617	ReadyRefresh	Office Expense	5/12/2023	312.00
63618	Revolution Foods, PBC	Meals - 04/23	5/12/2023	24,083.90
63619	Scoot Education Inc.	Sub Svcs - 04/24/23 - 04/28/23	5/12/2023	4,920.00
63620	Sulaymon Ibn Husain	Bus Transportation - 05/01/23 - 05/05/23	5/12/2023	1,650.00
63621	Teachers on Reserve	Sub Svcs - 03/13/23 - 04/21/23	5/12/2023	1,720.11
63622	The Education Team	Sub Svcs - 04/11/23 - 04/24/23	5/12/2023	4,135.97
63623	Young, Minney & Corr LLP	Legal Svcs as of 05/03/23	5/12/2023	446.50
63624	Charter Impact, Inc.	Rush Processing Fee - 04/23	5/19/2023	750.00
63625	Flow Rate Transportation	Bus Transportation - 05/08/23 - 05/12/23	5/19/2023	1,650.00
63626	Hirsch Pipe & Supply Co., Inc	Maintenance Supplies	5/19/2023	4,121.19
63627	PlanConnect	PlanConnect - 02/23 - 4/23	5/19/2023	187.50
63628	Scoot Education Inc.	Sub Svcs - 05/01/23 - 05/05/23	5/19/2023	2,895.00
63629	Staples	Office Supplies	5/19/2023	538.56
63630	Teachers on Reserve	Sub Svcs - 04/24/23 - 04/28/23	5/19/2023	1,751.56
63631	After-School All-Stars, Los Angeles	Enrichment Svcs - 04/23	5/26/2023	32,256.96
63632	CliftonLarsonAllen LLP	Tax & Audit Svcs - 06/30/22 - 06/30/23	5/26/2023	6,877.50
63633	CliftonLarsonAllen LLP	Preparation of 2021 state Form 199 FYE 06/30/22	5/26/2023	1,260.00
63634	Comprehensive Therapy Associates Inc	SpEd Svcs - 04/23	5/26/2023	29,974.05
63635	Curriculum Associates LLC	Online Course - 06/01/23 - 06/30/25	5/26/2023	13,270.83
63636	Flow Rate Transportation	Bus Transportation - 05/15/23 - 05/19/23	5/26/2023	1,650.00
63637	Los Angeles Executive Security Group, Inc.	Crosswalk Safety Ambassador - 05/01/23 - 05/31/23	5/26/2023	4,900.00
63638	Maricela Williams	Reimb - 05/12/23	5/26/2023	507.50
63639	Outfront Media LLC	Settlement - 06/23	5/26/2023	2,778.00
63640	PowerSchool Group LLC	Software Subscription - 05/16/23 - 05/15/24	5/26/2023	2,400.00
63641	Scoot Education Inc.	Sub Svcs - 05/08/23 - 05/12/23	5/26/2023	7,464.00
63642	Teachers on Reserve	Sub Svcs - 05/08/23 - 05/12/23	5/26/2023	5,690.90
63643	The Education Team	Sub Svcs - 04/25/23 - 04/28/23	5/26/2023	1,236.58
63644	Trafera, LLC	Mainboard Replacement	5/26/2023	259.99
63645	Wilmington Trust, National Association	Reserve Fund Deficiency as of 12/01/22	5/26/2023	3,202.20
ACH	CALPERS	TAT PERS 04/23	5/1/2023	16,879.00
ACH	Kaiser Foundation Health Plan	Health Ins - 05/23	5/1/2023	55,572.63

Teach Academy of Technology

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	CALSTRS	TAT STRS 04/23	5/1/2023	58,947.69
ACH	LADWP - 1536	Utility Svcs - 03/23	5/2/2023	606.75
ACH	Cell Business Equipment	Copier Lease - 05/23	5/2/2023	3,745.37
ACH	The Lincoln National Life Insurance Company	Life Ins - 05/23	5/2/2023	5,209.37
ACH	Aflac	Supplemental Ins - 04/23	5/3/2023	1,555.32
ACH	PlanConnect	403B & 457 Pay Date: 04/28/23	5/10/2023	10,119.72
ACH	LADWP - 0000	Utility Svcs - 03/31/23 - 04/28/23	5/15/2023	304.34
ACH	LADWP - 7788	Utility Svcs - 03/31/23 - 04/28/23	5/15/2023	443.36
ACH	LADWP - 4569	Utility Svcs - 03/30/23 - 04/27/23	5/15/2023	2,075.76
ACH	LADWP - 4653	Utility Svcs - 01/30/23 - 02/28/23	5/16/2023	1,308.29
ACH	LADWP - 1536	Utility Svcs - 03/01/23 - 04/28/23	5/16/2023	1,710.44
ACH	Republic Services #902	Janitorial Svcs - 05/23	5/23/2023	813.44
ACH	Republic Services #902	Janitorial Svcs - 05/23	5/23/2023	990.62
ACH	Republic Services #902	Janitorial Svcs - 05/23	5/23/2023	996.59
			Total Payments Issued in May	**$ 458,968.55**

Imprest Account

1134	Knott's Berry Farm	8th Grade Grad Night	5/5/2023	$ 4,440.00
ACH	SoCalGas	Utility Svcs - 03/13/23 - 04/11/23	5/2/2023	104.26
			Total Payments Issued in May	**$ 4,544.26**

Teach Tech High School

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
72389	Amazon Capital Services	Office Supplies, Basketball System (5), Wireless Headset (3)	5/3/2023	$ 2,679.26
72390	Bay Alarm Company	Security Svcs - 05/01/23 - 05/31/23	5/3/2023	180.00
72391	Entourage Yearbooks	Yearbooks	5/3/2023	109.50
72392	Revolution Foods, PBC	Meals - 03/23	5/3/2023	21,806.20
72393	Scoot Education Inc.	Sub Svcs - 04/17/23 - 04/20/23	5/3/2023	1,452.00
72394	Bay Alarm Company	Security Svcs - 04/01/23 - 05/01/23	5/12/2023	180.00
72395	Bay Alarm Company	Alarm Svcs - 04/01/23 - 06/01/23	5/12/2023	1,772.78
72396	Charter Communications	Communication Svcs - 04/18/23 - 05/17/23	5/12/2023	149.96
72397	Charter Communications	Communication Svcs - 05/01/23 - 05/31/23	5/12/2023	347.50
72398	Entourage Yearbooks	Yearbooks	5/12/2023	4,200.80
72399	Essential Transportation	Transportation Svcs - 05/15/23 - 06/09/23	5/12/2023	2,600.00
72400	Maintex, Inc.	Janitorial Supplies	5/12/2023	6,543.43
72401	Orkin	Pest Control Svcs	5/12/2023	279.98
72402	Pacific Business Technologies North	Copier Lease - 04/20/23 - 05/20/23	5/12/2023	276.02
72403	ReadyRefresh	Office Expense	5/12/2023	509.51
72404	Revolution Foods, PBC	Meals - 04/23	5/12/2023	17,147.10
72405	Scoot Education Inc.	Sub Svcs - 04/25/23 - 04/26/23	5/12/2023	726.00
72406	Sulaymon Ibn Husain	Transportation Svcs - Cheer Competition	5/12/2023	643.50
72407	Teachers on Reserve	Sub Svcs - 04/17/23 - 04/21/23	5/12/2023	3,266.82
72408	The Education Team	Sub Svcs - 04/10/23 - 04/25/23	5/12/2023	3,637.28
72409	Amtech Elevator Services	Elevator Svcs - 05/01/23 - 07/31/23	5/19/2023	1,448.04
72410	Charter Communications	Communication Svcs - 05/01/23 - 05/31/23	5/19/2023	613.17
72411	Flow Rate Transportation	Bus Transportation - 05/22/23	5/19/2023	952.00
72412	Orkin	Pest Control Svcs	5/19/2023	320.99
72413	Reiss Brown Ekmekji, Inc	Consulting Svcs - 04/01/23 - 05/03/23	5/19/2023	462.50
72414	Scoot Education Inc.	Sub Svcs - 05/04/23 - 05/05/23	5/19/2023	606.00
72415	Staples	Office Supplies	5/19/2023	1,250.67
72416	Teachers on Reserve	Sub Svcs - 04/24/23 - 04/28/23	5/19/2023	3,912.65
72417	WM Corporate Services, Inc.	Janitorial Svcs - 05/23	5/19/2023	1,842.39
72418	WM Corporate Services, Inc.	Janitorial Svcs - Past Due	5/22/2023	1,674.90
72419	Anthem Sports, LLC	School Supplies	5/26/2023	422.58
72420	CliftonLarsonAllen LLP	Preparation of 2021 state Form 199 FYE 06/30/22	5/26/2023	1,260.00
72421	Comprehensive Therapy Associates Inc	SpEd Svcs - 04/23	5/26/2023	17,795.88
72422	Los Angeles Executive Security Group, In	Crosswalk Safety Ambassador - 05/01/23 - 05/31/23	5/26/2023	4,900.00
72423	Orkin	Pest Control Svcs	5/26/2023	150.99
72424	Scoot Education Inc.	Sub Svcs - 05/09/23 - 05/11/23	5/26/2023	1,452.00
72425	Staples	Office Supplies	5/26/2023	18.05
72426	Teachers on Reserve	Sub Svcs - 05/01/23 - 05/05/23	5/26/2023	3,475.70
72427	The Education Team	Sub Svcs - 04/24/23 - 04/28/23	5/26/2023	1,618.75
72428	Trafera, LLC	Chromebook Screen Replacement & LCD Display Repair	5/26/2023	477.98
ACH	CALSTRS	TTHS STRS 04/23	5/1/2023	44,665.67
ACH	Golden State Water Company	Utility Svcs - 04/11/23 - 05/11/23	5/8/2023	25.58
ACH	The Gas Company	Utility Svcs - 03/21/23 - 04/19/23	5/9/2023	46.81
ACH	Golden State Water Company	Utility Svcs - 03/16/23 - 04/14/23	5/10/2023	24.15
ACH	Golden State Water Company	Utility Svcs - 03/16/23 - 04/14/23	5/10/2023	481.42
ACH	Southern California Edison	Utility Svcs - 04/07/23 - 05/07/23	5/23/2023	7,219.01
			Total Payments Issued in May	**$ 165,625.52**

Imprest Account

1148	Celebrity Hall	Prom Final Payment	5/31/2023	2,900.00
1149	Chester Washington Golf Course	Senior Dinner Deposit	5/5/2023	2,671.80
1150	Reyes Ramos	Staff Appreciation	5/19/2023	500.00

Teach Tech High School

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
1152	Essential Transportation	Grad Night	5/15/2023	2,600.00
1155	FCOC Transportation	Santa Monica Pier Deposit	5/16/2023	1,600.00
1156	Knott's Berry Farm	Senior Picnic	5/19/2023	2,390.00
		Total Payments Issued in May		**$ 12,661.80**

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

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10925	After-School All-Stars, Los Angeles	Enrichment Svcs - 03/23	5/3/2023	$ 18,040.17
10926	Amazon Capital Services	Office Supplies & Computer Mouse (3)	5/3/2023	1,335.86
10927	Bay Alarm Company	Security Svcs - 05/01/23 - 05/31/23	5/3/2023	175.00
10928	Orkin	Pest Control Svcs	5/3/2023	196.99
10929	Revolution Foods, PBC	Meals - 03/23	5/3/2023	2,376.00
10930	Shawnna Lawson	Reimb - 04/26/23	5/3/2023	138.41
10931	Shawnna Lawson	Reimb - 04/20/23	5/3/2023	152.57
10932	The Education Team	Sub Svcs - 02/13/23 - 03/10/23	5/3/2023	4,702.97
10933	Amplify Education, Inc.	License (123) & Teacher Online Course (3)	5/12/2023	701.64
10934	Bay Alarm Company	Security Svcs - 04/01/23 - 05/01/23	5/12/2023	175.00
10935	EMCOR Services Mesa Energy Systems, Inc.	Boiler Repair	5/12/2023	750.00
10936	Maintex, Inc.	Janitorial Supplies	5/12/2023	968.37
10937	Revolution Foods, PBC	Enrichment Svcs - 04/23 & Meals - 04/23	5/12/2023	26,757.60
10938	Shawnna Lawson	Reimb - 05/01/23	5/12/2023	76.00
10939	The Education Team	Sub Svcs - 04/10/23 - 04/21/23	5/12/2023	9,272.18
10940	Avante Technologies	Install Camera (2)	5/19/2023	1,073.76
10941	Bay Alarm Company	Security Svcs - 06/01/23 - 06/30/23	5/19/2023	40.00
10942	De Lage Landen Financial Services, Inc.	Copier Lease - 05/23	5/19/2023	1,327.68
10943	Flow Rate Transportation	Bus Transportation - 05/19/23 - Final Payment	5/19/2023	495.00
10944	Pacific Business Technologies North	Copier Lease - 04/26/23 - 05/26/23	5/19/2023	1,364.67
10945	Pacific OneSource Inc.	Cube Charge Cart (2)	5/19/2023	3,044.82
10946	Shawnna Lawson	Reimb - 05/10/23	5/19/2023	58.41
10947	Staples	Office Supplies	5/19/2023	587.81
10948	Young, Minney & Corr LLP	Legal Svcs as of 05/03/23	5/19/2023	1,630.50
10949	After-School All-Stars, Los Angeles	Enrichment Svcs - 04/23	5/26/2023	27,255.83
10950	Comprehensive Therapy Associates Inc	SpEd Svcs - 04/23	5/26/2023	21,082.76
10951	Los Angeles Executive Security Group, Inc.	Crosswalk Safety Ambassador 05/01/23-05/31/23	5/26/2023	2,450.50
10952	The Education Team	Sub Svcs - 04/24/23 - 04/28/23	5/26/2023	3,744.33
ACH	CALSTRS	TES STRS 04/23	5/1/2023	19,436.14
			Total Payments Issued in May	**$ 149,410.97**
Imprest Account				
1522	Chester Washington Golf Course	Deposit for Graduation	5/5/2023	1,344.25
1524	Underwood Family Farms	TK/Kinder Field Trip	5/31/2023	1,125.00
1526	Flow Rate Transportation	Deposit for 5/19/23 & 06/02/23 Field Trips	5/8/2023	1,100.00
1527	California Science Center Foundation	3rd Grade Field Trip	5/18/2023	25.00
1528	Los Angeles Zoo	1st Grade Field Trip	5/16/2023	35.00
1529	Aquarium of the Pacific	2nd Grade Field Trip	5/16/2023	713.00
			Total Payments Issued in May	**$ 4,342.25**

Teach Public Schools

Check Register

For the period ended May 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
81735	Charter Impact, Inc.	Qtr 1 - 2023 Tax Returns	5/3/2023	$ 44.41
81736	CliftonLarsonAllen LLP	Preparation of 2021 tax returns FYE 06/30/22	5/3/2023	3,150.00
81737	Franchise Tax Board	Confidential	5/3/2023	769.66
81738	Franchise Tax Board	Confidential	5/3/2023	50.00
81739	Raul Carranza	Reimb - 04/20/23	5/3/2023	47.04
81740	Revolution Foods, PBC	Meals - 03/23	5/3/2023	34,092.60
81741	Staples	Office Supplies	5/3/2023	85.08
81742	Franchise Tax Board	Confidential	5/17/2023	50.00
81743	Franchise Tax Board	Confidential	5/17/2023	769.66
81744	Enrique Robles	Reimb - 04/10/23 & Reimb - 05/14/23 - 05/17/23	5/19/2023	1,050.82
81745	State of CA Department of Justice	Fingerprint Apps	5/19/2023	32.00
81746	CliftonLarsonAllen LLP	Preparation of 2021 tax returns FYE 06/30/22	5/26/2023	2,100.00
ACH	Essential Transportation	Essential LLC	5/31/2023	1,800.00
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 04/14/23	5/31/2023	885.54
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 04/14/23	5/31/2023	13,446.59
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 04/14/23	5/31/2023	50,762.52
ACH	Wix.com	Wix.com	5/31/2023	708.00
ACH	Leonardos Manchester	Leonardos Manchester	5/31/2023	158.35
ACH	Subway	EZ cater Subway	5/31/2023	574.46
ACH	Employment Development Department	ETT Q1 2023	5/31/2023	729.50
ACH	Leonardos Manchester	Leonardos Manchester	5/31/2023	294.05
ACH	Washington State Department of Revenue	TPSUTA Q1 2023	5/31/2023	492.27
ACH	Ralphs	Ralphs	5/1/2023	127.95
ACH	Home Depot	Home Depot	5/1/2023	15.00
ACH	Home Depot	Home Depot	5/1/2023	33.28
ACH	Home Depot	Home Depot	5/1/2023	50.00
ACH	Home Depot	Home Depot	5/1/2023	86.52
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 04/28/23	5/1/2023	649.54
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 04/28/23	5/1/2023	13,911.53
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 04/28/23	5/1/2023	53,276.21
ACH	Mosyle Corporation	Mosyle Corp	5/2/2023	5.62
ACH	Google	Google Voice	5/2/2023	1,982.34
ACH	TASC	FSA Payment - 05/23	5/2/2023	617.99
ACH	Home Depot	Home Depot	5/3/2023	299.87
ACH	Southern California Edison	Utility Svcs - 03/20/23 - 04/17/23	5/3/2023	943.75
ACH	Stamps.com	USPS Stamps	5/4/2023	19.99
ACH	Home Depot	Home Depot	5/4/2023	50.00
ACH	Home Depot	Home Depot	5/4/2023	56.87
ACH	United States Postal Service	USPS Stamps	5/4/2023	100.00
ACH	Sharp Elite Champ	Sharp Elite Champ	5/4/2023	473.90
ACH	Home Depot	Home Depot	5/5/2023	55.15
ACH	Allianz Travel Insurance	Allianz Travel Ins	5/5/2023	60.32
ACH	Delta Air	Delta.com	5/5/2023	446.80
ACH	Delta Air	Delta.com	5/5/2023	446.80
ACH	SouthWest	Southwest	5/8/2023	554.96
ACH	Noah's Bagel	Noahs Online Catering	5/10/2023	83.88
ACH	Home Depot	Home Depot	5/10/2023	105.08
ACH	Dulan's Soul Food Kitchen	Dulans Soul	5/10/2023	151.77
ACH	El Pollo Loco	El Pollo Loco	5/11/2023	487.26
ACH	Verizon Wireless	Communication Svcs - 04/22/23 - 05/21/23	5/11/2023	730.83
ACH	Verizon Wireless	Communication Svcs - 04/22/23 - 05/21/23	5/11/2023	910.80
ACH	Home Depot	Home Depot	5/12/2023	17.56
ACH	Pizza Hut	Pizza Hut	5/12/2023	168.22
ACH	Pizza Hut	Pizza Hut	5/12/2023	168.22
ACH	Gen Korean BBQ	Gen Korean BBQ	5/15/2023	252.71
ACH	Pacific Western Bank	Bank Fee	5/15/2023	130.00
ACH	IHOP	IHOP	5/16/2023	1,320.00
ACH	Employment Development Department	State Tax Pmt UI Pay Date: 05/15/23	5/16/2023	363.19
ACH	TASC	FSA Payment - 05/23	5/16/2023	617.99
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 05/15/23	5/16/2023	14,175.53
ACH	Officebooks.com	Officebooks.com	5/22/2023	9.00
ACH	Adobe Acropro Subs	Adobe	5/22/2023	239.88
ACH	Home Depot	Home Depot	5/22/2023	804.54
ACH	Amazon	Amazon Prime	5/23/2023	16.41
ACH	Employment Development Department	State Tax Pmt CA PIT & SDI Pay Date: 05/19/23S	5/23/2023	47.75
ACH	Internal Revenue Service	Fed Tax Pmt Pay Date: 05/19/23S	5/23/2023	366.11
ACH	Dollarte Weste Los Angeles	Dollarte Weste Los Angel	5/24/2023	36.96
ACH	U.S. Postal Service	USPS STAMPS	5/25/2023	300.00
ACH	Home Depot	Home Depot	5/26/2023	1,203.03
		Total Payments Issued in May		**$ 209,063.66**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jun-02	**SB 740 Charter School Facility Grant Program applications (Continuing Schools) -** The 2023/24 Online Application opened April 17th. Late applications will NOT be accepted. The SB740 Program is intended to provide grants to charter schools to assist with facilities' rent and lease costs associated with the school. Each year applicants must submit a new Application and the Authority will determine eligibility on an annual basis. Charter schools must also meet the FRPM Eligibility requirements each year.	Charter Impact	No	Yes	http://www.treasurer.ca.gov/csfa/csfgp/index.asp
FINANCE	Jun-09	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Jun-25	**Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	6/30/2023-Date can Vary by authorizer	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2023-2024 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	TEACH with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	6/30/2023-Date can Vary by authorizer	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations**.** **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.** **LCAP and budget adoption must be at least 1 day after the public hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar22district.asp
FINANCE	Jun-30	**Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Jun-30	**School Nutrition Application Due for Community Eligibility or Provision 2 -** School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals. Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation.	TEACH	No	No	https://www.cde.ca.gov/ls/nu/sn/cep.asp https://www.cde.ca.gov/ls/nu/sn/provisions.asp
DATA	Jun-30	**Principal Apportionment Data Collection** - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with TEACH support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment** - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	TEACH	No	No	https://www.cde.ca.gov/sp/el/rd/
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	TEACH with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	TEACH	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	TEACH	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	TEACH	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp

FINANCE	Jul-14	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period April 1, 2023- June 30, 2023.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jul-31	**ASES - 4th Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	After School Provider	No	No	https://www.cde.ca.gov/ls/ba/as/pgmdescription.asp
FINANCE	Jul-31	**Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 1 and 2021 Report 4 -** Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with TEACH support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp
FINANCE	Jul-31	**Federal Cash Management - Period 1 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jul-31	**Public Charter School Grant Program and Dissemination Grant Program - Qtr 4 -** The California Public Charter Schools Grant Program (PCSGP) Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the California Department of Education's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with TEACH support	Yes	No	
FINANCE	7/31/2023- Due Date TBD	**PENSEC Pupil Estimates for New and Significantly Expanding Charters -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid, and potentially Federal funding. The special advance is based on estimated ADA and pupil counts.	Charter Impact	No	Yes	https://www.cde.ca.gov/fg/aa/pa/pensecinstr22.asp
FINANCE	Due Date TBD	**Complete Consolidated Application reporting - Spring -** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with TEACH support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

Coversheet

Consider and Vote on Final 2023-2024 Budget for TEACH Inc., TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School

Section: III. Items Scheduled for Information and Potential Action
Item: B. Consider and Vote on Final 2023-2024 Budget for TEACH Inc., TEACH Prep Elementary, TEACH Academy of Technologies, and TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material: FY23-24 Budget-TEACH-Final Proposed.pdf

CHARTER IMPACT

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

FY23-24 Budget Overview

FY24 Budget Highlights

- FY23/24 LCFF Funding Rates are projected to be increased 8.22%
- Enrollment assumed to remain flat
- Hold Harmless Enrollment and Average Daily Attendance (ADA) rates will expire for FY23/24
- Federal Grants down due to Covid monies running out
- State Monies increasing due to Block Grants
- 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

FY24 Budget Assumptions

TEACH ACADEMY PLANNING FACTORS				
FACTORS	**FY22/23**	**FY23/24**	**FY24/25**	**FY25/26**
Enrollment:	415	415	415	415
ADA	374.99	374.99	374.99	374.99
	90.36%	90.36%	90.36%	90.36%
COLA	13.26%	8.22%	3.94%	3.29%
TK-3	$ 9,166.00	$ 9,919.00	$ 10,310.00	$ 10,649.0
4-6	$ 9,304.00	$ 10,069.00	$ 10,466.00	$ 10,810.0
7-8	$ 9,580.00	$ 10,367.00	$ 10,775.00	$ 11,129.0
9-12	$ 11,102.00	$ 12,015.00	$ 12,488.00	$ 12,899.0
Equity Multiplier	$ -	$ 222,000.00	$ -	$ -
ELOG	$ 182,748.00	$ 140,403.00	$ -	$ -
ELOP	$ 176,981.00	$ 493,656.00	$ -	$ -
ESSER III	$ 772,149.00	$ 226,990.00	$ -	$ -
EEBG	$ -	$ 11,185.00	$ 11,185.00	$ 11,185.00
AMIMBG	$ -	$ 81,921.00	$ 81,921.00	$ 84,404.00
LREBG	$ -	$ 175,964.00	$ 175,964.00	$ 175,964.00
Federal Special Education IDEA rate per ADA	$ 192.00	$ 245.00	$ 245.00	$ 245.00
State Special Education- AB602	$ 1,211.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 18.34	$ 19.38	$ 19.38	$ 19.38
Mandate Cost per ADA 9-12	$ 50.98	$ 55.12	$ 55.12	$ 55.12
State Lottery Per ADA	$ 237.00	$ 237.00	$ 237.00	$ 237.00
CAL STRS	19.10%	19.10%	19.10%	19.10%
CAL PERS	25.37%	27.00%	28.10%	28.80%

FY24 Budget Assumptions

TEACH Tech Charter High PLANNING FACTORS				
FACTORS	**FY22/23**	**FY23/24**	**FY24/25**	**FY25/26**
Enrollment:	424	424	424	424
ADA	387.28	387.28	387.28	387.28
	91%	91%	91%	91%
COLA	13.26%	8.22%	3.94%	3.29%
TK-3	$ 9,166.00	$ 9,919.00	$ 10,310.00	$ 10,649.0
4-6	$ 9,304.00	$ 10,069.00	$ 10,466.00	$ 10,810.0
7-8	$ 9,580.00	$ 10,367.00	$ 10,775.00	$ 11,129.0
9-12	$ 11,102.00	$ 12,015.00	$ 12,488.00	$ 12,899.0
Equity Multiplier	$ -	$222,000.00	$ -	$ -
ELOG	$208,886.00	$141,848.00	$ 3,000.00	$ -
A-G	$273,698.00	$ 91,233.00	$ -	$ -
ESSER III	$397,558.00	$114,424.00	$ -	$ -
EEBG	$ -	$ 24,315.00	$ 24,315.00	$ 24,315.00
AMIMBG	$ -	$ 89,747.00	$ 89,747.00	$ 89,747.00
LREBG	$ -	$309,031.00	$ 309,031.00	$309,031.00
Federal Special Education IDEA rate per ADA	$ 192.00	$ 245.00	$ 245.00	$ 245.00
State Special Education- AB602	$ 1,211.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 18.34	$ 19.38	$ 19.38	$ 19.38
Mandate Cost per ADA 9-12	$ 50.98	$ 55.12	$ 55.12	$ 55.12
State Lottery Per ADA	$ 237.00	$ 237.00	$ 237.00	$ 237.00
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY24 Budget Assumptions

TEACH Prep PLANNING FACTORS				
FACTORS	**FY22/23**	**FY23/24**	**FY24/25**	**FY25/26**
Enrollment:	253	253	253	253
ADA	221.88	221.88	221.88	221.88
	87.70%	87.70%	87.70%	87.70%
COLA	13.26%	8.22%	3.94%	3.29%
TK-3	$ 9,166.00	$ 9,919.00	$ 10,310.00	$ 10,649.0
4-6	$ 9,304.00	$ 10,069.00	$ 10,466.00	$ 10,810.0
7-8	$ 9,580.00	$ 10,367.00	$ 10,775.00	$ 11,129.0
9-12	$ 11,102.00	$ 12,015.00	$ 12,488.00	$ 12,899.0
Equity Multiplier	$ -	$111,000.00	$ -	$ -
ELOG	$ 83,683.00	$ 58,027.00	$ -	$ -
ELOP	$285,773.00	$741,579.00	$ -	$ -
ESSER III	$257,364.00	$257,363.00	$ -	$ -
EEBG	$ -	$ 11,088.00	$ 10,762.00	$ 10,763.00
AMIMBG	$ -	$ 50,040.00	$ 50,040.00	$ 50,040.00
LREBG	$ -	$170,571.00	$170,571.00	$175,741.00
Federal Special Education IDEA rate per ADA	$ 192.00	$ 245.00	$ 245.00	$ 245.00
State Special Education- AB602	$ 1,211.00	$ 1,018.00	$ 1,018.00	$ 1,018.00
Mandate Cost per ADA K-8	$ 18.34	$ 19.38	$ 19.38	$ 19.38
Mandate Cost per ADA 9-12	$ 50.98	$ 55.12	$ 55.12	$ 55.12
State Lottery Per ADA	$ 237.00	$ 237.00	$ 237.00	$ 237.00
CAL STRS	19.10%	19.10%	19.10%	19.10%

FY24 Budget Highlights

TEACH Academy FY23-24

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 5,198,086	$ 5,367,158	$ 169,072
Federal Revenue	1,898,039	888,488	(1,009,551)
Other State Revenue	1,247,976	2,237,091	989,115
Other Local Revenue	10,004	196,531	186,527
Total Revenue	**$ 8,354,105**	**$ 8,689,268**	**$ 335,163**

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 2,047,559	$ 2,146,488	$ (98,929)
Classified Salaries	600,746	637,807	(37,062)
Benefits	854,504	970,634	(116,130)
Books and Supplies	926,678	779,332	147,346
Subagreement Services	609,965	610,100	(135)
Operations	224,274	224,200	74
Facilities	860,289	987,608	(127,319)
Professional Services	1,232,861	1,731,716	(498,854)
Depreciation	149,634	149,600	34
Interest	15,459	-	15,459
Total Expenses	**$ 7,521,969**	**$ 8,237,485**	**$ (715,517)**

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 832,136**	**$ 451,783**	**$ (380,353)**
Beginning Fund Balance	5,778,105	6,610,241	
Ending Fund Balance	**$ 6,610,241**	**$ 7,062,024**	
As a % of Annual Expenses	*87.9%*	*85.7%*	

LCFF revenue- COLA rate increased by 8.22%
Federal Revenue: Decrease mainly due to reduced one-time Covid Revenue
Other State Revenue: Increase due to Equity Multiplier and Block Grants
Other Local Revenue: Interest @ 3.5%

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

Books & Supplies savings due to lesser one-time covid investment revenue

Facilities due primarily to higher Repairs and Maintenance assumptions

Professional Services projected increase mainly due to increased block grant for after school program

FY24 Budget Highlights

TEACH Tech Charter High FY23-24

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 6,185,697	$ 6,663,264	$ 477,567
Federal Revenue	1,189,340	760,911	(428,430)
Other State Revenue	1,233,785	1,862,049	628,264
Other Local Revenue	-	247,443	247,443
Total Revenue	**$ 8,608,822**	**$ 9,533,667**	**$ 924,845**

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 2,010,664	$ 2,692,018	$ (681,353)
Classified Salaries	750,207	1,076,999	(326,792)
Benefits	789,465	1,228,527	(439,062)
Books and Supplies	917,426	882,425	35,001
Subagreement Services	378,962	379,000	(38)
Operations	245,591	245,700	(109)
Facilities	922,535	938,940	(16,405)
Professional Services	1,240,354	1,508,940	(268,586)
Depreciation	62,526	62,500	26
Interest	-	-	-
Total Expenses	**$ 7,317,730**	**$ 9,015,049**	**$ (1,697,319)**

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 1,291,092**	**$ 518,618**	**$ (772,473)**
Beginning Fund Balance	6,795,552	8,086,644	
Ending Fund Balance	**$ 8,086,644**	**$ 8,605,262**	
As a % of Annual Expenses	*110.5%*	*95.5%*	

LCFF revenue- COLA rate increased by 8.22%
Federal Revenue: Decrease mainly due to reduced one-time Covid Revenue
Other State Revenue: Increase due to Equity Multiplier and Block Grants
Other Local Revenue: Interest @ 3.5%

Salaries increase due to projecting 5 new positions along with salary increase and potential bonus for staff. Benefits increase due to increase in salaries

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

Professional Services projected increase mainly due to increased block grant for after school program

FY24 Budget Highlights

TEACH Prep Elementary School FY23-24

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 3,018,346	$ 3,368,208	$ 349,862
Federal Revenue	737,090	625,724	(111,367)
Other State Revenue	887,658	1,846,104	958,446
Other Local Revenue	-	86,653	86,653
Total Revenue	**$ 4,643,095**	**$ 5,926,689**	**$ 1,283,594**

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 1,061,931	$ 1,311,543	$ (249,612)
Classified Salaries	457,895	534,548	(76,653)
Benefits	480,855	585,734	(104,879)
Books and Supplies	624,468	429,455	195,014
Subagreement Services	320,481	320,500	(19)
Operations	97,018	97,000	18
Facilities	681,914	694,506	(12,592)
Professional Services	658,243	1,620,281	(962,038)
Depreciation	42,579	42,600	(21)
Interest	343	-	343
Total Expenses	**$ 4,425,728**	**$ 5,636,167**	**$(1,210,439)**

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 217,367**	**$ 290,522**	**$ 73,155**
Beginning Fund Balance	2,251,582	2,468,949	
Ending Fund Balance	**$ 2,468,949**	**$ 2,759,470**	
As a % of Annual Expenses	*55.8%*	*49.0%*	

LCFF revenue COLA rate increased by 8.22%
Federal Revenue: Decrease mainly due to reduced one-time Covid Revenue
Other State Revenue: Increase due to Equity Multiplier and Block Grants
Other Local Revenue: Interest @ 3.5%
-

Salaries increase primarily due to salary increase and potential bonus for staff. Benefits increase due to increase in salaries
Books and Supplies increase decrease due to lesser one-time covid investment revenue

Professional Services projected increase mainly due to increased block grants for after school program

FY24 Budget Highlights

TEACH Public Schools FY23-24

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ -	$ -	$ -
Federal Revenue	-	0	0
Other State Revenue	-	-	-
Other Local Revenue	2,240,800	2,413,859	173,059
Total Revenue	**$ 2,240,800**	**$ 2,413,860**	**$ 173,059**

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

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 770,426	$ 806,009	$ (35,582)
Classified Salaries	693,889	636,023	57,866
Benefits	411,695	386,681	25,014
Books and Supplies	64,397	67,300	(2,903)
Subagreement Services	6,368	-	6,368
Operations	97,366	72,600	24,766
Facilities	31,545	12,000	19,545
Professional Services	70,923	109,000	(38,077)
Depreciation	13,177	13,800	(623)
Interest	-	-	-
Total Expenses	**$ 2,159,787**	**$ 2,103,413**	**$ 56,374**

Salaries savings due to 1 less position that will be grant funded at school site offset by increase

Operations savings due to reduction in utilities & Janitorial per no CMO Home Office

Facilities Savings due to no rent

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

	Annual/Full Year		
	Forecast @ 2nd Interim	FY23-24 Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 81,013**	**$ 310,447**	**$ 229,433**
Beginning Fund Balance	472,019	553,032	
Ending Fund Balance	**$ 553,032**	**$ 863,479**	
As a % of Annual Expenses	*25.6%*	*41.1%*	

FY24 Multi-Year Projections

TEACH Academy of Technology

Multi-Year Forecast

Revised 6/12/23

CHARTER IMPACT

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions				
LCFF COLA	*n/a*	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*415.00*	*415.00*	*415.00*
Average Daily Attendance	*374.98*	*374.99*	*374.99*	*374.99*
Revenues				
Total Revenue	**$ 8,354,105**	**$ 8,689,268**	**$ 7,821,496**	**$ 8,007,416**
Expenses				
Total Expenses	**$ 7,521,969**	**$ 8,237,485**	**$ 7,339,163**	**$ 7,485,569**
Surplus (Deficit)	**$ 832,136**	**$ 451,783**	**$ 482,333**	**$ 521,847**
Fund Balance, Beginning of Year	$ 5,778,105	$ 6,610,241	$ 7,062,023	$ 7,544,357
Fund Balance, End of Year	**$ 6,610,241**	**$ 7,062,023**	**$ 7,544,357**	**$ 8,066,203**
	87.9%	*85.7%*	*102.8%*	*107.8%*
Cash Flow Adjustments				
Total Change in Cash	(1,066,191)	765,975	1,079,586	660,916
Cash, Beginning of Year	4,414,802	4,015,041	4,781,016	5,860,602
Cash, End of Year	**$ 3,348,611**	**$ 4,781,016**	**$ 5,860,602**	**$ 6,521,517**

FY24 Multi-Year Projections

TEACH Tech Charter High School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions				
LCFF COLA	*n/a*	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*424.00*	*424.00*	*424.00*
Average Daily Attendance	*387.27*	*387.28*	*387.28*	*387.28*
Revenues				
Total Revenue	$ 8,608,822	$ 9,533,667	$ 9,237,436	$ 9,462,989
Expenses				
Total Expenses	$ 7,317,730	$ 9,015,049	$ 9,040,639	$ 9,216,263
Surplus (Deficit)	$ 1,291,092	$ 518,618	$ 196,797	$ 246,726
Fund Balance, Beginning of Year	$ 6,795,552	$ 8,086,644	$ 8,605,262	$ 8,802,058
Fund Balance, End of Year	$ 8,086,644	$ 8,605,262	$ 8,802,058	$ 9,048,784
	110.5%	*95.5%*	*97.4%*	*98.2%*
Cash Flow Adjustments				
Total Change in Cash	863,213	690,350	415,515	292,149
Cash, Beginning of Year	5,394,486	7,019,160	7,709,510	8,125,024
Cash, End of Year	$ 6,257,699	$ 7,709,510	$ 8,125,024	$ 8,417,174

FY24 Multi-Year Projections

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions				
LCFF COLA	*n/a*	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*253.00*	*253.00*	*253.00*
Average Daily Attendance	*221.89*	*221.88*	*221.88*	*221.88*
Revenues				
Total Revenue	$ 4,643,095	$ 5,926,689	$ 4,890,132	$ 5,007,582
Expenses				
Total Expenses	$ 4,425,728	$ 5,636,167	$ 4,805,606	$ 4,898,708
Surplus (Deficit)	$ 217,367	$ 290,522	$ 84,526	$ 108,874
Fund Balance, Beginning of Ye	$ 2,251,582	$ 2,468,949	$ 2,759,471	$ 2,843,997
Fund Balance, End of Year	$ 2,468,949	$ 2,759,471	$ 2,843,997	$ 2,952,871
	55.8%	*49.0%*	*59.2%*	*60.3%*
Cash Flow Adjustments				
Total Change in Cash	(76,662)	443,405	428,389	142,540
Cash, Beginning of Year	1,355,792	1,945,672	2,389,077	2,817,467
Cash, End of Year	$ 1,279,130	$ 2,389,077	$ 2,817,467	$ 2,960,007

Questions?

- Attachments:
  - Detailed FY23/24 Monthly Forecast
  - Detailed Multi-Year Projections

TEACH Academy of Technology

Monthly Cash Flow/Budget FY23-24

Revised 6/12/23

Actuals Through:

ADA = 374.99

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	146,295	146,295	263,330	263,330	263,330	263,330	263,330	263,352	263,352	263,352	263,352	263,296	**2,925,947**
8012	Education Protection Account	-	-	311,358	-	-	311,358	-	-	311,358	-	-	-	311,358	**1,245,430**
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8096	In Lieu of Property Taxes	-	71,744	143,488	95,659	95,659	95,659	95,659	95,659	167,418	83,709	83,709	83,709	83,709	**1,195,781**
		-	218,039	601,141	358,989	358,989	670,347	358,989	358,989	742,128	347,061	347,061	347,061	658,363	**5,367,158**
Federal Revenue															
8181	Special Education - Entitlement	-	4,586	4,586	8,255	8,255	8,255	8,255	8,255	8,256	8,256	8,256	8,256	8,256	**91,731**
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8220	Federal Child Nutrition	-	-	-	13,723	26,073	26,073	26,073	26,073	26,073	26,073	26,073	26,073	52,146	**274,455**
8290	Title I, Part A - Basic Low Income	-	-	54,079	-	-	162,236	-	-	-	-	-	-	-	**216,315**
8291	Title II, Part A - Teacher Quality	-	-	5,436	-	-	16,307	-	-	-	-	-	-	-	**21,743**
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	15,012	-	**15,012**
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8296	Other Federal Revenue	-	-	-	67,308	-	-	67,308	-	-	67,308	-	-	67,308	**269,232**
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		-	4,586	64,101	89,286	34,329	212,872	101,637	34,329	34,329	101,637	34,329	49,341	127,711	**888,488**
Other State Revenue															
8311	State Special Education	-	19,084	19,084	34,351	34,351	34,351	34,351	34,351	34,354	34,354	34,354	34,354	34,354	**381,695**
8520	Child Nutrition	-	-	-	1,299	2,468	2,468	2,468	2,468	2,468	2,468	2,468	2,468	4,936	**25,978**
8545	School Facilities (SB740)	-	-	-	-	-	-	233,627	-	-	-	116,813	-	116,813	**467,253**
8550	Mandated Cost	-	-	-	-	-	7,267	-	-	-	-	-	-	-	**7,267**
8560	State Lottery	-	-	-	-	-	-	22,218	-	-	22,218	-	-	44,438	**88,874**
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8599	Other State Revenue	-	937	937	272,409	108,540	1,687	272,409	1,687	1,687	313,506	1,687	1,687	288,848	**1,266,025**
		-	20,022	20,022	308,059	145,359	45,774	565,073	38,507	38,509	372,546	155,323	38,509	489,390	**2,237,091**
Other Local Revenue															
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8660	Interest Revenue	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	-	**196,531**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	16,378	-	**196,531**
Total Revenue		**16,378**	**259,024**	**701,641**	**772,713**	**555,054**	**945,370**	**1,042,076**	**448,202**	**831,344**	**837,622**	**553,091**	**451,290**	**1,275,463**	**8,689,268**

TEACH Academy of Technology

Monthly Cash Flow/Budget FY23-24

Revised 6/12/23

Actuals Through:

ADA = 374.99

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	115,868	115,868	115,868	115,868	115,868	115,868	115,868	115,868	115,868	115,868	115,868	-	-	**1,274,548**
1170	Teachers' Substitute Hours	9,292	9,292	9,292	9,292	9,292	9,292	9,292	9,292	9,292	9,292	9,292	-	-	**102,214**
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
1200	Pupil Support Salaries	20,480	20,480	20,480	20,480	20,480	20,480	20,480	20,480	20,480	20,480	20,480	13,533	-	**238,812**
1300	Administrators' Salaries	30,893	30,893	30,893	30,893	30,893	30,893	30,893	30,893	30,893	30,893	30,893	30,893	-	**370,717**
1900	Other Certificated Salaries	14,563	14,563	14,563	14,563	14,563	14,563	14,563	14,563	14,563	14,563	14,563	-	-	**160,198**
		191,097	191,097	191,097	191,097	191,097	191,097	191,097	191,097	191,097	191,097	191,097	44,426	-	**2,146,488**
Classified Salaries															
2100	Instructional Salaries	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	14,954	-	-	**164,492**
2200	Support Salaries	3,994	3,994	3,994	3,994	3,994	3,994	3,994	3,994	3,994	3,994	3,994	3,994	-	**47,928**
2300	Classified Administrators' Salaries	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	-	-	**30,372**
2400	Clerical and Office Staff Salaries	17,032	17,032	17,032	17,032	17,032	17,032	17,032	17,032	17,032	17,032	17,032	17,032	-	**204,383**
2900	Other Classified Salaries	15,886	15,886	15,886	15,886	15,886	15,886	15,886	15,886	15,886	15,886	15,886	15,886	-	**190,633**
		54,627	54,627	54,627	54,627	54,627	54,627	54,627	54,627	54,627	54,627	54,627	36,912	-	**637,807**
Benefits															
3101	STRS	36,499	36,499	36,499	36,499	36,499	36,499	36,499	36,499	36,499	36,499	36,499	8,485	-	**409,979**
3202	PERS	14,749	14,749	14,749	14,749	14,749	14,749	14,749	14,749	14,749	14,749	14,749	9,966	-	**172,208**
3301	OASDI	3,387	3,387	3,387	3,387	3,387	3,387	3,387	3,387	3,387	3,387	3,387	2,289	-	**39,544**
3311	Medicare	3,563	3,563	3,563	3,563	3,563	3,563	3,563	3,563	3,563	3,563	3,563	1,179	-	**40,372**
3401	Health and Welfare	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	20,625	-	**247,500**
3501	State Unemployment	1,103	1,103	1,103	1,103	1,103	1,103	5,513	4,410	2,205	1,103	1,103	1,103	-	**22,050**
3601	Workers' Compensation	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	1,139	-	**38,980**
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		83,366	83,366	83,366	83,366	83,366	83,366	87,776	86,674	84,469	83,366	83,366	44,786	-	**970,634**

TEACH Academy of Technology

Monthly Cash Flow/Budget FY23-24

Revised 6/12/23

Actuals Through:

ADA = 374.99

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Books and Supplies															
4100	Textbooks and Core Materials	-	7,300	7,300	7,300	7,300	-	-	-	-	-	-	-	-	**29,200**
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
4302	School Supplies	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	-	**75,900**
4305	Software	13,825	13,825	13,825	13,825	13,825	13,825	13,825	13,825	13,825	13,825	13,825	13,825	-	**165,900**
4310	Office Expense	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	6,292	-	**75,500**
4311	Business Meals	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**
4312	School Fundraising Expense	133	133	133	133	133	133	133	133	133	133	133	133	-	**1,600**
4400	Noncapitalized Equipment	-	26,140	26,140	26,140	26,140	26,140	-	-	-	-	-	-	-	**130,700**
4700	Food Services	-	27,312	27,312	27,312	27,312	27,312	27,312	27,312	27,312	27,312	27,312	27,312	-	**300,432**
		26,583	87,335	87,335	87,335	87,335	80,035	53,895	53,895	53,895	53,895	53,895	53,895	-	**779,332**
Subagreement Services															
5101	Nursing	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**
5102	Special Education	-	17,618	17,618	17,618	17,618	17,618	17,618	17,618	17,618	17,618	17,618	17,618	-	**193,800**
5103	Substitute Teacher	-	10,809	10,809	10,809	10,809	10,809	10,809	10,809	10,809	10,809	10,809	10,809	-	**118,900**
5104	Transportation	-	564	564	564	564	564	564	564	564	564	564	564	-	**6,200**
5105	Security	-	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	-	**23,800**
5106	Other Educational Consultants	-	-	26,730	26,730	26,730	26,730	26,730	26,730	26,730	26,730	26,730	26,730	-	**267,300**
		8	31,163	57,893	57,893	57,893	57,893	57,893	57,893	57,893	57,893	57,893	57,893	-	**610,100**
Operations and Housekeeping															
5201	Auto and Travel	-	27	27	27	27	27	27	27	27	27	27	27	-	**300**
5300	Dues & Memberships	192	192	192	192	192	192	192	192	192	192	192	192	-	**2,300**
5400	Insurance	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	6,158	-	**73,900**
5501	Utilities	7,325	7,325	7,325	7,325	7,325	7,325	7,325	7,325	7,325	7,325	7,325	7,325	-	**87,900**
5502	Janitorial Services	2,508	2,508	2,508	2,508	2,508	2,508	2,508	2,508	2,508	2,508	2,508	2,508	-	**30,100**
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5900	Communications	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	-	**26,800**
5901	Postage and Shipping	-	-	290	290	290	290	290	290	290	290	290	290	-	**2,900**
		18,417	18,444	18,734	18,734	18,734	18,734	18,734	18,734	18,734	18,734	18,734	18,734	-	**224,200**

TEACH Academy of Technology

Monthly Cash Flow/Budget FY23-24

Revised 6/12/23

Actuals Through:

ADA = 374.99

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Facilities, Repairs and Other Leases															
5601	Rent	73,559	73,559	73,559	73,559	73,559	73,559	73,559	73,559	73,559	73,559	73,559	73,559	-	**882,708**
5602	Additional Rent	308	308	308	308	308	308	308	308	308	308	308	308	-	**3,700**
5603	Equipment Leases	5,092	5,092	5,092	5,092	5,092	5,092	5,092	5,092	5,092	5,092	5,092	5,092	-	**61,100**
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5605	Real/Personal Property Taxes	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**
5610	Repairs and Maintenance	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**
		82,301	82,301	82,301	82,301	82,301	82,301	82,301	82,301	82,301	82,301	82,301	82,301	-	**987,608**
Professional/Consulting Services															
5801	IT	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5803	Legal	117	117	117	117	117	117	117	117	117	117	117	117	-	**1,400**
5804	Professional Development	-	-	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	4,740	-	**47,400**
5805	General Consulting	-	-	38,528	38,528	38,528	38,528	38,528	38,528	38,528	38,528	38,528	38,528	-	**385,284**
5806	Special Activities/Field Trips	-	-	-	-	-	4,167	4,167	4,167	-	-	-	-	-	**12,500**
5807	Bank Charges	-	-	10	10	10	10	10	10	10	10	10	10	-	**100**
5808	Printing	-	-	860	860	860	860	860	860	860	860	860	860	-	**8,600**
5809	Other taxes and fees	-	-	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	3,130	-	**31,300**
5810	Payroll Service Fee	350	350	350	350	350	350	350	350	350	350	350	350	-	**4,200**
5811	Management Fee	75,953	75,953	75,953	75,953	75,953	75,953	75,953	75,953	75,953	75,953	75,953	75,953	-	**911,440**
5812	District Oversight Fee	-	2,180	6,011	3,590	3,590	6,703	3,590	3,590	7,421	3,471	3,471	3,471	6,584	**53,672**
5813	County Fees	-	-	-	850	-	-	850	-	-	850	-	-	850	**3,400**
5814	SPED Encroachment	-	13,296	13,296	23,933	23,933	23,933	23,933	12,924	28,719	28,719	28,719	28,719	15,796	**265,919**
5815	Public Relations/Recruitment	-	-	530	530	530	530	530	530	530	530	530	530	-	**5,300**
		76,520	91,996	143,626	152,691	151,841	159,121	156,858	144,999	160,459	157,358	156,508	156,508	23,229	**1,731,716**
Depreciation															
6900	Depreciation Expense	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	-	**149,600**
		12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	-	**149,600**
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**545,385**	**652,796**	**731,445**	**740,510**	**739,660**	**739,640**	**715,647**	**702,685**	**715,941**	**711,738**	**710,888**	**507,921**	**23,229**	**8,237,485**
Monthly Surplus (Deficit)		**(529,008)**	**(393,771)**	**(29,804)**	**32,202**	**(184,606)**	**205,730**	**326,429**	**(254,483)**	**115,403**	**125,884**	**(157,797)**	**(56,632)**	**1,252,234**	**451,783**

TEACH Academy of Technology

Monthly Cash Flow/Budget FY23-24

Revised 6/12/23

Actuals Through:

ADA = 374.99

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(529,008)	(393,771)	(29,804)	32,202	(184,606)	205,730	326,429	(254,483)	115,403	125,884	(157,797)	(56,632)	1,252,234	**451,783**
Cash flows from operating activities														
Depreciation/Amortization	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	12,467	-	**149,600**
Public Funding Receivables	577,132	-	129,492	-	100,498	30,470	625,092	-	-	-	-	-	(1,275,463)	**187,221**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(45,858)	-	-	-	-	-	-	-	-	-	-	-	23,229	**(22,628)**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	14,733	(381,305)	112,155	44,669	(71,641)	248,667	963,988	(242,016)	127,870	138,351	(145,330)	(44,165)		
Cash, Beginning of Month	4,015,041	4,029,773	3,648,469	3,760,623	3,805,292	3,733,651	3,982,318	4,946,306	4,704,289	4,832,159	4,970,510	4,825,181		
Cash, End of Month	**4,029,773**	**3,648,469**	**3,760,623**	**3,805,292**	**3,733,651**	**3,982,318**	**4,946,306**	**4,704,289**	**4,832,159**	**4,970,510**	**4,825,181**	**4,781,016**		

TEACH Tech Charter High School

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 387.28

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	264,971	264,971	476,948	476,948	476,948	476,948	476,948	476,980	476,980	476,980	476,980	476,954	**5,299,557**
8012	Education Protection Account	-	-	19,364	-	-	19,364	-	-	19,364	-	-	-	19,364	**77,456**
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8096	In Lieu of Property Taxes	-	77,173	154,346	102,897	102,897	102,897	102,897	102,897	180,083	90,041	90,041	90,041	90,041	**1,286,251**
		-	342,144	438,681	579,845	579,845	599,209	579,845	579,845	676,427	567,021	567,021	567,021	586,359	**6,663,264**
Federal Revenue															
8181	Special Education - Entitlement	-	4,737	4,737	8,526	8,526	8,526	8,526	8,526	8,527	8,527	8,527	8,527	8,527	**94,737**
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8220	Federal Child Nutrition	-	-	-	14,070	26,732	26,732	26,732	26,732	26,732	26,732	26,732	26,732	53,464	**281,391**
8290	Title I, Part A - Basic Low Income	-	-	47,700	-	-	143,099	-	-	-	-	-	-	-	**190,799**
8291	Title II, Part A - Teacher Quality	-	-	5,890	-	-	17,670	-	-	-	-	-	-	-	**23,560**
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	12,760	-	**12,760**
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8296	Other Federal Revenue	-	-	-	39,416	-	-	39,416	-	-	39,416	-	-	39,416	**157,664**
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		-	4,737	58,326	62,012	35,258	196,027	74,674	35,258	35,259	74,675	35,259	48,019	101,407	**760,911**
Other State Revenue															
8311	State Special Education	-	19,710	19,710	35,477	35,477	35,477	35,477	35,477	35,479	35,479	35,479	35,479	35,479	**394,202**
8520	Child Nutrition	-	-	-	1,332	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	5,061	**26,634**
8545	School Facilities (SB740)	-	-	-	-	-	-	236,891	-	-	-	118,446	-	118,446	**473,783**
8550	Mandated Cost	-	-	-	-	-	21,346	-	-	-	-	-	-	-	**21,346**
8560	State Lottery	-	-	-	-	-	-	22,946	-	-	22,946	-	-	45,894	**91,786**
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8599	Other State Revenue	-	968	968	210,476	1,743	1,743	210,476	1,743	1,743	210,476	1,743	1,743	210,476	**854,298**
		-	20,678	20,678	247,285	39,750	61,096	508,321	39,750	39,752	271,432	158,198	39,752	415,356	**1,862,049**
Other Local Revenue															
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8660	Interest Revenue	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	-	**247,443**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	20,620	-	**247,443**
Total Revenue		**20,620**	**388,179**	**538,305**	**909,762**	**675,474**	**876,953**	**1,183,460**	**675,474**	**772,058**	**933,748**	**781,098**	**675,413**	**1,103,122**	**9,533,667**

TEACH Tech Charter High School

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 387.28

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	154,971	154,971	154,971	154,971	154,971	154,971	154,971	154,971	154,971	154,971	154,971	-	-	**1,704,679**
1170	Teachers' Substitute Hours	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	-	-	**126,229**
1175	Teachers' Extra Duty/Stipends	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	-	-	**41,219**
1200	Pupil Support Salaries	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	15,250	6,766	-	**174,518**
1300	Administrators' Salaries	53,781	53,781	53,781	53,781	53,781	53,781	53,781	53,781	53,781	53,781	53,781	53,781	-	**645,374**
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		239,225	239,225	239,225	239,225	239,225	239,225	239,225	239,225	239,225	239,225	239,225	60,548	-	**2,692,018**
Classified Salaries															
2100	Instructional Salaries	36,301	36,301	36,301	36,301	36,301	36,301	36,301	36,301	36,301	36,301	36,301	-	-	**399,315**
2200	Support Salaries	13,495	13,495	13,495	13,495	13,495	13,495	13,495	13,495	13,495	13,495	13,495	-	-	**148,442**
2300	Classified Administrators' Salaries	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	-	-	**51,286**
2400	Clerical and Office Staff Salaries	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	-	**171,347**
2900	Other Classified Salaries	25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	21,384	-	**306,610**
		94,667	94,667	94,667	94,667	94,667	94,667	94,667	94,667	94,667	94,667	94,667	35,663	-	**1,076,999**
Benefits															
3101	STRS	45,692	45,692	45,692	45,692	45,692	45,692	45,692	45,692	45,692	45,692	45,692	11,565	-	**514,175**
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
3301	OASDI	5,869	5,869	5,869	5,869	5,869	5,869	5,869	5,869	5,869	5,869	5,869	2,211	-	**66,774**
3311	Medicare	4,841	4,841	4,841	4,841	4,841	4,841	4,841	4,841	4,841	4,841	4,841	1,395	-	**54,651**
3401	Health and Welfare	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	-	**360,000**
3501	State Unemployment	1,470	1,470	1,470	1,470	1,470	1,470	7,350	5,880	2,940	1,470	1,470	1,470	-	**29,400**
3601	Workers' Compensation	4,674	4,674	4,674	4,674	4,674	4,674	4,674	4,674	4,674	4,674	4,674	1,347	-	**52,766**
3901	Other Benefits	13,356	13,356	13,356	13,356	13,356	13,356	13,356	13,356	13,356	13,356	13,356	3,848	-	**150,761**
		105,903	105,903	105,903	105,903	105,903	105,903	111,783	110,313	107,373	105,903	105,903	51,836	-	**1,228,527**
Books and Supplies															
4100	Textbooks and Core Materials	-	15,975	15,975	15,975	15,975	-	-	-	-	-	-	-	-	**63,900**
4200	Books and Reference Materials	5,660	5,660	5,660	5,660	5,660	-	-	-	-	-	-	-	-	**28,300**
4302	School Supplies	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	6,650	-	**79,800**
4305	Software	16,142	16,142	16,142	16,142	16,142	16,142	16,142	16,142	16,142	16,142	16,142	16,142	-	**193,700**
4310	Office Expense	4,875	4,875	4,875	4,875	4,875	4,875	4,875	4,875	4,875	4,875	4,875	4,875	-	**58,500**
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
4400	Noncapitalized Equipment	-	30,000	30,000	30,000	30,000	30,000	-	-	-	-	-	-	-	**150,000**
4700	Food Services	-	28,002	28,002	28,002	28,002	28,002	28,002	28,002	28,002	28,002	28,002	28,002	-	**308,025**
		33,343	107,321	107,321	107,321	107,321	85,686	55,686	55,686	55,686	55,686	55,686	55,686	-	**882,425**

TEACH Tech Charter High School

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 387.28

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Subagreement Services															
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	-	245,500
5103	Substitute Teacher	-	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	93,500
5104	Transportation	-	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	1,845	-	20,300
5105	Security	-	1,573	1,573	1,573	1,573	1,573	1,573	1,573	1,573	1,573	1,573	1,573	-	17,300
5106	Other Educational Consultants	-	-	240	240	240	240	240	240	240	240	240	240	-	2,400
		-	34,236	34,476	34,476	34,476	34,476	34,476	34,476	34,476	34,476	34,476	34,476	-	379,000
Operations and Housekeeping															
5201	Auto and Travel	-	173	173	173	173	173	173	173	173	173	173	173	-	1,900
5300	Dues & Memberships	192	192	192	192	192	192	192	192	192	192	192	192	-	2,300
5400	Insurance	6,167	6,167	6,167	6,167	6,167	6,167	6,167	6,167	6,167	6,167	6,167	6,167	-	74,000
5501	Utilities	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	8,758	-	105,100
5502	Janitorial Services	2,008	2,008	2,008	2,008	2,008	2,008	2,008	2,008	2,008	2,008	2,008	2,008	-	24,100
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	-	37,900
5901	Postage and Shipping	-	-	40	40	40	40	40	40	40	40	40	40	-	400
		20,283	20,456	20,496	20,496	20,496	20,496	20,496	20,496	20,496	20,496	20,496	20,496	-	245,700
Facilities, Repairs and Other Leases															
5601	Rent	69,870	69,870	69,870	69,870	69,870	69,870	69,870	69,870	69,870	69,870	69,870	69,870	-	838,440
5602	Additional Rent	33	33	33	33	33	33	33	33	33	33	33	33	-	400
5603	Equipment Leases	650	650	650	650	650	650	650	650	650	650	650	650	-	7,800
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	17	17	17	17	17	17	17	17	17	17	17	17	-	200
5610	Repairs and Maintenance	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	-	92,100
		78,245	78,245	78,245	78,245	78,245	78,245	78,245	78,245	78,245	78,245	78,245	78,245	-	938,940
Professional/Consulting Services															
5801	IT	8	8	8	8	8	8	8	8	8	8	8	8	-	100
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5803	Legal	50	50	50	50	50	50	50	50	50	50	50	50	-	600
5804	Professional Development	-	-	7,400	7,400	7,400	7,400	7,400	7,400	7,400	7,400	7,400	7,400	-	74,000
5805	General Consulting	-	-	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	-	18,500
5806	Special Activities/Field Trips	-	-	-	-	-	10,267	10,267	10,267	-	-	-	-	-	30,800
5807	Bank Charges	-	-	10	10	10	10	10	10	10	10	10	10	-	100
5808	Printing	-	-	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	-	10,700
5809	Other taxes and fees	-	-	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	-	26,400
5810	Payroll Service Fee	275	275	275	275	275	275	275	275	275	275	275	275	-	3,300
5811	Management Fee	82,573	82,573	82,573	82,573	82,573	82,573	82,573	82,573	82,573	82,573	82,573	82,573	-	990,874
5812	District Oversight Fee	-	3,421	4,387	5,798	5,798	5,992	5,798	5,798	6,764	5,670	5,670	5,670	5,864	66,633
5813	County Fees	-	-	-	1,000	-	-	1,000	-	-	1,000	-	-	1,000	4,000
5814	SPED Encroachment	-	13,732	13,732	24,717	24,717	24,717	24,717	13,347	29,660	29,660	29,660	29,660	16,313	274,633
5815	Public Relations/Recruitment	-	-	830	830	830	830	830	830	830	830	830	830	-	8,300
		82,906	100,059	114,825	128,222	127,222	137,682	138,488	126,118	133,131	133,037	132,037	132,037	23,177	1,508,940
Depreciation															
6900	Depreciation Expense	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	-	62,500
		5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	-	62,500
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**659,780**	**785,320**	**800,365**	**813,762**	**812,762**	**801,588**	**778,274**	**764,434**	**768,506**	**766,942**	**765,942**	**474,195**	**23,177**	**9,015,049**
Monthly Surplus (Deficit)		**(639,160)**	**(397,141)**	**(262,060)**	**96,000**	**(137,289)**	**75,366**	**405,186**	**(88,960)**	**3,552**	**166,806**	**15,156**	**201,218**	**1,079,946**	**518,618**

TEACH Tech Charter High School

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 387.28

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(639,160)	(397,141)	(262,060)	96,000	(137,289)	75,366	405,186	(88,960)	3,552	166,806	15,156	201,218	1,079,946	**518,618**
Cash flows from operating activities														
Depreciation/Amortization	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	-	**62,500**
Public Funding Receivables	565,954	-	186,153	-	106,363	39,470	424,896	-	-	-	-	-	(1,103,122)	**219,713**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(133,658)	-	-	-	-	-	-	-	-	-	-	-	23,177	**(110,481)**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	(201,656)	(391,933)	(70,699)	101,208	(25,718)	120,044	835,291	(83,752)	8,760	172,014	20,364	206,426		
Cash, Beginning of Month	7,019,160	6,817,504	6,425,571	6,354,872	6,456,080	6,430,363	6,550,406	7,385,697	7,301,945	7,310,705	7,482,719	7,503,083		
Cash, End of Month	**6,817,504**	**6,425,571**	**6,354,872**	**6,456,080**	**6,430,363**	**6,550,406**	**7,385,697**	**7,301,945**	**7,310,705**	**7,482,719**	**7,503,083**	**7,709,510**		

TEACH Prep Elementary School

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 221.88

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	129,350	129,350	232,829	232,829	232,829	232,829	232,829	232,808	232,808	232,808	232,808	232,783	**2,586,861**
8012	Education Protection Account	-	-	11,094	-	-	11,094	-	-	11,094	-	-	-	11,094	**44,376**
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8096	In Lieu of Property Taxes	-	44,220	88,440	58,960	58,960	58,960	58,960	58,960	103,170	51,585	51,585	51,585	51,585	**736,971**
		-	173,570	228,884	291,789	291,789	302,883	291,789	291,789	347,072	284,393	284,393	284,393	295,462	**3,368,208**
Federal Revenue															
8181	Special Education - Entitlement	-	2,714	2,714	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	**54,277**
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8220	Federal Child Nutrition	-	-	-	8,115	15,418	15,418	15,418	15,418	15,418	15,418	15,418	15,418	30,836	**162,293**
8290	Title I, Part A - Basic Low Income	-	-	27,092	-	-	81,276	-	-	-	-	-	-	-	**108,368**
8291	Title II, Part A - Teacher Quality	-	-	3,379	-	-	10,136	-	-	-	-	-	-	-	**13,515**
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	11,384	-	**11,384**
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8296	Other Federal Revenue	-	-	-	68,972	-	-	68,972	-	-	68,972	-	-	68,972	**275,887**
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		-	2,714	33,185	81,971	20,303	111,715	89,275	20,303	20,302	89,274	20,302	31,686	104,692	**625,724**
Other State Revenue															
8311	State Special Education	-	11,293	11,293	20,327	20,327	20,327	20,327	20,327	20,325	20,325	20,325	20,325	20,325	**225,846**
8520	Child Nutrition	-	-	-	768	1,459	1,459	1,459	1,459	1,459	1,459	1,459	1,459	2,919	**15,361**
8545	School Facilities (SB740)	-	-	-	-	-	-	137,851	-	-	-	68,926	-	68,926	**275,703**
8550	Mandated Cost	-	-	-	-	-	4,300	-	-	-	-	-	-	-	**4,300**
8560	State Lottery	-	-	-	-	-	-	13,147	-	-	13,147	-	-	26,292	**52,586**
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8599	Other State Revenue	-	555	555	281,944	90,330	998	281,944	998	998	316,302	998	998	295,687	**1,272,308**
		-	11,847	11,847	303,039	112,116	27,085	454,728	22,785	22,783	351,233	91,709	22,783	414,148	**1,846,104**
Other Local Revenue															
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8660	Interest Revenue	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	-	**86,653**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	7,221	-	**86,653**
Total Revenue		**7,221**	**195,352**	**281,137**	**684,021**	**431,429**	**448,905**	**843,013**	**342,098**	**397,379**	**732,122**	**403,625**	**346,084**	**814,303**	**5,926,689**

TEACH Prep Elementary School

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 221.88

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	83,104	83,104	83,104	83,104	83,104	83,104	83,104	83,104	83,104	83,104	83,104	-	-	**914,144**
1170	Teachers' Substitute Hours	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	-	-	**61,687**
1175	Teachers' Extra Duty/Stipends	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	-	-	**16,125**
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
1300	Administrators' Salaries	26,632	26,632	26,632	26,632	26,632	26,632	26,632	26,632	26,632	26,632	26,632	26,632	-	**319,588**
1900	Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		116,810	116,810	116,810	116,810	116,810	116,810	116,810	116,810	116,810	116,810	116,810	26,632	-	**1,311,543**
Classified Salaries															
2100	Instructional Salaries	22,362	22,362	22,362	22,362	22,362	22,362	22,362	22,362	22,362	22,362	22,362	-	-	**245,984**
2200	Support Salaries	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	3,532	-	**42,381**
2300	Classified Administrators' Salaries	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	2,121	-	**25,455**
2400	Clerical and Office Staff Salaries	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	-	**100,627**
2900	Other Classified Salaries	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	-	**120,101**
		46,409	46,409	46,409	46,409	46,409	46,409	46,409	46,409	46,409	46,409	46,409	24,047	-	**534,548**
Benefits															
3101	STRS	22,311	22,311	22,311	22,311	22,311	22,311	22,311	22,311	22,311	22,311	22,311	5,087	-	**250,505**
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
3301	OASDI	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	1,491	-	**33,142**
3311	Medicare	2,367	2,367	2,367	2,367	2,367	2,367	2,367	2,367	2,367	2,367	2,367	735	-	**26,768**
3401	Health and Welfare	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	-	**157,500**
3501	State Unemployment	907	907	907	907	907	907	4,533	3,626	1,813	907	907	907	-	**18,130**
3601	Workers' Compensation	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	2,285	710	-	**25,845**
3901	Other Benefits	6,529	6,529	6,529	6,529	6,529	6,529	6,529	6,529	6,529	6,529	6,529	2,027	-	**73,844**
		50,400	50,400	50,400	50,400	50,400	50,400	54,026	53,120	51,307	50,400	50,400	24,081	-	**585,734**

TEACH Prep Elementary School

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ADA = 221.88

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Books and Supplies															
4100	Textbooks and Core Materials	-	4,075	4,075	4,075	4,075	-	-	-	-	-	-	-	-	**16,300**
4200	Books and Reference Materials	2,000	2,000	2,000	2,000	2,000	-	-	-	-	-	-	-	-	**10,000**
4302	School Supplies	4,183	4,183	4,183	4,183	4,183	4,183	4,183	4,183	4,183	4,183	4,183	4,183	-	**50,200**
4305	Software	9,150	9,150	9,150	9,150	9,150	9,150	9,150	9,150	9,150	9,150	9,150	9,150	-	**109,800**
4310	Office Expense	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	3,425	-	**41,100**
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
4400	Noncapitalized Equipment	-	4,840	4,840	4,840	4,840	4,840	-	-	-	-	-	-	-	**24,200**
4700	Food Services	-	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	-	**177,655**
		18,775	43,840	43,840	43,840	43,840	37,765	32,925	32,925	32,925	32,925	32,925	32,925	-	**429,455**
Subagreement Services															
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5102	Special Education	-	9,136	9,136	9,136	9,136	9,136	9,136	9,136	9,136	9,136	9,136	9,136	-	**100,500**
5103	Substitute Teacher	-	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	-	**59,700**
5104	Transportation	-	564	564	564	564	564	564	564	564	564	564	564	-	**6,200**
5105	Security	-	836	836	836	836	836	836	836	836	836	836	836	-	**9,200**
5106	Other Educational Consultants	-	-	14,490	14,490	14,490	14,490	14,490	14,490	14,490	14,490	14,490	14,490	-	**144,900**
		-	15,964	30,454	30,454	30,454	30,454	30,454	30,454	30,454	30,454	30,454	30,454	-	**320,500**

TEACH Prep Elementary School

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ADA = 221.88

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Operations and Housekeeping															
5201	Auto and Travel	-	36	36	36	36	36	36	36	36	36	36	36	-	**400**
5300	Dues & Memberships	258	258	258	258	258	258	258	258	258	258	258	258	-	**3,100**
5400	Insurance	4,367	4,367	4,367	4,367	4,367	4,367	4,367	4,367	4,367	4,367	4,367	4,367	-	**52,400**
5501	Utilities	358	358	358	358	358	358	358	358	358	358	358	358	-	**4,300**
5502	Janitorial Services	867	867	867	867	867	867	867	867	867	867	867	867	-	**10,400**
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5900	Communications	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	-	**26,300**
5901	Postage and Shipping	-	-	10	10	10	10	10	10	10	10	10	10	-	**100**
		8,042	8,078	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	-	**97,000**
Facilities, Repairs and Other Leases															
5601	Rent	54,001	54,001	54,001	54,001	54,001	54,001	54,001	54,001	54,001	54,001	54,001	54,001	-	**648,006**
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5603	Equipment Leases	933	933	933	933	933	933	933	933	933	933	933	933	-	**11,200**
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5605	Real/Personal Property Taxes	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**
5610	Repairs and Maintenance	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	-	**35,200**
		57,876	57,876	57,876	57,876	57,876	57,876	57,876	57,876	57,876	57,876	57,876	57,876	-	**694,506**
Professional/Consulting Services															
5801	IT	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5803	Legal	50	50	50	50	50	50	50	50	50	50	50	50	-	**600**
5804	Professional Development	-	-	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	3,450	-	**34,500**
5805	General Consulting	-	-	70,565	70,565	70,565	70,565	70,565	70,565	70,565	70,565	70,565	70,565	-	**705,649**
5806	Special Activities/Field Trips	-	-	-	-	-	633	633	633	-	-	-	-	-	**1,900**
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5808	Printing	-	-	860	860	860	860	860	860	860	860	860	860	-	**8,600**
5809	Other taxes and fees	-	-	2,130	2,130	2,130	2,130	2,130	2,130	2,130	2,130	2,130	2,130	-	**21,300**
5810	Payroll Service Fee	283	283	283	283	283	283	283	283	283	283	283	283	-	**3,400**
5811	Management Fee	53,676	53,676	53,676	53,676	53,676	53,676	53,676	53,676	53,676	53,676	53,676	53,676	-	**644,107**
5812	District Oversight Fee	-	1,736	2,289	2,918	2,918	3,029	2,918	2,918	3,471	2,844	2,844	2,844	2,955	**33,682**
5813	County Fees	-	-	-	975	-	-	975	-	-	975	-	-	975	**3,900**
5814	SPED Encroachment	-	7,867	7,867	14,161	14,161	14,161	14,161	7,647	16,993	16,993	16,993	16,993	9,346	**157,342**
5815	Public Relations/Recruitment	-	-	510	510	510	510	510	510	510	510	510	510	-	**5,100**
		54,026	63,628	141,696	149,594	148,619	149,364	150,228	142,739	152,004	152,352	151,377	151,377	13,276	**1,620,281**
Depreciation															
6900	Depreciation Expense	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	-	**42,600**
		3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	-	**42,600**
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**355,887**	**406,555**	**499,123**	**507,021**	**506,046**	**500,715**	**500,366**	**491,970**	**499,423**	**498,864**	**497,889**	**359,030**	**13,276**	**5,636,167**
Monthly Surplus (Deficit)		**(348,666)**	**(211,203)**	**(217,986)**	**176,999**	**(74,617)**	**(51,811)**	**342,648**	**(149,872)**	**(102,044)**	**233,258**	**(94,264)**	**(12,946)**	**801,027**	**290,522**

TEACH Prep Elementary School

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 221.88

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(348,666)	(211,203)	(217,986)	176,999	(74,617)	(51,811)	342,648	(149,872)	(102,044)	233,258	(94,264)	(12,946)	801,027	**290,522**
Cash flows from operating activities														
Depreciation/Amortization	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	3,550	-	**42,600**
Public Funding Receivables	281,246	-	327,243	-	58,904	21,979	247,463	-	-	-	-	-	(814,303)	**122,532**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(25,524)	-	-	-	-	-	-	-	-	-	-	-	13,276	**(12,249)**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	(89,395)	(207,653)	112,806	180,549	(12,163)	(26,282)	593,661	(146,322)	(98,494)	236,808	(90,714)	(9,396)		
Cash, Beginning of Month	1,945,672	1,856,278	1,648,624	1,761,430	1,941,980	1,929,817	1,903,535	2,497,196	2,350,874	2,252,380	2,489,188	2,398,474		
Cash, End of Month	**1,856,278**	**1,648,624**	**1,761,430**	**1,941,980**	**1,929,817**	**1,903,535**	**2,497,196**	**2,350,874**	**2,252,380**	**2,489,188**	**2,398,474**	**2,389,077**		

Teach Public Schools FY23-24

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 0.01

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Revenues															
Other Local Revenue															
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	-	**2,413,859**
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	201,155	-	**2,413,859**
Total Revenue		**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**201,155**	**0**	**2,413,860**

Teach Public Schools FY23-24

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 0.01

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300	Administrators' Salaries	61,445	61,445	61,445	61,445	61,445	61,445	61,445	61,445	61,445	61,445	61,445	61,445	-	**737,341**
1900	Other Certificated Salaries	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	5,722	-	**68,668**
		67,167	67,167	67,167	67,167	67,167	67,167	67,167	67,167	67,167	67,167	67,167	67,167	-	**806,009**
Classified Salaries															
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300	Classified Administrators' Salaries	39,586	39,586	39,586	39,586	39,586	39,586	39,586	39,586	39,586	39,586	39,586	39,586	-	**475,028**
2400	Clerical and Office Staff Salaries	13,416	13,416	13,416	13,416	13,416	13,416	13,416	13,416	13,416	13,416	13,416	13,416	-	**160,995**
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		53,002	53,002	53,002	53,002	53,002	53,002	53,002	53,002	53,002	53,002	53,002	53,002	-	**636,023**
Benefits															
3101	STRS	12,829	12,829	12,829	12,829	12,829	12,829	12,829	12,829	12,829	12,829	12,829	12,829	-	**153,948**
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	-	**39,433**
3311	Medicare	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	1,742	-	**20,909**
3401	Health and Welfare	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	5,625	-	**67,500**
3501	State Unemployment	270	270	270	270	270	270	1,348	1,078	539	270	270	270	-	**5,390**
3601	Workers' Compensation	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	1,682	-	**20,188**
3901	Other Benefits	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	-	**79,312**
		32,044	32,044	32,044	32,044	32,044	32,044	33,122	32,852	32,313	32,044	32,044	32,044	-	**386,681**

Teach Public Schools FY23-24

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 0.01

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Books and Supplies															
4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	358	358	358	358	358	358	358	358	358	358	358	358	-	**4,300**
4305	Software	633	633	633	633	633	633	633	633	633	633	633	633	-	**7,600**
4310	Office Expense	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	-	**40,800**
4311	Business Meals	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,700**
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	1,180	1,180	1,180	1,180	1,180	-	-	-	-	-	-	-	**5,900**
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		5,117	6,297	6,297	6,297	6,297	6,297	5,117	5,117	5,117	5,117	5,117	5,117	-	**67,300**
Subagreement Services															
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operations and Housekeeping															
5201	Auto and Travel	-	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	2,818	-	**31,000**
5300	Dues & Memberships	133	133	133	133	133	133	133	133	133	133	133	133	-	**1,600**
5400	Insurance	225	225	225	225	225	225	225	225	225	225	225	225	-	**2,700**
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	-	**31,400**
5901	Postage and Shipping	-	-	590	590	590	590	590	590	590	590	590	590	-	**5,900**
		2,975	5,793	6,383	6,383	6,383	6,383	6,383	6,383	6,383	6,383	6,383	6,383	-	**72,600**

Teach Public Schools FY23-24

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 0.01

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Facilities, Repairs and Other Leases															
5601	Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5602	Additional Rent	42	42	42	42	42	42	42	42	42	42	42	42	-	**500**
5603	Equipment Leases	242	242	242	242	242	242	242	242	242	242	242	242	-	**2,900**
5604	Other Leases	242	242	242	242	242	242	242	242	242	242	242	242	-	**2,900**
5605	Real/Personal Property Taxes	158	158	158	158	158	158	158	158	158	158	158	158	-	**1,900**
5610	Repairs and Maintenance	317	317	317	317	317	317	317	317	317	317	317	317	-	**3,800**
		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**
Professional/Consulting Services															
5801	IT	133	133	133	133	133	133	133	133	133	133	133	133	-	**1,600**
5802	Audit & Taxes	-	-	-	4,500	4,500	4,500	-	-	-	-	-	-	-	**13,500**
5803	Legal	500	500	500	500	500	500	500	500	500	500	500	500	-	**6,000**
5804	Professional Development	-	-	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	-	**19,300**
5805	General Consulting	-	-	890	890	890	890	890	890	890	890	890	890	-	**8,900**
5806	Special Activities/Field Trips	-	-	-	-	-	200	200	200	-	-	-	-	-	**600**
5807	Bank Charges	-	-	310	310	310	310	310	310	310	310	310	310	-	**3,100**
5808	Printing	-	-	30	30	30	30	30	30	30	30	30	30	-	**300**
5809	Other taxes and fees	-	-	450	450	450	450	450	450	450	450	450	450	-	**4,500**
5810	Payroll Service Fee	208	208	208	208	208	208	208	208	208	208	208	208	-	**2,500**
5811	Management Fee	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	**48,000**
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	-	-	70	70	70	70	70	70	70	70	70	70	-	**700**
		4,842	4,842	8,522	13,022	13,022	13,222	8,722	8,722	8,522	8,522	8,522	8,522	-	**109,000**
Depreciation															
6900	Depreciation Expense	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-	**13,800**
		1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-	**13,800**
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**167,296**	**171,295**	**175,565**	**180,065**	**180,065**	**180,265**	**175,663**	**175,393**	**174,654**	**174,385**	**174,385**	**174,385**	**-**	**2,103,413**
Monthly Surplus (Deficit)		**33,859**	**29,860**	**25,590**	**21,090**	**21,090**	**20,890**	**25,492**	**25,762**	**26,501**	**26,770**	**26,770**	**26,770**	**0**	**310,446**

Teach Public Schools FY23-24

Monthly Cash Flow/Budget FY23-24

Revised 6/11/23

Actuals Through:

ADA = 0.01

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	33,859	29,860	25,590	21,090	21,090	20,890	25,492	25,762	26,501	26,770	26,770	26,770	0	**310,447**
Cash flows from operating activities														
Depreciation/Amortization	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-	**13,800**
Public Funding Receivables	-	-	-	-	-	-	358,772	-	-	-	-	-	(0)	**358,772**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	87,877	-	-	-	-	-	-	-	-	-	-	-	-	**87,877**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	122,886	31,010	26,740	22,240	22,240	22,040	385,414	26,912	27,651	27,920	27,920	27,920		
Cash, Beginning of Month	605,790	728,675	759,686	786,426	808,667	830,907	852,947	1,238,362	1,265,274	1,292,925	1,320,845	1,348,766		
Cash, End of Month	**728,675**	**759,686**	**786,426**	**808,667**	**830,907**	**852,947**	**1,238,362**	**1,265,274**	**1,292,925**	**1,320,845**	**1,348,766**	**1,376,686**		

TEACH Academy of Technology

Multi-Year Forecast

Revised 6/12/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions				
LCFF COLA	*n/a*	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*415.00*	*415.00*	*415.00*
Average Daily Attendance	*374.98*	*374.99*	*374.99*	*374.99*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 2,458,089	$ 2,925,947	$ 4,311,655	$ 4,495,092
8012 Education Protection Account	1,012,355	1,245,430	74,999	74,999
8019 State Aid - Prior Year	559,242	-	-	-
8096 In Lieu of Property Taxes	1,168,400	1,195,781	1,195,781	1,195,781
	5,198,086	5,367,158	5,582,435	5,765,872
Federal Revenue				
8181 Special Education - Entitlement	70,816	91,731	91,731	91,731
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	389,823	274,455	274,455	274,455
8290 Title I, Part A - Basic Low Income	210,710	216,315	216,315	216,315
8291 Title II, Part A - Teacher Quality	21,698	21,743	21,743	21,743
8293 Title III - Limited English	15,012	15,012	15,012	15,012
8294 Title V, Part B - PCSG	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	1,093,467	269,232	-	-
8299 Prior Year Federal Revenue	96,513	-	-	-
	1,898,039	888,488	619,256	619,256
Other State Revenue				
8311 State Special Education	267,404	381,695	381,695	381,695
8520 Child Nutrition	65,653	25,978	25,978	25,978
8545 School Facilities (SB740)	431,709	467,253	467,253	467,253
8550 Mandated Cost	6,840	7,267	7,267	7,267
8560 State Lottery	87,413	88,874	88,874	88,874
8598 Prior Year Revenue	(13,474)	-	-	-
8599 Other State Revenue	402,431	1,266,025	452,208	454,691
	1,247,976	2,237,091	1,423,274	1,425,757
Other Local Revenue				
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	-	196,531	196,531	196,531
8689 Other Fees and Contracts	10,004	-	-	-
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-
8990 Contributions, Restricted	-	-	-	-
	10,004	196,531	196,531	196,531
Total Revenue	**$ 8,354,105**	**$ 8,689,268**	**$ 7,821,496**	**$ 8,007,416**

TEACH Academy of Technology

Multi-Year Forecast

Revised 6/12/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,374,204	1,274,548	1,300,039	1,326,040
1170 Teachers' Substitute Hours	95,338	102,214	104,258	106,343
1175 Teachers' Extra Duty/Stipends	38,190	-	-	-
1200 Pupil Support Salaries	184,826	238,812	243,588	248,460
1300 Administrators' Salaries	288,342	370,717	378,131	385,694
1900 Other Certificated Salaries	66,659	160,198	-	-
	2,047,559	2,146,488	2,026,016	2,066,536
Classified Salaries				
2100 Instructional Salaries	162,943	164,492	167,782	171,137
2200 Support Salaries	68,769	47,928	48,886	49,864
2300 Classified Administrators' Salaries	31,209	30,372	30,979	31,599
2400 Clerical and Office Staff Salaries	186,276	204,383	208,471	212,640
2900 Other Classified Salaries	151,550	190,633	194,445	198,334
	600,746	637,807	650,564	663,575
Benefits				
3101 STRS	382,565	409,979	386,969	394,708
3202 PERS	162,932	172,208	182,808	191,110
3301 OASDI	40,506	39,544	40,335	41,142
3311 Medicare	39,389	40,372	38,810	39,587
3401 Health and Welfare	166,752	247,500	237,150	241,893
3501 State Unemployment	23,784	22,050	21,070	21,070
3601 Workers' Compensation	37,474	38,980	37,472	38,222
3901 Other Benefits	1,102	-	-	-
	854,504	970,634	944,615	967,731

TEACH Academy of Technology

Multi-Year Forecast

Revised 6/12/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	29,152	29,200	29,784	30,380
4200 Books and Other Materials	-	-	-	-
4302 School Supplies	75,847	75,900	52,418	53,466
4305 Software	165,940	165,900	119,218	121,602
4310 Office Expense	75,514	75,500	77,010	78,550
4311 Business Meals	127	100	102	104
4312 School Fundraising	1,600	1,600	1,632	1,665
4400 Noncapitalized Equipment	130,703	130,700	58,314	59,480
4700 Food Services	447,795	300,432	306,441	312,570
	926,678	779,332	644,919	657,817
Subagreement Services				
5101 Nursing	125	100	102	104
5102 Special Education	193,749	193,800	197,676	201,630
5103 Substitute Teacher	118,866	118,900	121,278	123,704
5104 Transportation	6,200	6,200	6,324	6,450
5105 Security	23,753	23,800	24,276	24,762
5106 Other Educational Consultants	267,273	267,300	272,646	278,099
	609,965	610,100	622,302	634,748
Operations and Housekeeping				
5201 Auto and Travel	318	300	306	312
5300 Dues & Memberships	2,299	2,300	2,346	2,393
5400 Insurance	73,890	73,900	75,378	76,886
5501 Utilities	87,927	87,900	89,658	91,451
5502 Janitorial Services	30,129	30,100	30,702	31,316
5516 Miscellaneous Expense	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-
5900 Communications	26,838	26,800	27,336	27,883
5901 Postage and Shipping	2,873	2,900	2,958	3,017
	224,274	224,200	228,684	233,258

TEACH Academy of Technology

Multi-Year Forecast

Revised 6/12/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Facilities, Repairs and Other Leases				
5601 Rent	865,406	882,708	900,362	918,369
5602 Additional Rent	3,651	3,700	3,774	3,849
5603 Equipment Leases	61,121	61,100	62,322	63,568
5604 Other Leases	42	-	-	-
5605 Real/Personal Property Taxes	125	100	102	104
5610 Repairs and Maintenance	(70,055)	40,000	40,800	41,616
	860,289	987,608	1,007,360	1,027,507
Professional/Consulting Services				
5801 IT	1,208	1,200	1,224	1,248
5802 Audit & Taxes	-	-	-	-
5803 Legal	1,427	1,400	1,428	1,457
5804 Professional Development	47,368	47,400	48,348	49,315
5805 General Consulting	14,984	385,284	(307,010)	(313,151)
5806 Special Activities/Field Trips	12,483	12,500	12,750	13,005
5807 Bank Charges	130	100	102	104
5808 Printing	8,583	8,600	8,772	8,947
5809 Other taxes and fees	31,309	31,300	31,926	32,565
5810 Payroll Service Fee	4,236	4,200	4,284	4,370
5811 Management Fee	816,236	911,440	929,669	948,263
5812 District Oversight Fee	51,981	53,672	55,824	57,659
5813 County Fees	3,441	3,400	3,468	3,537
5814 SPED Encroachment	234,209	265,919	265,919	265,919
5815 Public Relations/Recruitment	5,267	5,300	5,406	5,514
	1,232,861	1,731,716	1,062,111	1,078,752
Depreciation				
6900 Depreciation Expense	149,634	149,600	152,592	155,644
	149,634	149,600	152,592	155,644
Interest				
7438 Interest Expense	15,459	-	-	-
	15,459	-	-	-
Total Expenses	**$ 7,521,969**	**$ 8,237,485**	**$ 7,339,163**	**$ 7,485,569**
Surplus (Deficit)	**$ 832,136**	**$ 451,783**	**$ 482,333**	**$ 521,847**
Fund Balance, Beginning of Year	$ 5,778,105	$ 6,610,241	$ 7,062,023	$ 7,544,357
Fund Balance, End of Year	**$ 6,610,241**	**$ 7,062,023**	**$ 7,544,357**	**$ 8,066,203**
	87.9%	***85.7%***	***102.8%***	***107.8%***

TEACH Academy of Technology

Multi-Year Forecast

Revised 6/12/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	832,136	451,783	482,333	521,847
Cash Flows From Operating Activities				
Depreciation/Amortization	149,634	149,600	152,592	155,644
Public Funding Receivables	(674,447)	187,221	446,323	(16,758)
Grants and Contributions Rec.	96,165	-	-	-
Due To/From Related Parties	(676,587)	-	-	-
Prepaid Expenses	(51,520)	-	-	-
Other Assets	-	-	-	-
Accounts Payable	(157,587)	(22,628)	(1,662)	182
Accrued Expenses	(423,245)	-	-	-
Other Liabilities	30,806	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(113,108)	-	-	-
Notes Receivable	(47,408)	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	(31,030)	-	-	-
Total Change in Cash	(1,066,191)	765,975	1,079,586	660,916
Cash, Beginning of Year	4,414,802	4,015,041	4,781,016	5,860,602
Cash, End of Year	**$ 3,348,611**	**$ 4,781,016**	**$ 5,860,602**	**$ 6,521,517**

TEACH Tech Charter High School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions				
LCFF COLA	*n/a*	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*424.00*	*424.00*	*424.00*
Average Daily Attendance	*387.27*	*387.28*	*387.28*	*387.28*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 4,871,023	$ 5,299,557	$ 5,569,830	$ 5,797,647
8012 Education Protection Account	78,072	77,456	77,456	77,456
8019 State Aid - Prior Year	-	-	-	-
8096 In Lieu of Property Taxes	1,236,602	1,286,251	1,286,251	1,286,251
	6,185,697	6,663,264	6,933,538	7,161,355
Federal Revenue				
8181 Special Education - Entitlement	76,120	94,737	94,737	94,737
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	324,640	281,391	281,391	281,391
8290 Title I, Part A - Basic Low Income	186,262	190,799	190,799	190,799
8291 Title II, Part A - Teacher Quality	23,512	23,560	23,560	23,560
8293 Title III - Limited English	12,760	12,760	12,760	12,760
8294 Title V, Part B - PCSG	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	514,725	157,664	3,000	-
8299 Prior Year Federal Revenue	51,322	-	-	-
	1,189,340	760,911	606,247	603,247
Other State Revenue				
8311 State Special Education	283,009	394,202	394,202	394,202
8520 Child Nutrition	55,097	26,634	26,634	26,634
8545 School Facilities (SB740)	425,450	473,783	473,783	473,783
8550 Mandated Cost	20,607	21,346	21,347	21,347
8560 State Lottery	92,515	91,786	91,786	91,786
8598 Prior Year Revenue	(15,199)	-	-	-
8599 Other State Revenue	372,306	854,298	442,457	443,193
	1,233,785	1,862,049	1,450,209	1,450,945
Other Local Revenue				
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	-	247,443	247,443	247,443
8689 Other Fees and Contracts	-	-	-	-
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-
8990 Contributions, Restricted	-	-	-	-
	-	247,443	247,443	247,443
Total Revenue	**$ 8,608,822**	**$ 9,533,667**	**$ 9,237,436**	**$ 9,462,989**

TEACH Tech Charter High School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	1,243,840	1,704,679	1,738,772	1,773,548
1170 Teachers' Substitute Hours	95,863	126,229	128,753	131,328
1175 Teachers' Extra Duty/Stipends	57,773	41,219	42,043	42,884
1200 Pupil Support Salaries	201,329	174,518	178,008	181,568
1300 Administrators' Salaries	375,934	645,374	658,282	671,447
1900 Other Certificated Salaries	35,925	-	-	-
	2,010,664	2,692,018	2,745,858	2,800,775
Classified Salaries				
2100 Instructional Salaries	289,082	399,315	407,301	415,447
2200 Support Salaries	142,679	148,442	151,411	154,439
2300 Classified Administrators' Salaries	35,722	51,286	52,311	53,358
2400 Clerical and Office Staff Salaries	118,658	171,347	174,773	178,269
2900 Other Classified Salaries	164,066	306,610	312,742	318,997
	750,207	1,076,999	1,098,539	1,120,510
Benefits				
3101 STRS	411,763	514,175	524,459	534,948
3202 PERS	1,801	-	-	-
3301 OASDI	50,308	66,774	68,109	69,472
3311 Medicare	43,993	54,651	55,744	56,859
3401 Health and Welfare	179,113	360,000	367,200	374,544
3501 State Unemployment	25,887	29,400	29,400	29,400
3601 Workers' Compensation	44,575	52,766	53,822	54,898
3901 Other Benefits	32,024	150,761	153,776	156,851
	789,465	1,228,527	1,252,510	1,276,972

TEACH Tech Charter High School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	63,867	63,900	65,178	66,482
4200 Books and Other Materials	28,255	28,300	28,866	29,443
4302 School Supplies	79,761	79,800	81,396	83,024
4305 Software	193,677	193,700	122,574	125,025
4310 Office Expense	58,499	58,500	59,670	60,863
4311 Business Meals	209	200	204	208
4312 School Fundraising	-	-	-	-
4400 Noncapitalized Equipment	150,000	150,000	78,000	79,560
4700 Food Services	343,159	308,025	314,186	320,469
	917,426	882,425	750,074	765,075
Subagreement Services				
5101 Nursing	-	-	-	-
5102 Special Education	245,537	245,500	250,410	255,418
5103 Substitute Teacher	93,483	93,500	95,370	97,277
5104 Transportation	20,266	20,300	20,706	21,120
5105 Security	17,276	17,300	17,646	17,999
5106 Other Educational Consultants	2,400	2,400	2,448	2,497
	378,962	379,000	386,580	394,312
Operations and Housekeeping				
5201 Auto and Travel	1,919	1,900	1,938	1,977
5300 Dues & Memberships	2,299	2,300	2,346	2,393
5400 Insurance	73,966	74,000	75,480	76,990
5501 Utilities	105,110	105,100	107,202	109,346
5502 Janitorial Services	24,070	24,100	24,582	25,074
5516 Miscellaneous Expense	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-
5900 Communications	37,877	37,900	38,658	39,431
5901 Postage and Shipping	350	400	408	416
	245,591	245,700	250,614	255,626

TEACH Tech Charter High School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Facilities, Repairs and Other Leases				
5601 Rent	821,927	838,440	855,209	872,313
5602 Additional Rent	444	400	408	416
5603 Equipment Leases	7,801	7,800	7,956	8,115
5604 Other Leases	-	-	-	-
5605 Real/Personal Property Taxes	250	200	204	208
5610 Repairs and Maintenance	92,113	92,100	93,942	95,821
	922,535	938,940	957,719	976,873
Professional/Consulting Services				
5801 IT	125	100	102	104
5802 Audit & Taxes	-	-	-	-
5803 Legal	594	600	612	624
5804 Professional Development	73,961	74,000	75,480	76,990
5805 General Consulting	18,491	18,500	18,870	19,247
5806 Special Activities/Field Trips	30,773	30,800	31,416	32,044
5807 Bank Charges	98	100	102	104
5808 Printing	10,655	10,700	10,914	11,132
5809 Other taxes and fees	26,440	26,400	26,928	27,467
5810 Payroll Service Fee	3,310	3,300	3,366	3,433
5811 Management Fee	753,881	990,874	1,010,692	1,030,906
5812 District Oversight Fee	61,857	66,633	69,335	71,614
5813 County Fees	4,025	4,000	4,080	4,162
5814 SPED Encroachment	247,877	274,633	274,633	274,633
5815 Public Relations/Recruitment	8,267	8,300	8,466	8,635
	1,240,354	1,508,940	1,534,996	1,561,095
Depreciation				
6900 Depreciation Expense	62,526	62,500	63,750	65,025
	62,526	62,500	63,750	65,025
Interest				
7438 Interest Expense	-	-	-	-
	-	-	-	-
Total Expenses	**$ 7,317,730**	**$ 9,015,049**	**$ 9,040,639**	**$ 9,216,263**
Surplus (Deficit)	**$ 1,291,092**	**$ 518,618**	**$ 196,797**	**$ 246,726**
Fund Balance, Beginning of Year	$ 6,795,552	$ 8,086,644	$ 8,605,262	$ 8,802,058
Fund Balance, End of Year	**$ 8,086,644**	**$ 8,605,262**	**$ 8,802,058**	**$ 9,048,784**
	110.5%	***95.5%***	***97.4%***	***98.2%***

TEACH Tech Charter High School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	1,291,092	518,618	196,797	246,726
Cash Flows From Operating Activities				
Depreciation/Amortization	62,526	62,500	63,750	65,025
Public Funding Receivables	(424,556)	219,713	154,705	(19,827)
Grants and Contributions Rec.	163,798	-	-	-
Due To/From Related Parties	5,060	-	-	-
Prepaid Expenses	(2,434)	-	-	-
Other Assets	-	-	-	-
Accounts Payable	60,232	(110,481)	263	225
Accrued Expenses	(272,441)	-	-	-
Other Liabilities	(323)	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(12,038)	-	-	-
Notes Receivable	(7,703)	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-
Total Change in Cash	863,213	690,350	415,515	292,149
Cash, Beginning of Year	5,394,486	7,019,160	7,709,510	8,125,024
Cash, End of Year	**$ 6,257,699**	**$ 7,709,510**	**$ 8,125,024**	**$ 8,417,174**

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Assumptions				
LCFF COLA	*n/a*	*8.22%*	*3.94%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.00%*	*2.00%*	*2.00%*
Enrollment		*253.00*	*253.00*	*253.00*
Average Daily Attendance	*221.89*	*221.88*	*221.88*	*221.88*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 2,288,863	$ 2,586,861	$ 2,718,804	$ 2,833,823
8012 Education Protection Account	44,650	44,376	44,376	44,376
8019 State Aid - Prior Year	-	-	-	-
8096 In Lieu of Property Taxes	684,833	736,971	736,971	736,971
	3,018,346	3,368,208	3,500,151	3,615,170
Federal Revenue				
8181 Special Education - Entitlement	42,155	54,277	54,277	54,277
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	238,890	162,293	162,293	162,293
8290 Title I, Part A - Basic Low Income	108,368	108,368	108,368	108,368
8291 Title II, Part A - Teacher Quality	13,515	13,515	13,515	13,515
8293 Title III - Limited English	11,384	11,384	11,384	11,384
8294 Title V, Part B - PCSG	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-
8296 Other Federal Revenue	306,542	275,887	-	-
8299 Prior Year Federal Revenue	16,236	-	-	-
	737,090	625,724	349,837	349,837
Other State Revenue				
8311 State Special Education	156,731	225,846	225,846	225,846
8520 Child Nutrition	46,665	15,361	15,361	15,361
8545 School Facilities (SB740)	117,807	275,703	275,703	275,703
8550 Mandated Cost	4,052	4,300	4,096	4,300
8560 State Lottery	51,235	52,586	52,586	52,586
8598 Prior Year Revenue	(43,317)	-	-	-
8599 Other State Revenue	554,486	1,272,308	379,900	382,127
	887,658	1,846,104	953,492	955,923
Other Local Revenue				
8634 Food Service Sales	-	-	-	-
8650 Lease and Rental Income	-	-	-	-
8660 Interest Revenue	-	86,653	86,653	86,653
8689 Other Fees and Contracts	-	-	-	-
8698 ASB Fundraising	-	-	-	-
8699 School Fundraising	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-
8990 Contributions, Restricted	-	-	-	-
	-	86,653	86,653	86,653
Total Revenue	**$ 4,643,095**	**$ 5,926,689**	**$ 4,890,132**	**$ 5,007,582**

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	782,946	914,144	932,427	951,075
1170 Teachers' Substitute Hours	52,245	61,687	62,920	64,179
1175 Teachers' Extra Duty/Stipends	26,917	16,125	16,448	16,776
1200 Pupil Support Salaries	-	-	-	-
1300 Administrators' Salaries	167,887	319,588	214,060	218,341
1900 Other Certificated Salaries	31,938	-	-	-
	1,061,931	1,311,543	1,225,855	1,250,372
Classified Salaries				
2100 Instructional Salaries	175,675	245,984	154,170	157,254
2200 Support Salaries	16,427	42,381	43,229	44,093
2300 Classified Administrators' Salaries	21,529	25,455	25,964	26,483
2400 Clerical and Office Staff Salaries	153,622	100,627	102,640	104,693
2900 Other Classified Salaries	90,643	120,101	122,503	124,953
	457,895	534,548	448,505	457,475
Benefits				
3101 STRS	211,363	250,505	234,138	238,821
3202 PERS	15,739	-	-	-
3301 OASDI	31,626	33,142	27,807	28,363
3311 Medicare	23,807	26,768	24,278	24,764
3401 Health and Welfare	135,515	157,500	153,000	156,060
3501 State Unemployment	13,807	18,130	15,680	15,680
3601 Workers' Compensation	29,333	25,845	23,441	23,910
3901 Other Benefits	19,663	73,844	66,974	68,314
	480,855	585,734	545,319	555,912

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	16,263	16,300	16,626	16,959
4200 Books and Other Materials	-	10,000	10,200	10,404
4302 School Supplies	50,226	50,200	41,204	42,028
4305 Software	109,845	109,800	51,996	53,036
4310 Office Expense	41,080	41,100	31,922	32,560
4311 Business Meals	206	200	204	208
4312 School Fundraising	-	-	-	-
4400 Noncapitalized Equipment	24,171	24,200	24,684	25,178
4700 Food Services	382,677	177,655	181,208	184,832
	624,468	429,455	358,044	365,204
Subagreement Services				
5101 Nursing	-	-	-	-
5102 Special Education	100,495	100,500	102,510	104,560
5103 Substitute Teacher	59,715	59,700	60,894	62,112
5104 Transportation	6,200	6,200	6,324	6,450
5105 Security	9,176	9,200	9,384	9,572
5106 Other Educational Consultants	144,895	144,900	147,798	150,754
	320,481	320,500	326,910	333,448
Operations and Housekeeping				
5201 Auto and Travel	433	400	408	416
5300 Dues & Memberships	3,066	3,100	3,162	3,225
5400 Insurance	52,355	52,400	53,448	54,517
5501 Utilities	4,333	4,300	4,386	4,474
5502 Janitorial Services	10,400	10,400	10,608	10,820
5516 Miscellaneous Expense	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-
5900 Communications	26,331	26,300	26,826	27,363
5901 Postage and Shipping	100	100	102	104
	97,018	97,000	98,940	100,919

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Facilities, Repairs and Other Leases				
5601 Rent	635,350	648,006	660,966	674,185
5602 Additional Rent	-	-	-	-
5603 Equipment Leases	11,196	11,200	11,424	11,652
5604 Other Leases	-	-	-	-
5605 Real/Personal Property Taxes	125	100	102	104
5610 Repairs and Maintenance	35,243	35,200	35,904	36,622
	681,914	694,506	708,396	722,564
Professional/Consulting Services				
5801 IT	167	200	204	208
5802 Audit & Taxes	-	-	-	-
5803 Legal	594	600	612	624
5804 Professional Development	34,487	34,500	35,190	35,894
5805 General Consulting	12,554	705,649	119,762	122,157
5806 Special Activities/Field Trips	1,903	1,900	1,938	1,977
5807 Bank Charges	30	-	-	-
5808 Printing	8,554	8,600	8,772	8,947
5809 Other taxes and fees	21,340	21,300	21,726	22,161
5810 Payroll Service Fee	3,435	3,400	3,468	3,537
5811 Management Fee	398,767	644,107	656,990	670,129
5812 District Oversight Fee	30,183	33,682	35,002	36,152
5813 County Fees	3,889	3,900	3,978	4,058
5814 SPED Encroachment	137,274	157,342	157,342	157,342
5815 Public Relations/Recruitment	5,067	5,100	5,202	5,306
	658,243	1,620,281	1,050,186	1,068,493
Depreciation				
6900 Depreciation Expense	42,579	42,600	43,452	44,321
	42,579	42,600	43,452	44,321
Interest				
7438 Interest Expense	343	-	-	-
	343	-	-	-
Total Expenses	**$ 4,425,728**	**$ 5,636,167**	**$ 4,805,606**	**$ 4,898,708**
Surplus (Deficit)	**$ 217,367**	**$ 290,522**	**$ 84,526**	**$ 108,874**
Fund Balance, Beginning of Year	$ 2,251,582	$ 2,468,949	$ 2,759,471	$ 2,843,997
Fund Balance, End of Year	**$ 2,468,949**	**$ 2,759,471**	**$ 2,843,997**	**$ 2,952,871**
	55.8%	***49.0%***	***59.2%***	***60.3%***

TEACH Prep Elementary School

Multi-Year Forecast

Revised 6/11/23

	2022-23 Prior Year	2023-24 Budget	2024-25 Forecast	2025-26 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	217,367	290,522	84,526	108,874
Cash Flows From Operating Activities				
Depreciation/Amortization	42,579	42,600	43,452	44,321
Public Funding Receivables	(269,717)	122,532	300,273	(10,778)
Grants and Contributions Rec.	124,369	-	-	-
Due To/From Related Parties	50,933	-	-	-
Prepaid Expenses	6,467	-	-	-
Other Assets	-	-	-	-
Accounts Payable	(78,634)	(12,249)	139	123
Accrued Expenses	(108,944)	-	-	-
Other Liabilities	16,865	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(56,370)	-	-	-
Notes Receivable	(4,913)	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	(16,665)	-	-	-
Total Change in Cash	(76,662)	443,405	428,389	142,540
Cash, Beginning of Year	1,355,792	1,945,672	2,389,077	2,817,467
Cash, End of Year	**$ 1,279,130**	**$ 2,389,077**	**$ 2,817,467**	**$ 2,960,007**

Coversheet

Approve the Local Control and Accountability Plan for TEACH Prep Academy, TEACH Academy of Technology, TEACH Tech Charter High School

Section: III. Items Scheduled for Information and Potential Action
Item: C. Approve the Local Control and Accountability Plan for TEACH Prep Academy, TEACH Academy of Technology, TEACH Tech Charter High School
Purpose: Vote
Submitted by:
Related Material:
spsa Middle_RM 05.24.23.docx
Final SPSA Elem.docx
2023_LCFF_Budget_Overview_for_Parents_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20230614.pdf
2023_Local_Control_and_Accountability_Plan_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_ES_20230614.pdf
2023_LCFF_Budget_Overview_for_Parents_TEACH_Academy_of_Technologies_20230614.pdf
2023_Local_Control_and_Accountability_Plan_TEACH_Academy_of_Technologies_20230614.pdf
2023_LCFF_Budget_Overview_for_Parents_TEACH_Tech_Charter_High_School_20230614.pdf
2023_Local_Control_and_Accountability_Plan_TEACH_Tech_Charter_High_School_20230614.pdf

BACKGROUND:

The Local Control and Accountability Plans (LCAPs) for each school includes two separate PDF documents, the first is the Budget Overview for Parents and the second document for each school is the detailed Local Control and Accountability Plan which describes the goals of each school, actions towards those goals and the budget allocations that are aligned to those goals. The LCAPs are a three year plan and we are currently entering into the third year of this iteration of the LCAP.

The word documents that are attached to this agenda item are School Plans for Student Achievement for the Elementary and Middle schools. Both schools were identified under the state Essa plans for Additional Support and Improvement (ATSI). The middle school is designated as ATSI because three student subgroups, socio-economic disadvantaged, African American and students with disabilities demonstrate academic achievement that is within the lowest performing five percent of title one schools. The elementary school is designated as ATSI for the subgroup of African American students performing within in the lowest five percent of title one schools. The School Plans for Student Achievement describe the school's key steps for improving subgroup performance. These plans are essentially a close-up snap shot of a specific school improvement goal. These goals are also a part of the LCAP and are described therein.

School Year: 2023-2024

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
TEACH Academy of Technologies	19-64733-0122242	5/26/23	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This SPSA Plan is aligned to and will supplement and expand LCAP goal 3 and action steps 3.2-3.4

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Presented and gathered feedback at SSC., ELAP, Coffee with Principal, staff meetings

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

TEACH has conducted a root cause analysis and identified school-level budget inequities that are contributing to poor subgroup performance. TEACH has identified resource inequities that include less qualified or experienced teachers and lack of embedded professional development and coaching for teachers. Students who come to school with greater needs require resources to achieve the same high learning outcomes.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Add an additional FTE School Site Principal so that each school site (one serving students in grades 5-6 and the second site serving grades 7-8) has on-site leadership dedicated developing the academic plan, culture, and quality of teaching which will result in significant impact on student achievement. The additional Site Principal will be in place by the beginning of the 23-24 SY.

Identified Need

TEACH Academy of Technologies has been identified for ATSI status for the subgroups of socio-economic disadvantaged students, students with disabilities, and African American students. Each subgroup is underperforming in the areas of English Language Arts and Math.

TEACH has conducted a root cause analysis and has identified school-level budget inequities that have contributed to poor performance. The inequities include the lack of a second site administrator causing the sole administration's time and energy to be split among the two campuses. Students with greater needs require greater resources to achieve the same high standards. By adding a new site leader to focus on a two-grade level campus, TEACH will be providing a resource that will disproportionately impact the identified student subgroup's performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA and Math for SWD	Very Low	Proficient
CAASP ELA and Math for SED	Very Low	Proficient
CAASP ELA and Math AA	Very Low	Proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategy of adding a second School Site Principal to focus on the academics, culture, and teacher development needs specific to the grades at each site. All students will be served by this strategy. Currently, the ATSI subgroup of Socio-economically disadvantaged students comprises 96.9% of the school. This subgroup and the subgroups of African American

students and Students with Disabilities will benefit disproportionately from the implementation of this strategy because these students stand to make greater gains when the quality of teaching is improved and site-level decisions are based on the needs the specific grade level pairs.

The FTE position of the Site Principal will provide embedded professional development and real time coaching to teachers in each level to increase teacher capacity in the areas of planning lessons, classroom management, instructional delivery, and the use of formative and summative assessments to drive instruction. The Site Principal will also focus on implementing targeted interventions for behavior, social-emotional well-being, academic deficiencies and increasing achievement that are specific to the smaller grade level band served at the site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$125,400	LCFF

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 253,070
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 125,400

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	**Allocation ($)**
None included in plan	

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$125,400

Subtotal of state or local funds included for this school: $ 125,400

Total of federal, state, and/or local funds for this school: $125,400

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

- A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
  1. The comprehensive needs assessment of the entire school shall:
     - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
     - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
       - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
       - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
       - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
       - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
       - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: 2023-2024

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
TEACH Prep Elementary	19-64733-0138305	5/26/23	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The strategies described in this School Plan for Student Achievement are incorporated into the LCAP plan in Goal 1, Action 1.5.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Presented and gathered feedback at SSC., ELAP, Coffee with Principal, staff meetings

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

TEACH has conducted a root cause analysis and identified school-level budget inequities that are contributing to poor subgroup performance. TEACH has identified resource inequities that include less qualified or experienced teachers and lack of embedded professional development and coaching for teachers. Students who come to school with greater needs require resources to achieve the same high learning outcomes.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

New Position of Assistant Principal of Instruction (AP). This position will be filled by the beginning of the 23-24 SY.

Identified Need

African American students comprise 42% of the school's student population. The academic achievement levels of this subgroup trigger Additional Targeted Support and Improvement Status. A root cause analysis has revealed that current spending developing teacher capacity in planning, instructional delivery and effective use of data, has resulted in a disproportionate impact on this student subgroup's performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA for AA	Very Low	Proficient
CAASP Math for AA	Very Low	Proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategy of adding an Assistant Principal of Instruction to support teacher development and increase capacity and African American students will benefit disproportionately because these students stand to make greater gains when the quality of teaching is improved and teachers develop effective instructional strategies for increasing engagement and achievement of African American students.

The FTE position of the Assistant Principal will provide embedded professional development and real time coaching to teachers in all grade levels to increase teacher capacity in the areas of planning lessons, classroom management, instructional delivery, use of formative and summative assessments to drive instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$109,725	LCFF

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 135,931
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$109,725

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
None Included	

Subtotal of additional federal funds included for this school: $0.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$109,725
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $109,725

Total of federal, state, and/or local funds for this school: $109,725

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

- A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
  1. The comprehensive needs assessment of the entire school shall:
     - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
     - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
       - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
       - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
       - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
       - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
       - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
CDS Code:	19647330138305
LEA Contact Information:	Name: Sharon Rhee Position: Principal Phone: 323-872-0708
Coming School Year:	2023-24
Current School Year:	2022-23

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

Projected General Fund Revenue for the 2023-24 School Year	**Amount**
Total LCFF Funds	$3,368,208.00
LCFF Supplemental & Concentration Grants	$948,150.00
All Other State Funds	$1,846,104.00
All Local Funds	$86,653.00
All federal funds	$625,724.00
Total Projected Revenue	$5,926,689

Total Budgeted Expenditures for the 2023-24 School Year	**Amount**
Total Budgeted General Fund Expenditures	$5,706,651.00
Total Budgeted Expenditures in the LCAP	$2,479,356.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,645,701.00
Expenditures not in the LCAP	$3,227,295

Expenditures for High Needs Students in the 2022-23 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,900,159.70
Actual Expenditures for High Needs Students in LCAP	$1,303,448.00

Funds for High Needs Students	**Amount**
2023-24 Difference in Projected Funds and Budgeted Expenditures	$697,551
2022-23 Difference in Budgeted and Actual Expenditures	$-596,711.7

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	This includes certificated and classified salaries and benefits, Contracted services, Professional consulting, Facilities & housekeeping costs, and depreciation expenses.
The amount budgeted to increase or improve services for high needs students in the 2023-24 LCAP is less than the projected revenue of LCFF supplemental and concentration grants	NA

for 2023-24. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2022-23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022-23.	The services for High Needs students in the LCAP were provided with other funding. There was no negative impact on services for High Needs students.

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: 2023-24

LEA contact information:

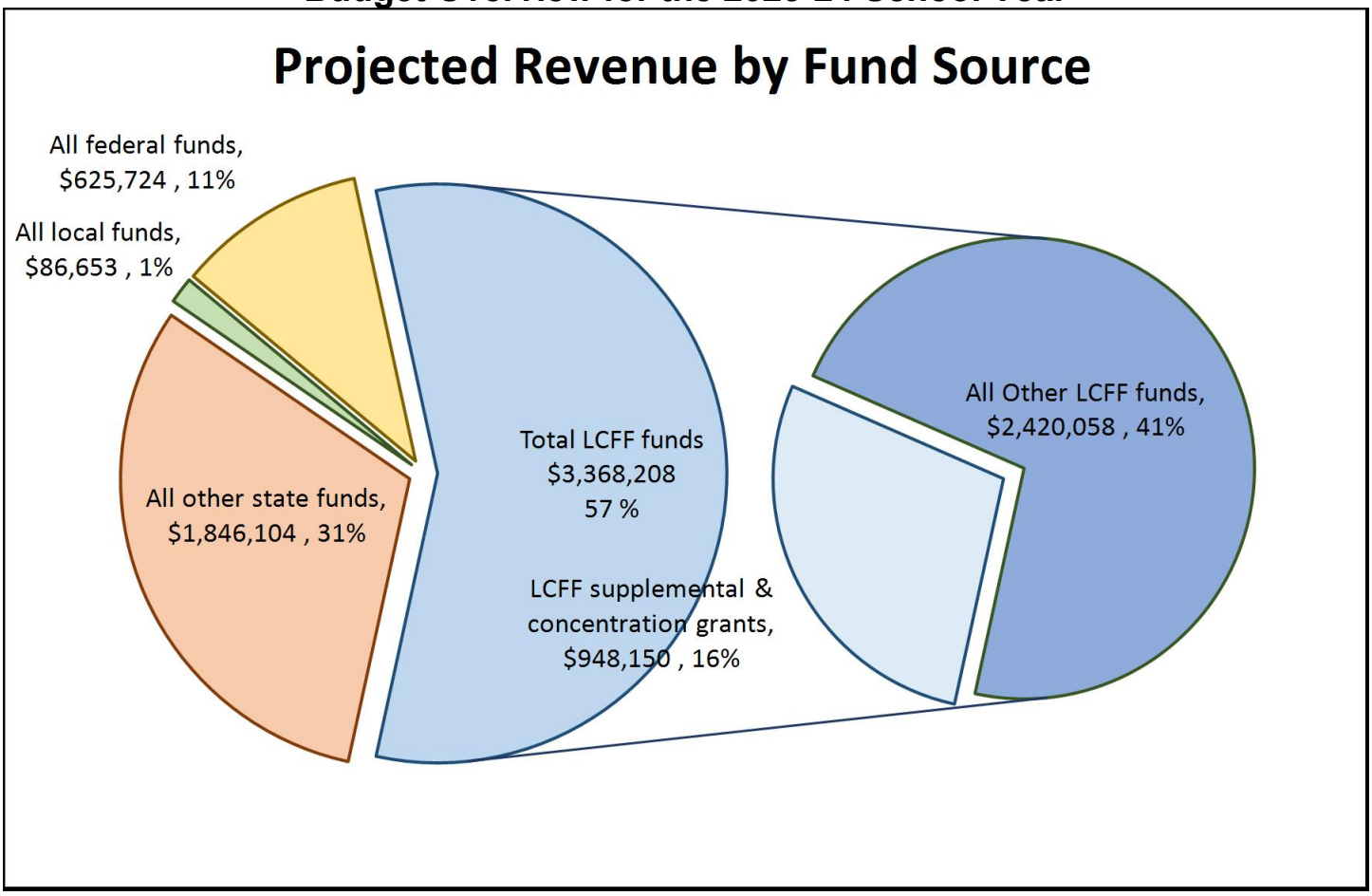
Sharon Rhee

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 2023-24 School Year

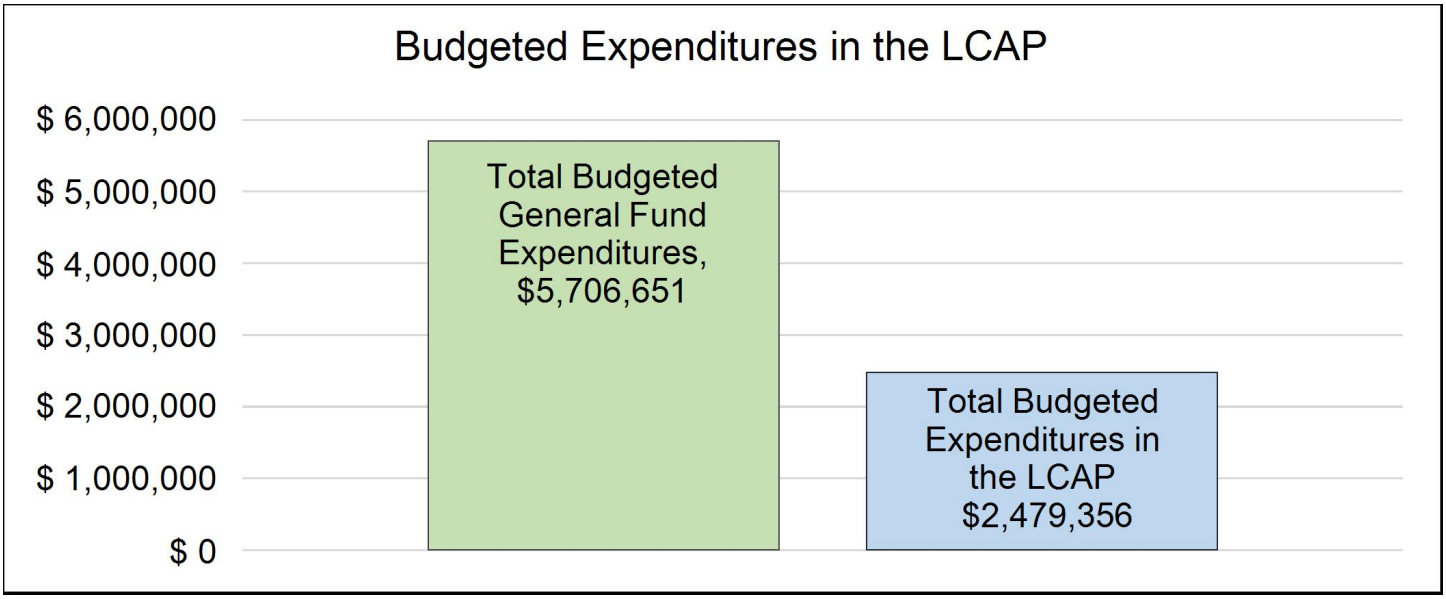


This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

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 $5,926,689, of which $3,368,208.00 is Local Control Funding Formula (LCFF), $1,846,104.00 is other state funds, $86,653.00 is local funds, and $625,724.00 is federal funds. Of the $3,368,208.00 in LCFF Funds, $948,150.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend for 2023-24. 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 $5,706,651.00 for the 2023-24 school year. Of that amount, $2,479,356.00 is tied to actions/services in the LCAP and $3,227,295 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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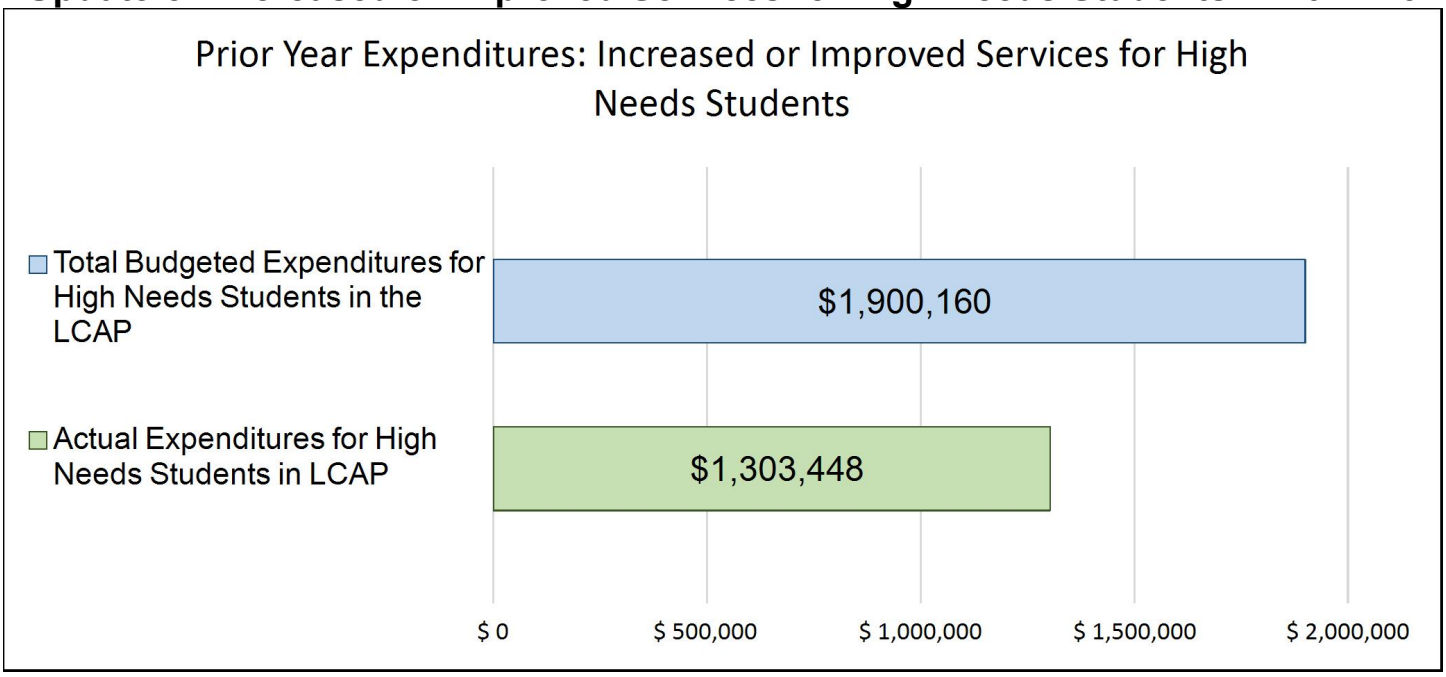
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive $948,150.00 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $1,645,701.00 towards meeting this requirement, as described in the LCAP.

NA

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's LCAP budgeted $1,900,159.70 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent $1,303,448.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-596,711.7 had the following impact on TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School’s ability to increase or improve services for high needs students:

The services for High Needs students in the LCAP were provided with other funding. There was no negative impact on services for High Needs students.

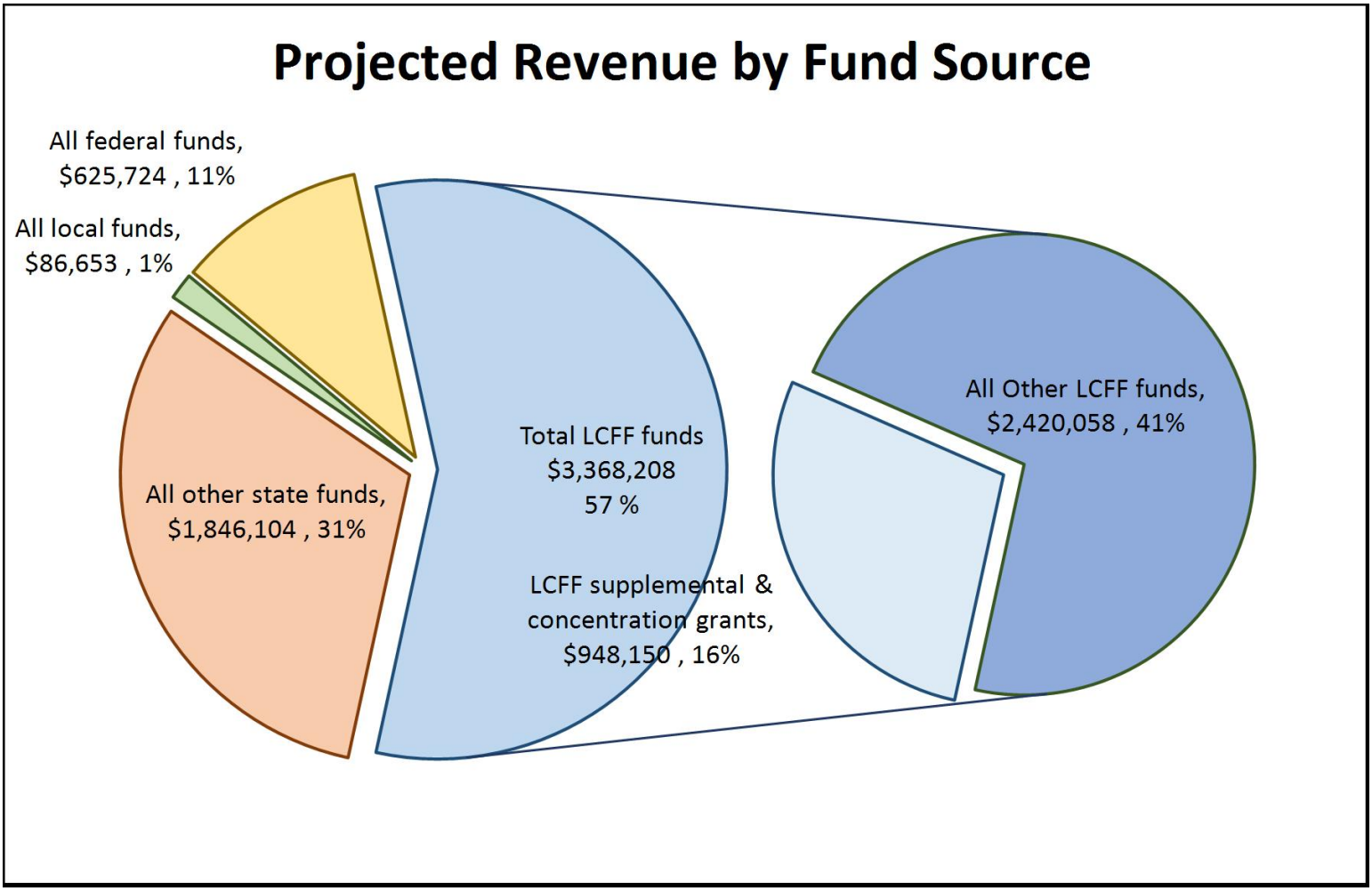
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
CDS Code: 19647330138305
School Year: 2023-24
LEA contact information:
Sharon Rhee
Principal

323-872-0708

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Budget Overview for the 2023-24 School Year

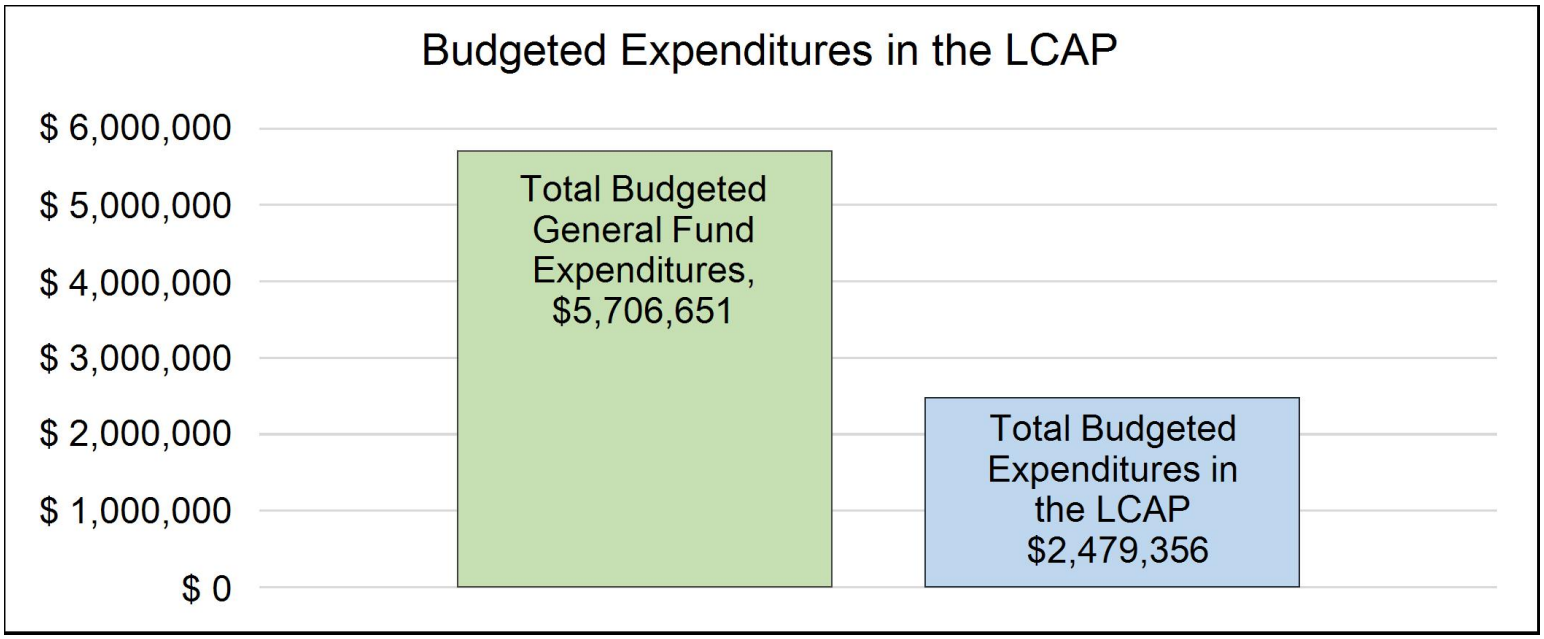


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LCFF Budget Overview for Parents

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.



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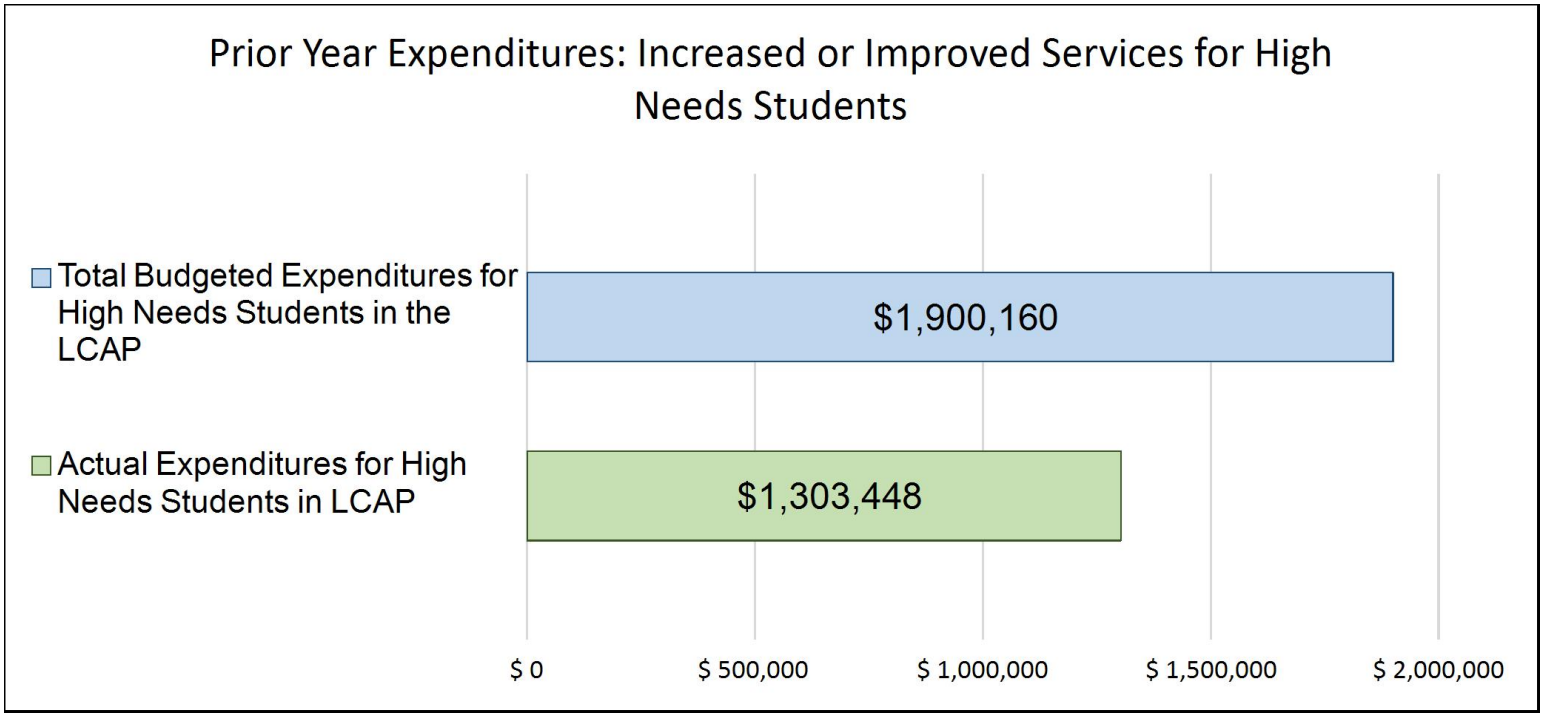
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NA

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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The services for High Needs students in the LCAP were provided with other funding. There was no negative impact on services for High Needs students.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

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 2022, TEACH Prep celebrated a very low suspension rate and high English Learner Progress. The School Administration and teaching staff has very low turnover and have benefitted from a Data position to support with identifying and addressing gaps in student learning. In 2022-2023 interim assessments indicate academic gains in ELA and consistent math performance.

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.

In 2022, chronic absenteeism remained very high from the impact of Covid-19 flare ups. English Language Arts Achievement is very low and student achievement in math is low.

In 2022-2023 TEACH Prep Elementary was identified as ATSI status for low performance by the subgroup African American students. As a result, TEACH Prep created a School Plan for Student Achievement (SPSA) with stakeholders that describes strategies for improving subgroup academic performance.

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.

Based on ATSI status and academic performance data for the 22-23 School Year, TEACH ES has created a School Plan for Student Achievement (SPSA) with stakeholders. The strategies included in the SPSA are included in the LCAP (Goal 1 action 1.5) and consist of adding an Assistant Principal to focus on building the capacity and effectiveness of teachers to deliver instruction, plan engaging lessons and create assessments.

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%	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%	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	100%		
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%	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%	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	$1,211,168.00	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	$339,071.00	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	$16,125.00	Yes
1.4	Costs for teacher and administrator expenses for clearing credentials	allowable expenses to become highly qualified/ certificated	$34,500.00	No Yes
1.5	New Position of Assistant Principal of Instruction for 2023-2024 SY		$138,391.00	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 [2022-23]

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.

No substantive differences

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.

NA

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

Adding Aides have supported student growth by providing individual and small group support and working with students to remediate in literacy and math.

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 major planned action for the coming year is to add an Assistant Principal to focus on supporting teachers, building teacher capacity and focusing on the academic program.

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	Scale Scores for CAASPP (All students, regardless of subgroup): 3 Standard Met: 2432–2489 Standard Exceeded: 2490–2650 4 Standard Met: 2473–2532 Standard Exceeded: 2533–2690	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%	42%			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%	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	$155,556.00	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	$26,300.00	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	$24,200.00	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;		$144,900.00	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 [2022-23]

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.

No substantive differences

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.

NA

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

New curriculum has been implemented and has had an impact on growth indicated on interim assessments.

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.

NA

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		Increase of 7%		

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%	86.27%	data not yet available		Maintain ADA rate of 95-100%
Priority 6 Outcome 1 — School Climate (Engagement): % of student suspensions (suspension rate that is < 1%)	0%	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%	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%	28.4%		

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	$31,768.00	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;		$234,628.00	No Yes
3.4	1 FTE parent coordinator (shared among campuses)		$65,549.00	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		$35,200.00	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 [2022-23]

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.

No substantive differences

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.

NA

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

The Parent Coordinator has made significant progress in engaging families and his work has been complimented by the increase in communication through social media.

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.

NA

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 [2022-23]

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 [2022-23]

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
948,150	111,044

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.70%	0.00%	$0.00	39.70%

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.

the position of Assistant Principal has been added to increase the number of staff providing direct services to students including foster youth, English learners and low-income students. This position will impact these students directly by focusing on effective instructional delivery, resources for students, interventions and support.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,645,701.00	$521,165.00		$312,490.00	$2,479,356.00	$2,142,723.00	$336,633.00

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	$871,761.00	$86,648.00		$252,759.00	$1,211,168.00
1	1.2	1 FTE aide, two .5 aides to support classroom instruction	All English Learners Foster Youth Low Income	$97,667.00	$195,215.00		$46,189.00	$339,071.00
1	1.3	Stipends for three lead teachers	English Learners Foster Youth Low Income	$16,125.00				$16,125.00
1	1.4	Costs for teacher and administrator expenses for clearing credentials	All English Learners Foster Youth Low Income	$9,870.00	$11,088.00		$13,542.00	$34,500.00
1	1.5	New Position of Assistant Principal of Instruction for 2023-2024 SY	All English Learners Foster Youth Low Income	$138,391.00				$138,391.00
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	$155,556.00				$155,556.00
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	$26,300.00				$26,300.00
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	$24,200.00				$24,200.00

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		$144,900.00			$144,900.00
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	$31,768.00				$31,768.00

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	$216,863.00	$17,765.00			$234,628.00
3	3.4	1 FTE parent coordinator (shared among campuses)	All English Learners Foster Youth Low Income		$65,549.00			$65,549.00
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	All English Learners Foster Youth Low Income	$35,200.00				$35,200.00
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					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,388,046	948,150	39.70%	0.00%	39.70%	$1,645,701.00	0.00%	68.91 %	**Total:**	$1,645,701.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,645,701.00

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**	Ten (11) FTE classroom teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$871,761.00	
1	**1.2**	1 FTE aide, two .5 aides to support classroom instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		$97,667.00	
1	**1.3**	Stipends for three lead teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$16,125.00	
1	**1.4**	Costs for teacher and administrator expenses for clearing credentials	Yes	Schoolwide	English Learners Foster Youth Low Income		$9,870.00	
1	**1.5**	New Position of Assistant Principal of Instruction for 2023-2024 SY	Yes	Schoolwide	English Learners Foster Youth Low Income		$138,391.00	
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		$155,556.00	
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		$26,300.00	
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		$24,200.00	
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		$31,768.00	
3	3.3	Personnel related to school operations to ensure a positive learning environment: 1 FTE Office Manager; .75 FTE janitor; Contracted services to assist with food distribution and campus safety;	Yes	Schoolwide	English Learners Foster Youth Low Income		$216,863.00	
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		$35,200.00	

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			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,359,274.40	$1,666,857.70

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Ten (11) FTE classroom teachers	No Yes	$1,201,273.00	$915,733.00
1	**1.2**	1 FTE aide, two .5 aides to support classroom instruction	No Yes	$231,909.00	$223,492.00
1	**1.3**	Stipends for three lead teachers	Yes	$18,933.00	$15,000.00
1	**1.4**	Costs for teacher and administrator expenses for clearing credentials	No Yes	$25,000.00	$25,000.00
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	$212,704.00	$69,978.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Technology to support EL students: Listenwise	No Yes	$10,000.00	$10,000.00
2	2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)	No Yes	$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	No Yes	$166,200.00	$8,135.00
2	2.5	Technology to promote effective instruction: Promethian Boards (6)/ or 3 promethian boards and 3 projectors; new chrome books for incoming 4th graders; replacement chromebooks and ipads to replace those lost or broken during distance learning;	No Yes	$93,000.00	$5,000.00
2	2.6	Supplemental learning curriculum in art/music; after school enrichment opportunities in art/ music; playground structure;	No Yes	$120,700.00	$149,235.00
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	$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	No Yes	$27,919.70	$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;	No Yes	$182,535.70	$177,648.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	1 FTE parent coordinator (shared among campuses)	No Yes		$0.00
3	3.5	Facilities/ maintenance: Pest control; benches for students to sit on for lunch; canopies; outdoor storage shed to house play equipment and supplies	No Yes	$57,100.00	$27,717.00
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		

2022-23 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)
$876,093.00	$1,900,159.70	$1,303,448.00	$596,711.70	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	$911,096.00	$915,733.00		
1	1.2	1 FTE aide, two .5 aides to support classroom instruction	Yes	$231,909.00	$64,158.00		
1	1.3	Stipends for three lead teachers	Yes	$18,933.00	$15,000.00		
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	$212,704.00	$68,978.00		
2	2.2	Technology to support EL students: Listenwise	Yes	$10,000.00	$10,000.00		
2	2.3	Curriculum and technology: Dreambox (math supplemental); NextGen Math (standard-aligned assessments and problem sets); Edgenuity-Pathblazer (ELA supplemental); ZingyLearning (science supplemental); MAP NWEA (benchmark testing); Illuminate- gradebook and standards-based assessment and resources; powerschool (attendance)	Yes	$10,000.00	$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	Yes	$166,200.00	$8,135.00		
2	2.5	Technology to promote effective instruction: Promethian Boards (6)/ or 3	Yes	$93,000.00	$5,000.00		

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)
		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				
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	$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	$27,919.70	$27,920.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	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	$159,298.00	$148,807.00		
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	$57,100.00	$27,717.00		
3	3.6		Yes				
3	3.7		Yes				
3	3.8		Yes				
3	3.9		Yes				
3	3.10		Yes				
3	3.11		Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,233,503.00	$876,093.00	0.00	39.23%	$1,303,448.00	0.00%	58.36%	$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

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	TEACH Academy of Technologies
CDS Code:	19647330122242
LEA Contact Information:	Name: Maricella Williams Position: Principal Phone: 323-872-0809
Coming School Year:	2023-24
Current School Year:	2022-23

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

Projected General Fund Revenue for the 2023-24 School Year	**Amount**
Total LCFF Funds	$5,367,158
LCFF Supplemental & Concentration Grants	$1,525,697
All Other State Funds	$2,690,700
All Local Funds	$196,531
All federal funds	$888,488
Total Projected Revenue	$9,142,877

Total Budgeted Expenditures for the 2023-24 School Year	**Amount**
Total Budgeted General Fund Expenditures	$8,680,578
Total Budgeted Expenditures in the LCAP	$1,369,249
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,046,950
Expenditures not in the LCAP	$7,311,329

Expenditures for High Needs Students in the 2022-23 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$945,487
Actual Expenditures for High Needs Students in LCAP	$989,644

Funds for High Needs Students	**Amount**
2023-24 Difference in Projected Funds and Budgeted Expenditures	$-478,747
2022-23 Difference in Budgeted and Actual Expenditures	$44,157

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	These expenditures will include teacher sand classified staff salaries & Benefits, Facility related costs, contracted services and books and supplies required to run the school.
The amount budgeted to increase or improve services for high needs students in the 2023-24 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2023-24. Provide a brief description of	Expenditures will include high quality certified staff including a Dean Position and support staff that includes Instructional Aides, an additional School Counselor, summer school program costs as well as supporting curriculum costs and noncapitalized equipment.

the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	

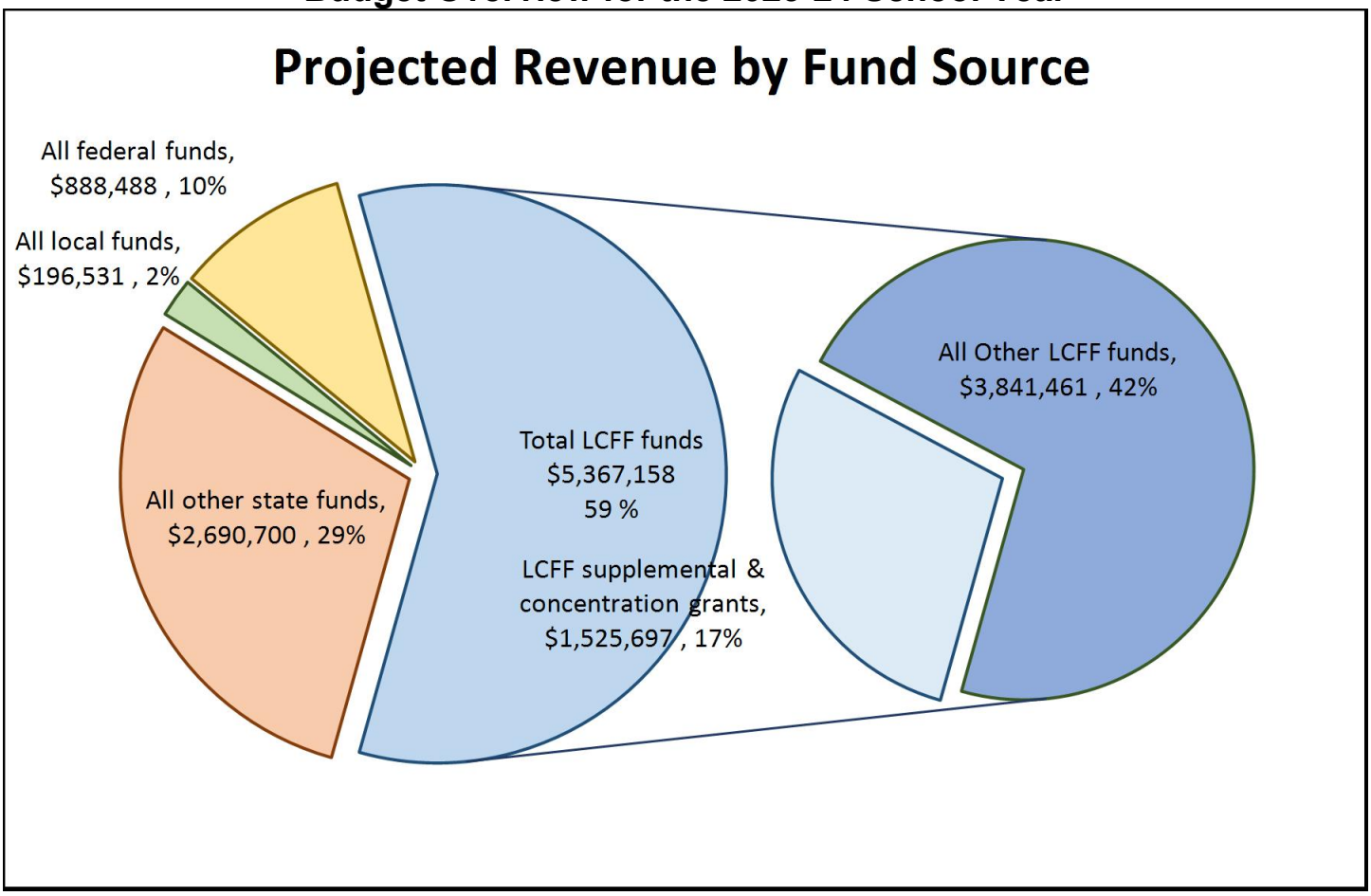
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies
CDS Code: 19647330122242
School Year: 2023-24
LEA contact information:
Maricella Williams
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 2023-24 School Year

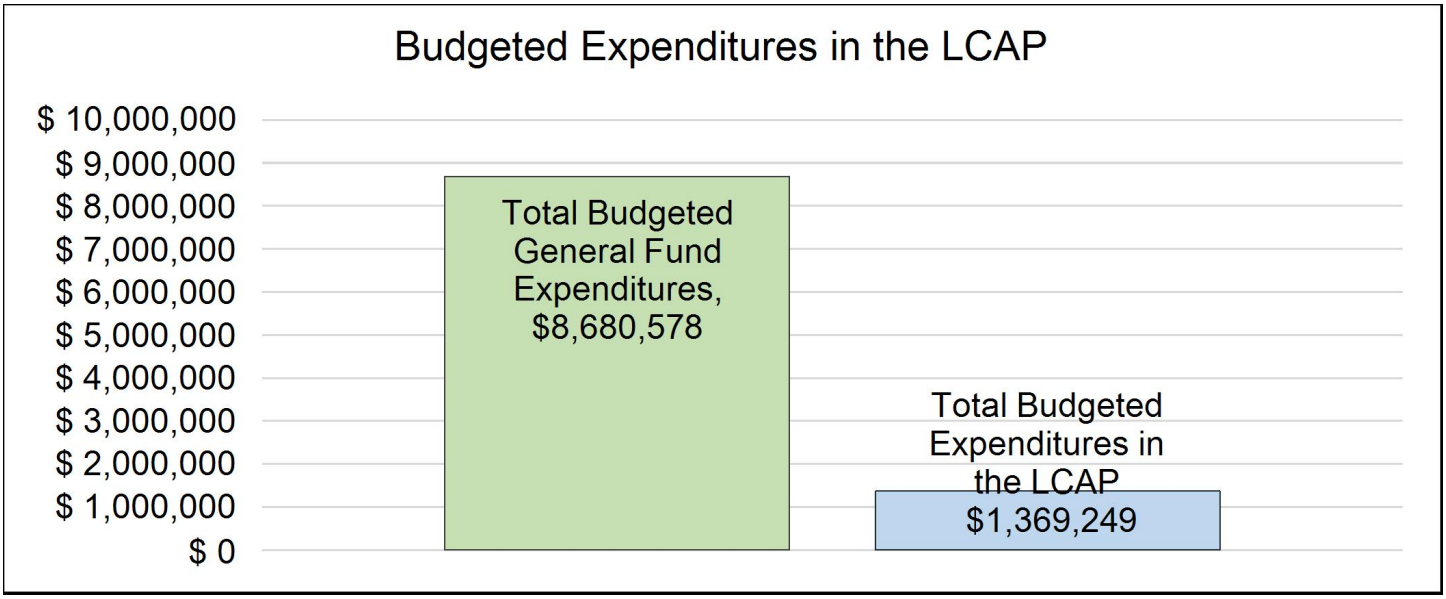


This chart shows the total general purpose revenue TEACH Academy of Technologies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Academy of Technologies is $9,142,877, of which $5,367,158 is Local Control Funding Formula (LCFF), $2,690,700 is other state funds, $196,531 is local funds, and $888,488 is federal funds. Of the $5,367,158 in LCFF Funds, $1,525,697 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Academy of Technologies plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: TEACH Academy of Technologies plans to spend $8,680,578 for the 2023-24 school year. Of that amount, $1,369,249 is tied to actions/services in the LCAP and $7,311,329 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These expenditures will include teacher sand classified staff salaries & Benefits, Facility related costs, contracted services and books and supplies required to run the school.

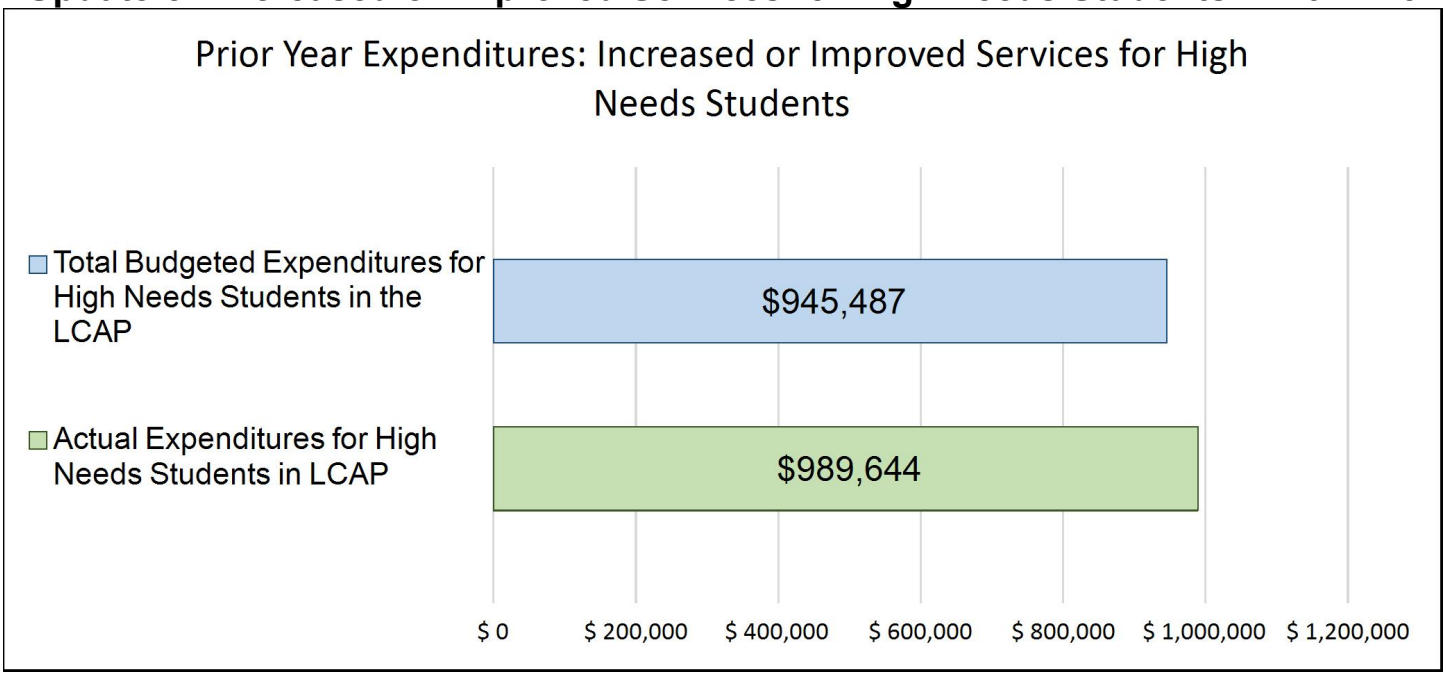
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, TEACH Academy of Technologies is projecting it will receive $1,525,697 based on the enrollment of foster youth, English learner, and low-income students. TEACH Academy of Technologies must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Academy of Technologies plans to spend $1,046,950 towards meeting this requirement, as described in the LCAP.

Expenditures will include high quality certified staff including a Dean Position and support staff that includes Instructional Aides, an additional School Counselor, summer school program costs as well as supporting curriculum costs and noncapitalized equipment.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, TEACH Academy of Technologies's LCAP budgeted $945,487 for planned actions to increase or improve services for high needs students. TEACH Academy of Technologies actually spent $989,644 for actions to increase or improve services for high needs students in 2022-23.

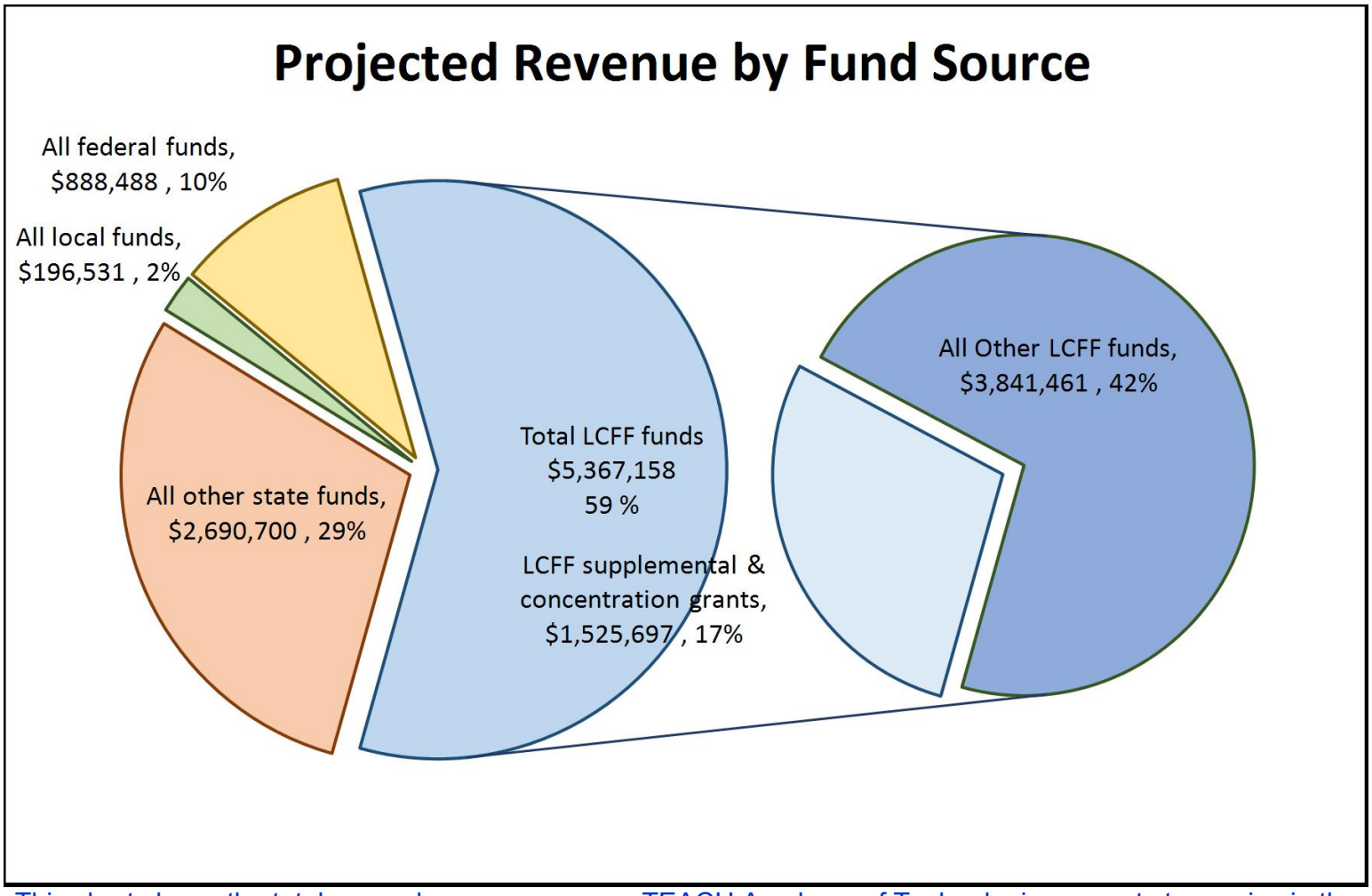
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies
CDS Code: 19647330122242
School Year: 2023-24
LEA contact information:
Maricella Williams
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 2023-24 School Year

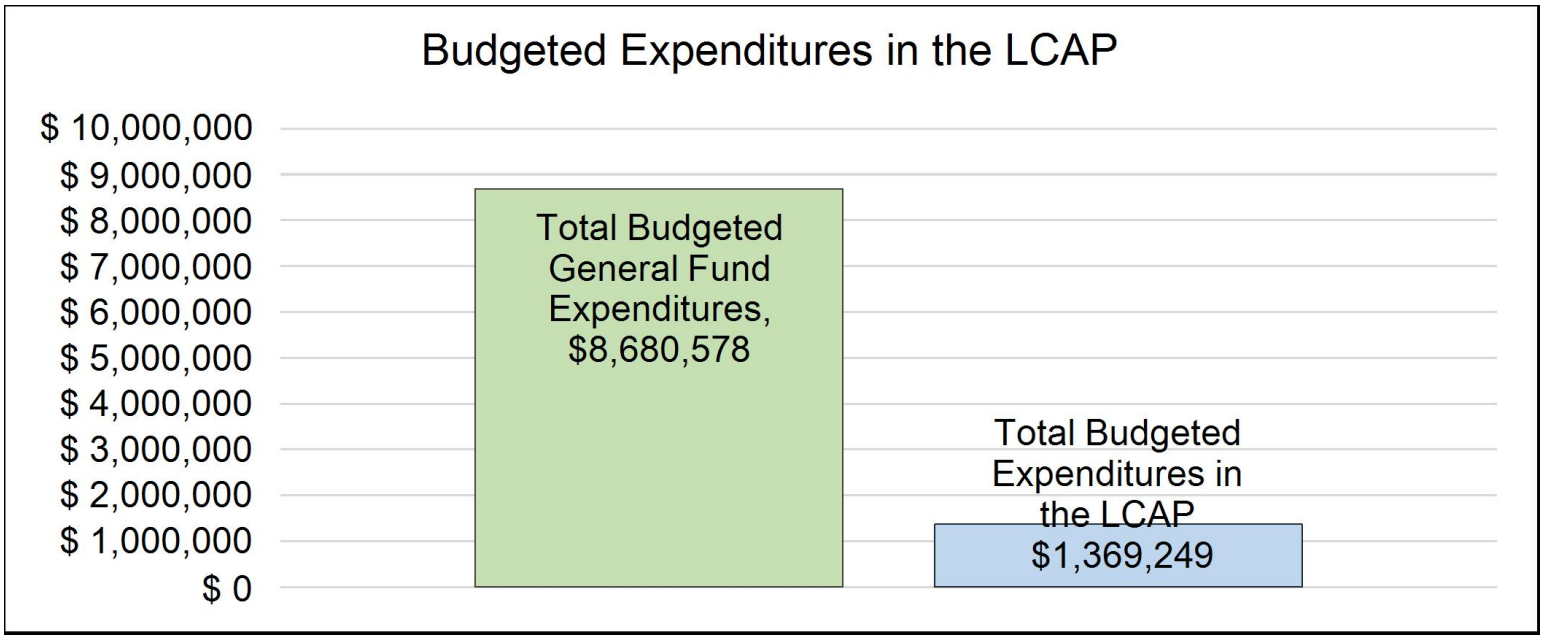


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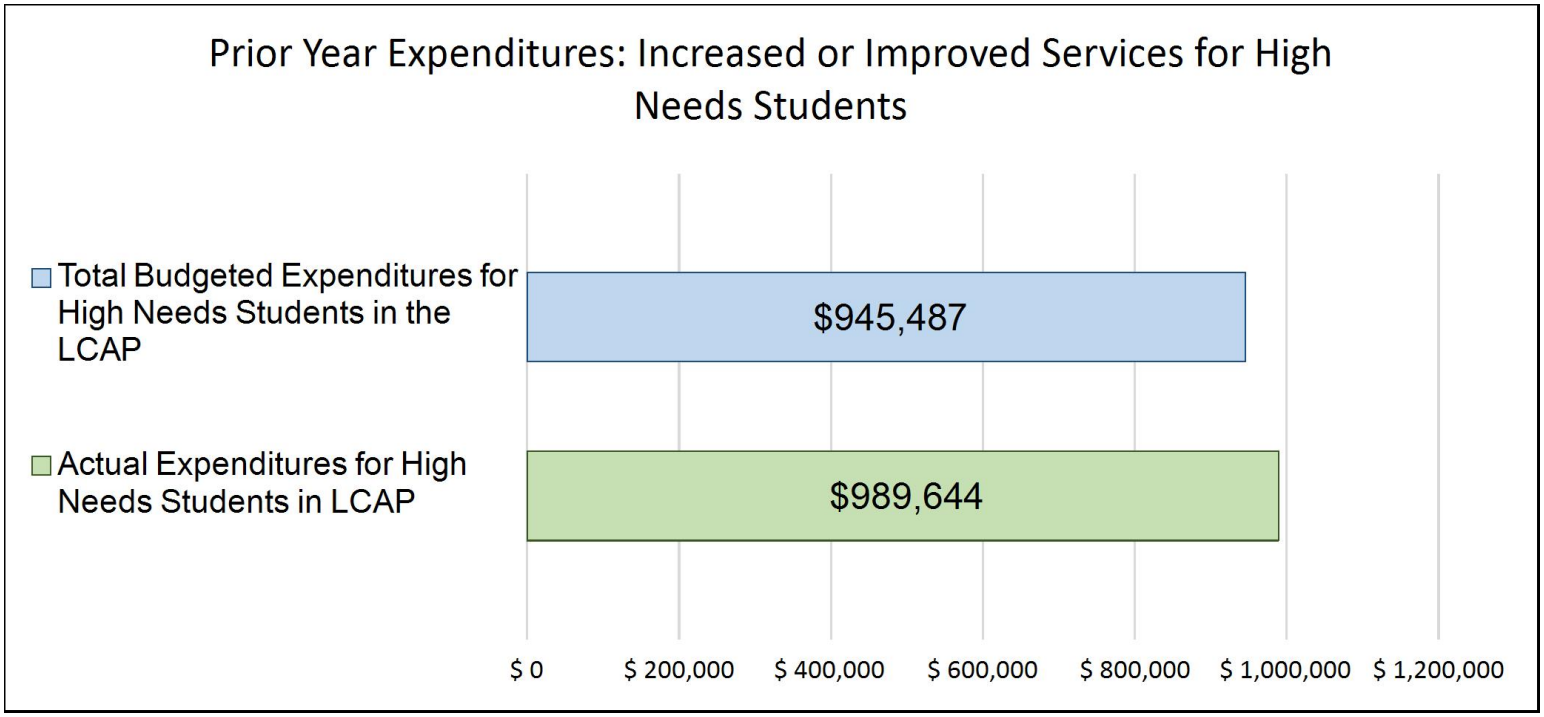
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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

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%

An additional sign of success that demonstrates that TAT is successful in providing families in the community with an option for an academic experience that provides students with both academics and a focus on social-emotional wellbeing is the positive trend in enrollment.

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).

Reflections deep analysis of data and trends of Dashboard data and local indicators show a need for intensive capacity development of teachers to improve instruction in literacy and math. TEACH Academy has also been identified for ATSI status due to low performance of the student subgroups students with disabilities and students from disadvantaged economic households. TEACH Academy has created a School

Plan for Student Achievement with stakeholders that includes aggressive strategies for improving student performance. Those strategies include adding an additional site leader so the 5th and 6th grades will be located on one campus with a site leader focused on the specific academic needs of those grade levels. A second site administrator will stay on the second campus to focus on the specific needs of the 7th and 8th graders at that site.

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.

The most significant highlight for the 2023-2024 School year is the addition of a second site Principal to support teachers and the academic program that focuses on the needs of a two level grade span. These strategies are described within this LCAP and were developed with stakeholder input into the SPSA.

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.

Parents were also key in the development of the SPSA plan and the strategy of adding an additional site leader so that one administrator can focus on the teacher development and academic program serving a smaller grade span.

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

Powered by BoardOnTrack

- 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%

In 2023 TEACH Academy of Technologies engaged parents and partners in an analysis of the SPSA plan which describes strategies for addressing the academic performance of subgroups that qualify the school for ATSI status. Parents had input into the key strategies to provide equity and icrease resources for students and student subgroups that are performing below their potential. Those strategies have been modified based on specific parent input and are reflected in Goal 3 and Action 5 within the LCAP.

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	30.6%		80%-90%
Attendance to meetings	11% of parents consistently participate in meetings	2.4% of parents consistently participated in meetings.	22%		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	$75,196.00	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.	$109,685.00	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	$107,671.00	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 [2022-23]

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 were no substantive differences in the 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 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.

Specific actions that had the most impact were the increased frequency and specificity of seeking parent feed.

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

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	71.9 points below standard	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	148.1 points below standard	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 42.3%	data not yet available		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.	$21,324.00	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.	$214,203.00	Yes
2.3	Use of Data in Planning	Regularly monitor teacher use of data in planning instructional experiences.	$127,454.00	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	$195,552.00	No Yes
2.7	SPED Resource Teacher	SPED resource teachers to support students	$164,249.00	No Yes

Goal Analysis [2022-23]

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.

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.

N/A

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

Based on interim assessments, TEACH Tech anticipates that the strategy of implementing the assessment and data analysis cycle will have the most impact on SBAC improvements.

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

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%	97%		100%
Participation in Professional Development	100%	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%		100%
Training in and implementation of Performance Matters	New	0%	97%		100%
Training in and implemetation of standards-based curriculum	100%	100%	97%		100%
Maintain credentialed teachers	100%	77%	70%		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.	$169,813.00	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
3.5	Add a Site Administrators so there will be one administrator at each site focusing on the teacher development and academic needs of two grade levels (instead of one administrator covering 4 grade levels).			

Goal Analysis [2022-23]

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.

No substantive differences

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.

NA

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

Based on internal data and teachers indicating they will return, the focus on increased professional development and feedback has been a significant factor 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.

The action listed in 3.5- adding an additional site leader is a significant change 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	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%		100% implementation

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Onboarding Calendar and Guide	Create Onboarding Calendar and Guide	$21,324.00	No
4.2	Onboarding Internal Professional Development	Provide all faculty and staff with internal professional development in respective criterion	$32,183.00	
4.3	Personalized Professional Development Plan	Create a Personalized Professional Development Plan for teachers, providing guidance, training and feedback to improve teacher practice.	$40,229.00	

Goal Analysis [2022-23]

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.

No substantive differences

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.

NA

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

Onboarding and professional development had a significant impact on making progress towards the goal because it provided new staff with the training, tools and knowledge of curriculum and platforms that enabled them to start out strong.

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.

NA

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%	99%		80-90%
Participation in Data Meetings	10%	10%	5%		80-90%
Response to surveys relevant to student data	New	24%	NA		80-90%
Dashboard to share data	New	100%	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	$55,229.00	
5.3	Stakeholder Meeting Calendar	Identify and calendar all stakeholder meetings and ensure all documents have consistent templates	$24,137.00	

Goal Analysis [2022-23]

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.

No substantive differences

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.

NA

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

Stakeholder meetings planned in advance and with increased notification and advertising from social media and multiple parent communication platforms has been significant in improving the quality of parent and stakeholder 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.

NA

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,525,697	178,629

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.72%	0.00%	$0.00	39.72%

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.

Foster youth, English Learners and low-income students will be served though an additional Site leader focused on a two grade-level span.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,347,506.00			$21,743.00	$1,369,249.00	$1,249,201.00	$120,048.00

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	$75,196.00				$75,196.00
1	1.2	Personlized Education Plan	Students with Disabilities	$109,685.00				$109,685.00
1	1.3	Instruction Program Feedback	English Learners Foster Youth Low Income	$107,671.00				$107,671.00
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	$21,324.00				$21,324.00
2	2.2	Professional Development	English Learners	$192,460.00			$21,743.00	$214,203.00
2	2.3	Use of Data in Planning	All	$127,454.00				$127,454.00

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	$195,552.00				$195,552.00
2	2.7	SPED Resource Teacher	Students with Disabilities Low Income	$164,249.00				$164,249.00
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	$169,813.00				$169,813.00
3	3.4	Provide Teacher Feedback						
3	3.5	Add a Site Administrators so there will be one administrator at each site focusing on the teacher development and academic needs of two grade levels (instead of one administrator covering 4 grade levels).						
4	4.1	Onboarding Calendar and Guide	All	$21,324.00				$21,324.00
4	4.2	Onboarding Internal Professional Development		$32,183.00				$32,183.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Personalized Professional Development Plan		$40,229.00				$40,229.00
5	5.1	Data Dashboard						
5	5.2	Positive School Climate for Inquiry		$55,229.00				$55,229.00
5	5.3	Stakeholder Meeting Calendar		$24,137.00				$24,137.00

2023-24 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
3841517	1,525,697	39.72%	0.00%	39.72%	$1,046,950.00	0.00%	27.25 %	**Total:**	$1,046,950.00
								LEA-wide Total:	$502,268.00
								Limited Total:	$0.00
								Schoolwide Total:	$544,682.00

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		$75,196.00	
1	1.2	Personlized Education Plan	Yes	Schoolwide			$109,685.00	
1	1.3	Instruction Program Feedback	Yes	LEA-wide	English Learners Foster Youth Low Income		$107,671.00	
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		$21,324.00	

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		$192,460.00	
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		$195,552.00	
2	2.7	SPED Resource Teacher	Yes	Schoolwide	Low Income		$164,249.00	
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		$169,813.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,287,735.50	$1,139,829.48

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	$71,927.00	69,861
1	**1.2**	Personlized Education Plan	No Yes	$95,879.00	99,172
1	**1.3**	Instruction Program Feedback	Yes	$93,412.00	98,183
1	**1.4**	Instructional Experiences Feedback	No Yes	$6,000.00	6,269
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	$18,071.00	20,210
2	2.2	Professional Development	Yes	$199,903.00	191,437
2	2.3	Use of Data in Planning	No	$166,803.00	164,479
2	2.4	Analyze and Disaggregate data	No		
2	2.5	Personalized Education Plan (Thrively)	Yes	$5,000.00	4,579
2	2.6	English Learner Coordinator Position	No Yes	$188,820.00	184,973
2	2.7	SPED Resource Teacher	No Yes	$125,367.00	150,670
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	$166,802.00	164.479
3	3.4	Provide Teacher Feedback			
4	4.1	Onboarding Calendar and Guide	No	$18,071.00	20,210

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		$31,115.00	30,566
4	4.3	Personalized Professional Development Plan		$38,893.50	38,208
5	5.1	Data Dashboard			
5	5.2	Positive School Climate for Inquiry		$38,336.00	37,924
5	5.3	Stakeholder Meeting Calendar		$23,336.00	22,924

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,413,160.00	$945,487.00	$989,644.00	($44,157.00)	575.00%	594.97%	19.97%

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	$71,927.00	$69,861.00	90.00	97.12
1	1.2	Personlized Education Plan	Yes	$95,879.00	$99,172.00	100.00	103.43
1	1.3	Instruction Program Feedback	Yes	$93,412.00	$98,183.00	90.00	94.60
1	1.4	Instructional Experiences Feedback	Yes	$6,000.00	$6,269.00	5.00	5.22
1	1.5	Monthly Meetings, Workshops or Trainings	Yes				
2	2.1	IAB Administration	Yes	$18,071.00	$20,021.00	5.00	5.54
2	2.2	Professional Development	Yes	$174,209.00	$191,437.00	80.00	87.92
2	2.5	Personalized Education Plan (Thrively)	Yes	$5,000.00	$4,579.00	5.00	4.58
2	2.6	English Learner Coordinator Position	Yes	$188,820.00	$184,973.00	100.00	97.96
2	2.7	SPED Resource Teacher	Yes	$125,367.00	$150,670.00		
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	$166,802.00	$164,479.00	100.00	98.60

2022-23 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)
$3,549,760.00	$1,413,160.00	0	39.81%	$989,644.00	594.97%	622.85%	$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.

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- **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

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	TEACH Tech Charter High School
CDS Code:	19647330129627
LEA Contact Information:	Name: Mr. Steven Menduke Position: Principal Phone: 323-872-0707
Coming School Year:	2023-24
Current School Year:	2022-23

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

Projected General Fund Revenue for the 2023-24 School Year	**Amount**
Total LCFF Funds	$6,663,264.00
LCFF Supplemental & Concentration Grants	$1,889,271.00
All Other State Funds	$1,862,049.00
All Local Funds	$247,443.00
All federal funds	$760,911.00
Total Projected Revenue	$9,533,667

Total Budgeted Expenditures for the 2023-24 School Year	**Amount**
Total Budgeted General Fund Expenditures	$9,155,078.00
Total Budgeted Expenditures in the LCAP	$3,100,174.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,350,362.00
Expenditures not in the LCAP	$6,054,904

Expenditures for High Needs Students in the 2022-23 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,166,964.50
Actual Expenditures for High Needs Students in LCAP	$1,180,705.00

Funds for High Needs Students	**Amount**
2023-24 Difference in Projected Funds and Budgeted Expenditures	$-538,909
2022-23 Difference in Budgeted and Actual Expenditures	$13,740.5

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	This includes certificated and classified salaries and benefits, Contracted services, Professional consulting, Facilities & housekeeping costs, and depreciation expenses.
The amount budgeted to increase or improve services for high needs students in the 2023-24 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2023-24. Provide a brief description of	Costs to address these needs include an additional Counselor, Assistant Principal, Bilingual Coordinator and additional instructional aides.

the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2022-23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022-23.	NA

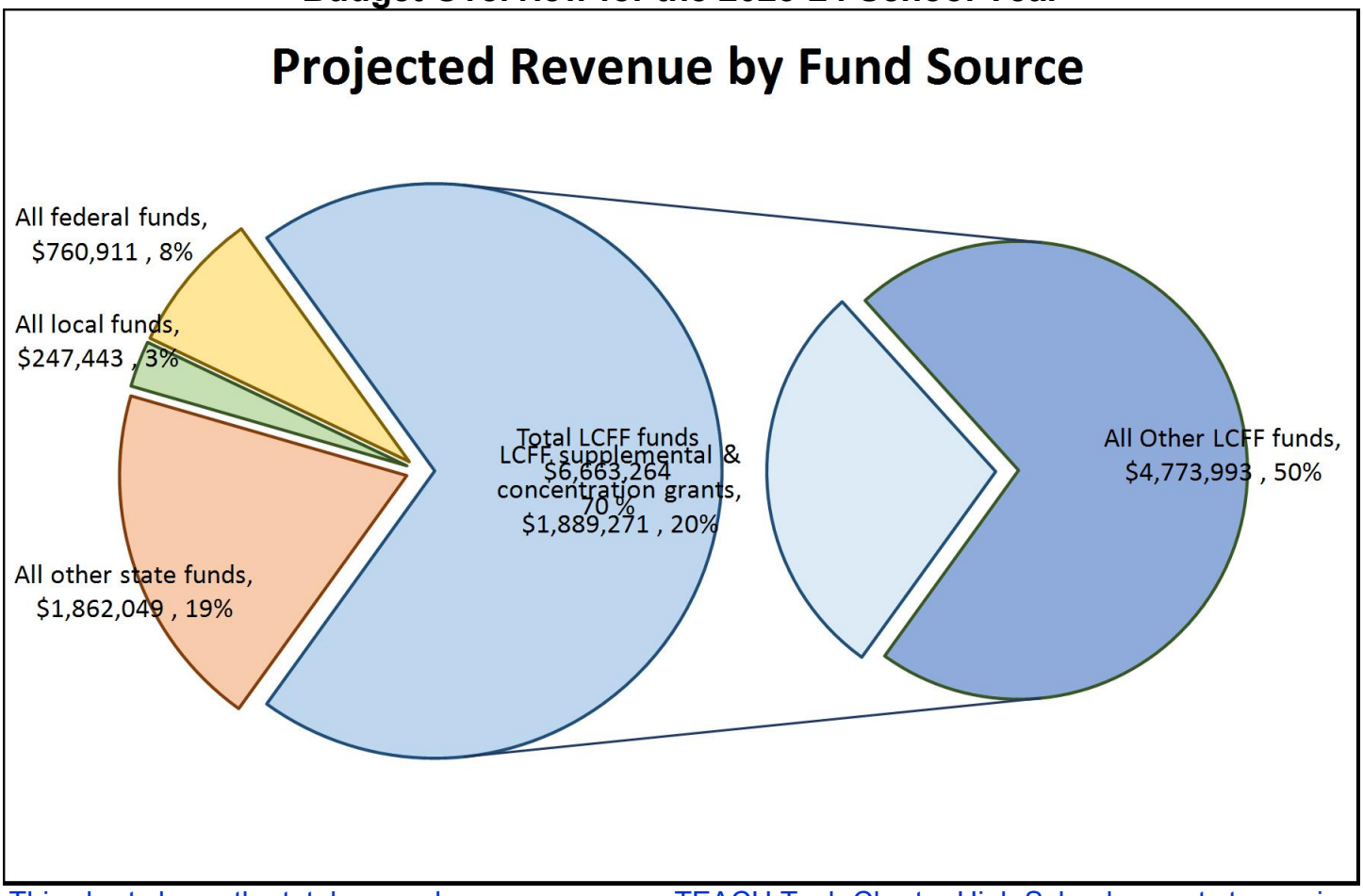
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Tech Charter High School
CDS Code: 19647330129627
School Year: 2023-24
LEA contact information:
Mr. Steven Menduke
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 2023-24 School Year

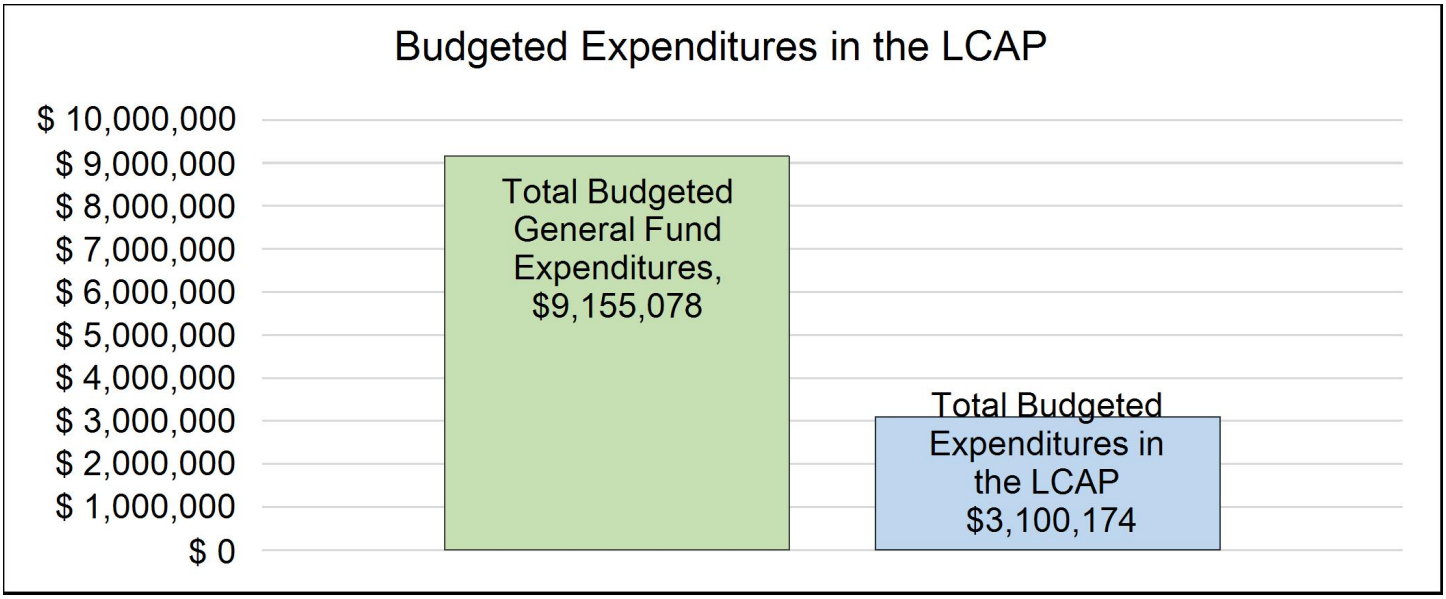


This chart shows the total general purpose revenue TEACH Tech Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Tech Charter High School is $9,533,667, of which $6,663,264.00 is Local Control Funding Formula (LCFF), $1,862,049.00 is other state funds, $247,443.00 is local funds, and $760,911.00 is federal funds. Of the $6,663,264.00 in LCFF Funds, $1,889,271.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much TEACH Tech Charter High School plans to spend for 2023-24. 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 $9,155,078.00 for the 2023-24 school year. Of that amount, $3,100,174.00 is tied to actions/services in the LCAP and $6,054,904 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

This includes certificated and classified salaries and benefits, Contracted services, Professional consulting, Facilities & housekeeping costs, and depreciation expenses.

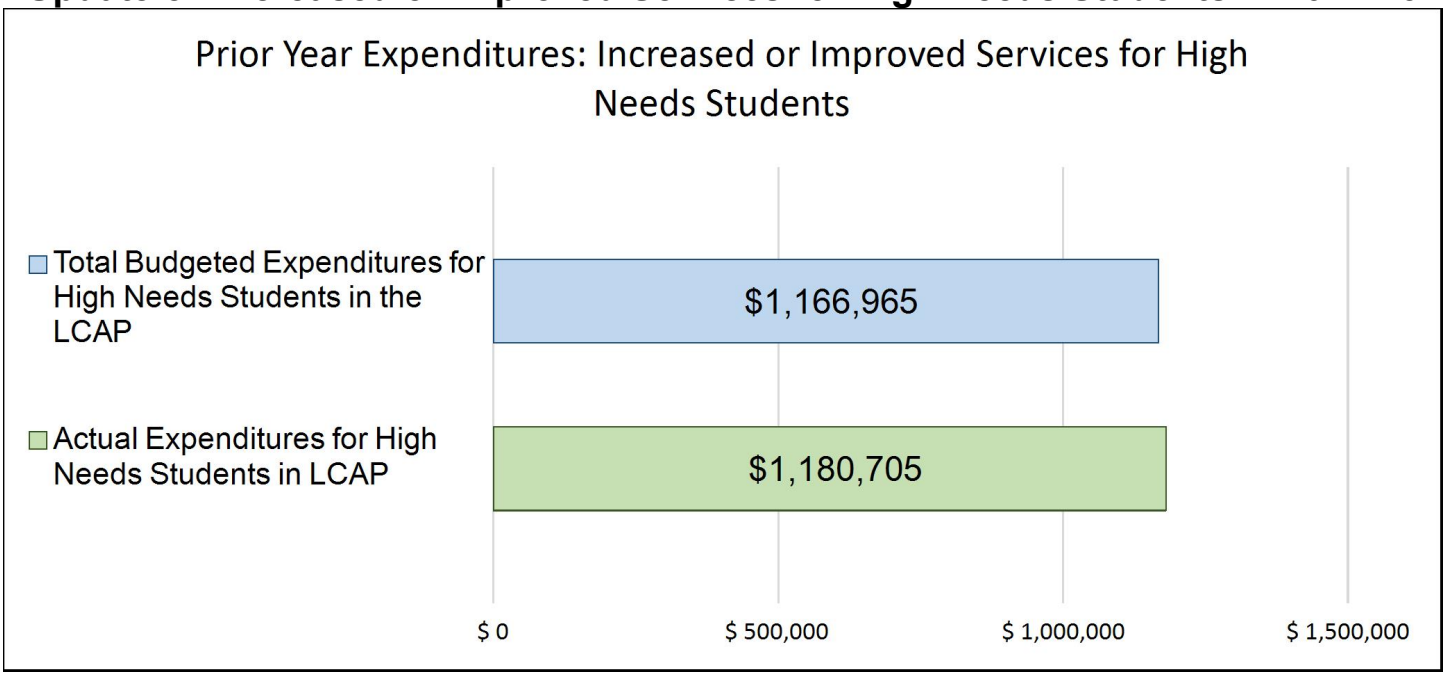
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, TEACH Tech Charter High School is projecting it will receive $1,889,271.00 based on the enrollment of foster youth, English learner, and low-income students. TEACH Tech Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Tech Charter High School plans to spend $1,350,362.00 towards meeting this requirement, as described in the LCAP.

Costs to address these needs include an additional Counselor, Assistant Principal, Bilingual Coordinator and additional instructional aides.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, TEACH Tech Charter High School's LCAP budgeted $1,166,964.50 for planned actions to increase or improve services for high needs students. TEACH Tech Charter High School actually spent $1,180,705.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $13,740.5 had the following impact on TEACH Tech Charter High School’s ability to increase or improve services for high needs students:

NA

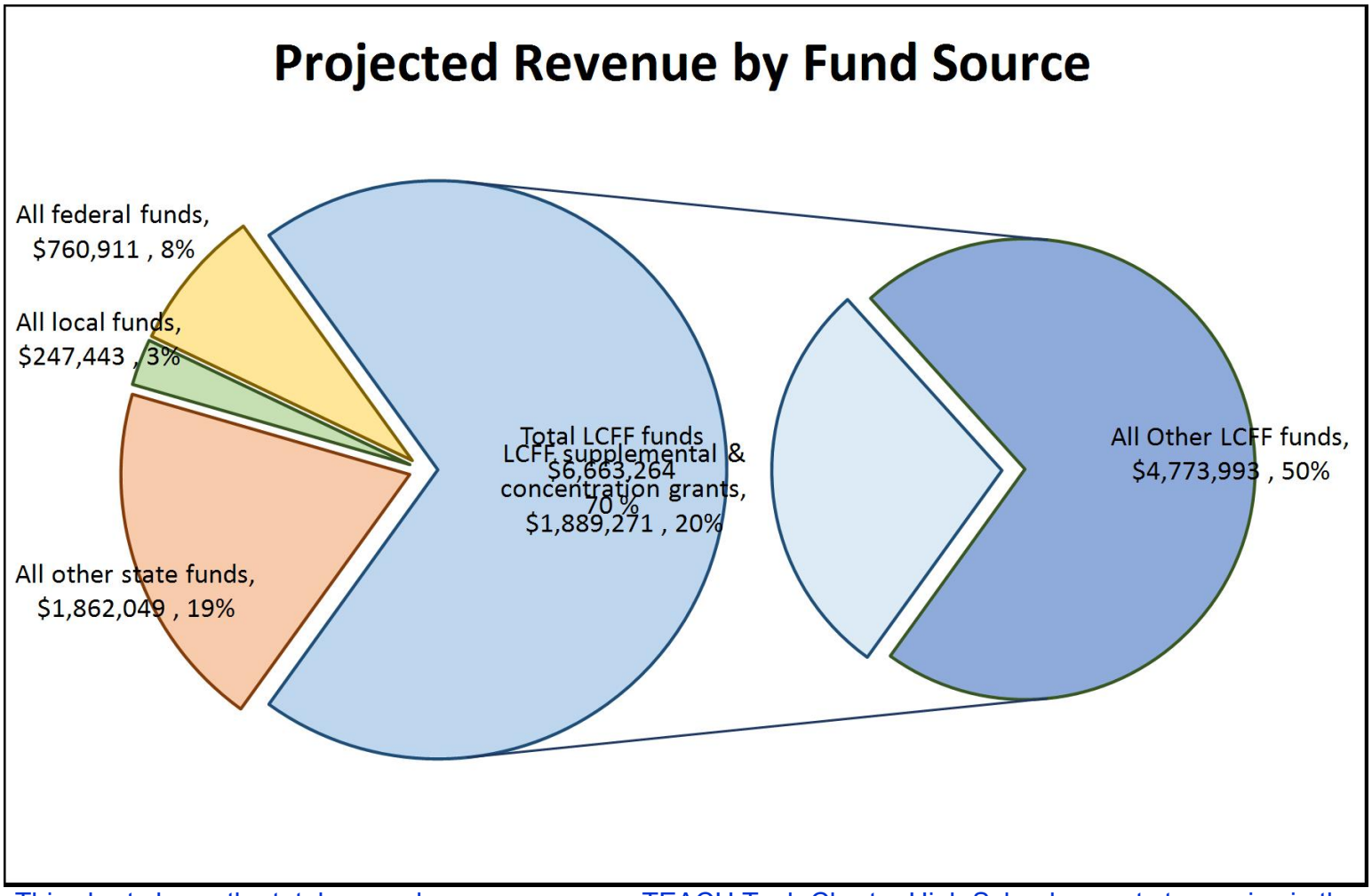
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Budget Overview for the 2023-24 School Year

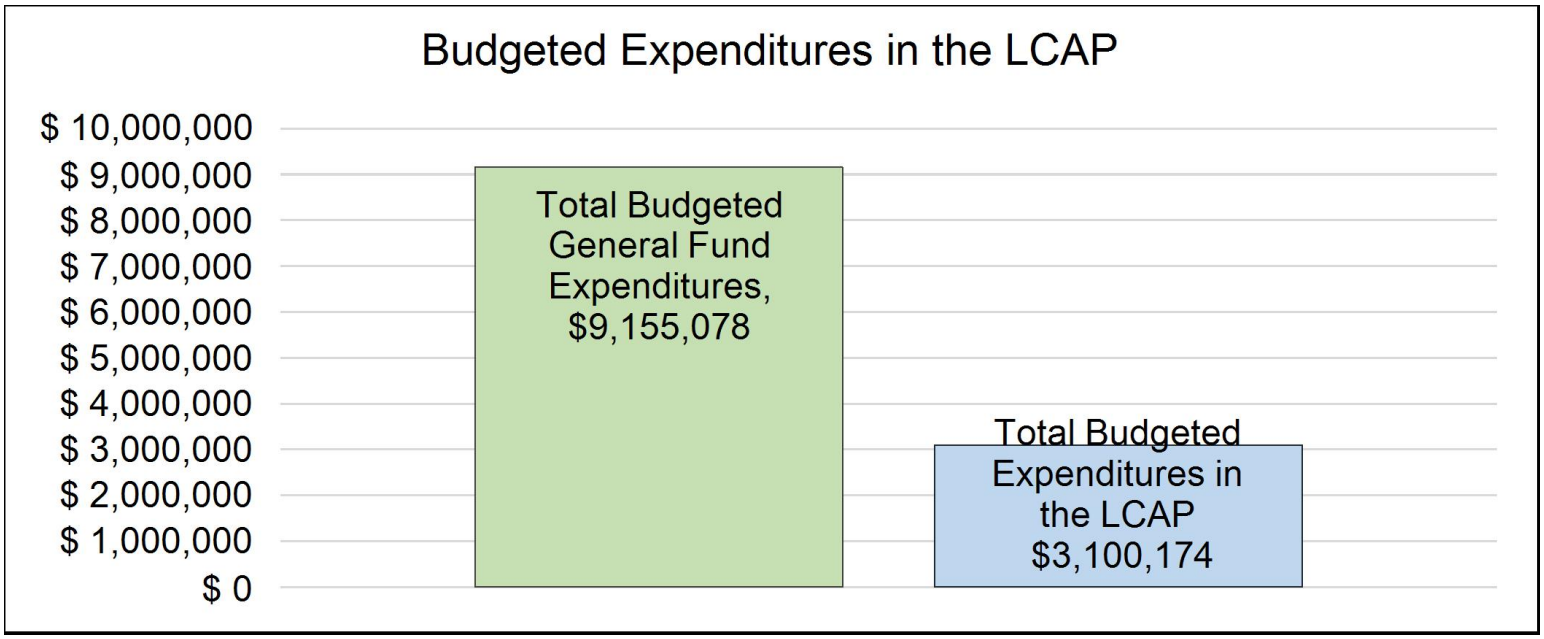


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LCFF Budget Overview for Parents

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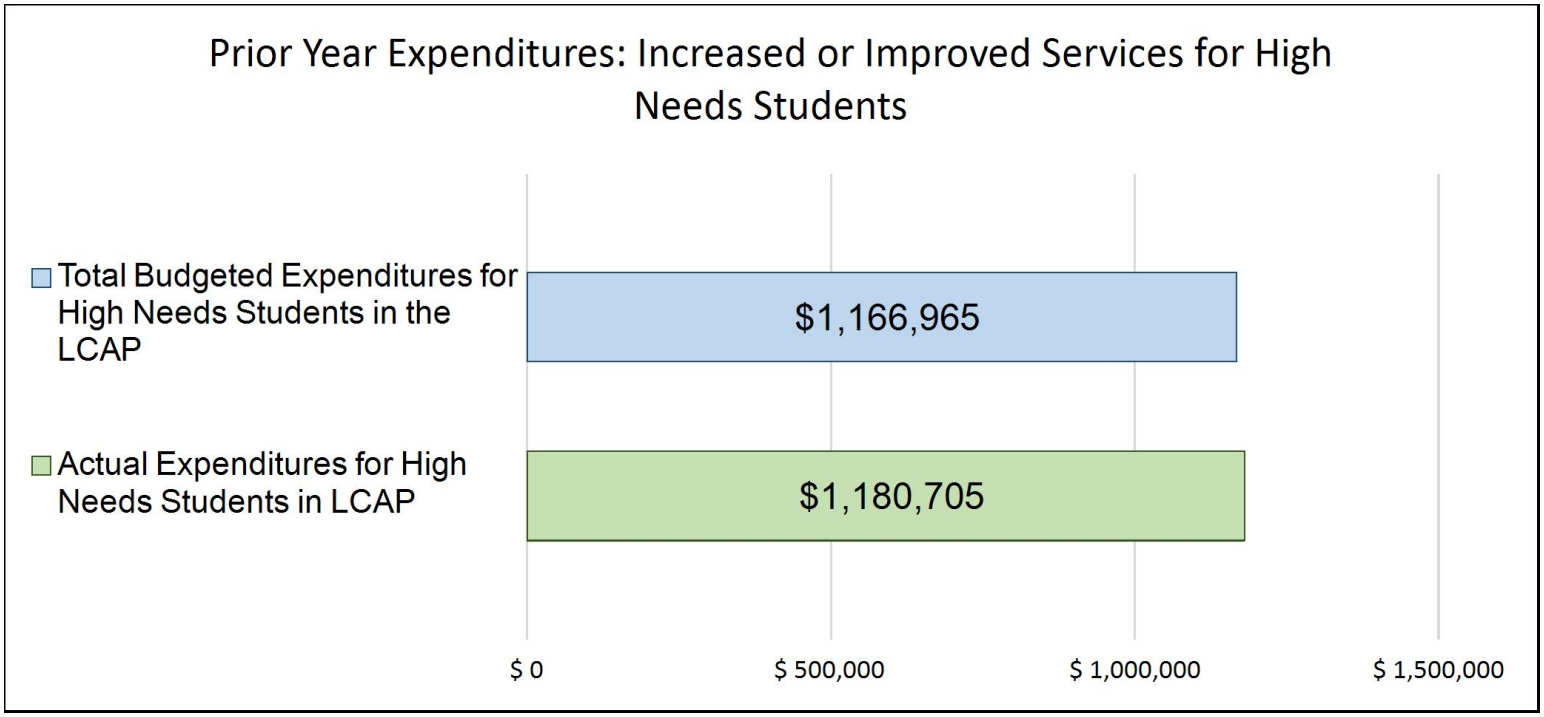
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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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.

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The difference between the budgeted and actual expenditures of $13,740.5 had the following impact on TEACH Tech Charter High School’s ability to increase or improve services for high needs students:

NA

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEACH Tech Charter High School	Mr. Steven Menduke Principal	SMenduke@teachps.org 323-872-0707

Plan Summary [2023-24]

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 473 students in grades 9-12 grade. Student demographics include: 12% Students with Special Needs, 21.6% English Language Learners; 2.1% Foster Youth; and 96.6% Socioeconomically disadvantaged.

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 are currently operating at full capacity.

Reflections: Successes

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

The school has three numerically significant student groups (Black or African American, Latino, and Socioeconomically Disadvantaged). All three numerically significant student groups have a DFS higher than the State's average DFS for those student groups.

Based on the Dashboard, in 2022 the graduation rate was medium, English Learner progress was high and the suspension rate was very low.

TEACH welcomed a new Principal in February of 2023 and is adopting a two assistant principal model. While our principal focuses on setting our instructional vision and supporting our team through leadership development coaching with all leaders on campus, each assistant principal specializes in either culture or instruction on our campus. During this time, we have had a number of new staff members join our team in the form of an ELD Coordinator, SpEd Lead, and Lead Counselor. We continue to support our new staff members with meaningful professional development opportunities, the use of surveys and support meetings in order to fully integrate them with TTCHS culture.

With the addition of our second school counselor, we have been able to ensure that students' social emotional needs are met more effectively. Rather than one counselor for 400+ students, the splitting of the grades (9th and 11th, 10th and 12th), has allowed our counseling team to be vastly more efficient and thorough. Along with that, our counseling team has been able to play a larger role in the attendance policy creation, assigning of classes to ensure A-G requirements are met, and general supervision on campus. Our students have constant access to our counseling department, and counselors meet with every student at least once each semester, and host parent/family meetings once a semester as well. All of this has been made to be more efficient due to the addition of a second school counselor.

In alignment with what has occurred in years prior, the adaptation of CPM has deepened the conceptual elements of lessons in math classes. Along with this focus, the curriculum has assisted math instructors with their capacity to facilitate group assessment and collaboration, and has increased text complexity leading to further opportunities for writing. CPM has streamlined lesson planning for math teachers as many of the lessons are already built out, and our teachers have been able to instead spend their time in scaffolding and accommodations. Students have been impacted positively through this shift as we have seen both student confidence and ability to practice high level mathematics independently increase drastically.

Leveraging IAB benchmark assessments three times each school year has allowed for our instructional team to make data informed decisions about instruction in all math and english classes. While the student facing benchmarking process itself is not new, the process that we have used on the adult end has been altered. In partnership with our newly acquired Director of Data and Assessment, our leadership team has been able to act on the data yielded from each benchmark with much more speed and efficacy. This data has informed our instructional practices, curriculum shifts and choices, professional development scope and sequence, and family partnership towards increased student academic achievement.

Graduation - Green

Our college counselors 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.OLDThese reflections are based on the review of performance on the state indicators and local indicators included in the Dashboard for SY 21-22, progress towards LCAP goals, local self-assessment tools, and stakeholder input.

In 2022-2023 the school welcomed a new Principal who has made significant progress implementing school improvement strategies. Academic interims assessments indicate sustained academic progress.

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.

TEACH Tech Charter High's 2022 California School Dashboard report on the school's performance in ELA indicates that the school has earned a Status level of "Low" for All Students which is below the state's Status level of "Low". The report shows an average Distance from Standard (DFS) of -8.8 in ELA for the All Students group, which is above the State average (DFS) of -12.2.

TEACH Tech Charter High's 2022 California School Dashboard report on the school's performance in Math indicates that the school has earned a Status level of "Very Low" for All Students which is below the state's Status level of "Low". The report shows an average Distance from Standard (DFS) of -133.2 in Math for the All Students group, which is below the State average (DFS) of -51.7. The school has three numerically significant student groups (Black or African American, Latino, and Socioeconomically Disadvantaged). All three numerically significant student groups have a DFS lower than the State's average DFS for those student groups.

TEACH Tech Charter analyzes student performance on multiple interim assessments and has identified the need to focus on math achievement while continuing to develop ELA proficiency through writing across the curriculum.

LCAP Highlights

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

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.

Highlights for 2023-2024 goals include the addition of several leadership positions that will focus on improved academic progress, student social emotional wellbeing, increased student co-curricular activities.

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.

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	8.8 points below standard	data not yet 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	133.2 points below standard	data not yet available		Meet or exceed statewide rate (39.73% meet or exceed standard proficiency)
Increase attendance rates:	93%	87.41%	data not yet available		95-100%
Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%	22.09%	data not yet available		less than 13%
Reduce High School Dropout Rates:	3%	1.27%	13.8%		0%
Improve High School Graduation Rates:	80.6% (19-20)	98%	86.6%		95% or higher
% of Grade 12 students that are CCR: UC A-G Completion rate	100%	98%	data not yet available		Maintain 100%
% of students who pass AP Exam with score 3+:	unavailable	unavailable	28% of the students that took at least one AP exam scored a 3 or higher		35%
% of students “College Ready” as measured by EAP: (ELA/Math)	0%/0%	unavailable	unavailable		
% of students access broad course of study: UC A-G approved	100%	100%	100%		
Decrease % of Grade 9 students “at-risk	33.3%/38.1%	Data not available	unavailable		

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	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	$606,166.00	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	$121,795.00	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	$556,784.00	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.	$289,222.00	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	$226,312.00	No
1.8	Add FTE Assistant Principal- Academics		$148,490.00	

Action #	Title	Description	Total Funds	Contributing
1.9	Add FTE Restorative Justice Coordinator		$100,504.00	
1.10	Add FTE Emerging Bilingual Coordinator		$105,550.00	

Goal Analysis [2022-23]

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.

No Significant differences

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.

NA

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

The second counselor has had a major impact on student well being and overall student focus on academic achievement with an eye toward college and the future. Professional development has improved teacher morale and satisfaction.

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.

New significant actions were added for the 23-24 school year for this goal- the addition of a new Assistant Principal of Instruction, A new EL Coordinator (Emerging Bilingual Coordinator Position), a new Restorative Justice Coordinator Position. These positions were added based on a deep analysis of key dashboard data points.

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%		100
% of teachers that will implement state standards for all students including EL access to CCSS & ELD	100%	100%	100%		100
% of teachers who are appropriately credentialed and assigned.	100%	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%	data not yet available		50%
Increase English Learner reclassification rate:	32%	11.24%	data not yet available		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.	$92,200.00	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.	$413,467.00	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.	$80,963.00	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.	$88,876.00	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.	$113,156.00	

Goal Analysis [2022-23]

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.

No substantive differences

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.

NA

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

Professional development and collaboration has had the most significant impact on progress towards goals and has had the added impact of improving morale, and lowering turnover.

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.

NA

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.	Active membership of 8 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	Met		25% of parents have participated in a TEACH Parent Center training.
Suspension rate:	0%	1.27%	0%		0% suspension rate
Maintain expulsion rates:	0%	0%	0%		0% expulsion rate
Administer parent, student & teacher survey to measure sense of safety and	Met	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.	$130,981.00	No Yes
3.4	Hire 1 FTE Parent Coordinator	Hire 1 parent coordinator to be shared with other campuses		No Yes

Goal Analysis [2022-23]

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.

No substantive differences

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.

NA

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

The Parent Coordinator has been very impactful in creating meaningful engagement with parents and is supported by increased parent communication via various social media platforms.

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

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 [2022-23]

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 [2022-23]

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,889,271	$221,991

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.57%	0.00%	$0.00	39.57%

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.

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.
23-24 Addition of a Restorative Practices Coordinator to equip students with strategies to increase emotional wellbeing, positive social interactions and conflict resolution.
234-24 Addition of an Assistant Principal of Culture Position to support an environment of increased academic achievement and a college-ready culture.
23-24 Addition of an AP of Instruction to coach and develop teachers in planning, instructional delivery, and formative assessments.

23-24 Addition of Special Education teacher to support the needs of SPED students.
23-24 Addition of Activities Director to develop and implement co-curricular and extra-curricular activities to develop the whole student and provide foster youth, EL learners, and low income students opportunities to participate in sports, arts, music, debate and other clubs.

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 adding positions that are focused on these student populations. The EL coordinator will support teachers to implement inclusive and effective teaching strategies to increase reclassification rates. The new AP of instruction will support foster youth, English learners and low-income students by developing and refining the academic program, and improving teacher capacity to deliver effective instruction. The restorative justice coordinator is dedicated to promoting a culture of learning and teaching the students specific tools for coping with stress, developing interpersonal communication skills and developing overall social-emotional well-being.

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.

Several key staff positions have been added to support students (the high concentration of foster youth, English learners, and low income students served at TEACH). Those positions include EL Coordinator, Assistant Principal of Instruction, Restorative Justice Coordinator, Special Education teacher, Activities Director.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,251,132.00	$742,425.00		$106,617.00	$3,100,174.00	$2,599,766.00	$500,408.00

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	$153,543.00	$452,623.00			$606,166.00
1	1.2	Hire Second Counselor	EL/SPED All Students with Disabilities English Learners Foster Youth Low Income	$121,795.00				$121,795.00
1	1.3	Special Education Team	All Students with Disabilities	$183,925.00	$289,802.00		$83,057.00	$556,784.00
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	$289,222.00				$289,222.00
1	1.6	Purchase PowerSchool data wharehouse	All Students with Disabilities English Learners Foster Youth Low Income	$4,000.00				$4,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.7	Professional development	All	$226,312.00				$226,312.00
1	1.8	Add FTE Assistant Principal- Academics		$148,490.00				$148,490.00
1	1.9	Add FTE Restorative Justice Coordinator		$100,504.00				$100,504.00
1	1.10	Add FTE Emerging Bilingual Coordinator		$105,550.00				$105,550.00
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	$92,200.00				$92,200.00
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	$389,907.00			$23,560.00	$413,467.00
2	2.3	Maintain Low Turnover Rate of Fully Credentialed Staff	All	$80,963.00				$80,963.00
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	$88,876.00				$88,876.00

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Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Professional development for teachers		$113,156.00				$113,156.00
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	All English Learners Foster Youth Low Income	$5,500.00				$5,500.00
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	$130,981.00				$130,981.00
3	3.4	Hire 1 FTE Parent Coordinator	All Low Income					
4	4.1		All					

2023-24 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
$4,774,020	$1,889,271	39.57%	0.00%	39.57%	$1,350,362.00	0.00%	28.29 %	**Total:**	$1,350,362.00
								LEA-wide Total:	$725,566.00
								Limited Total:	$0.00
								Schoolwide Total:	$624,796.00

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	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income		$153,543.00	
1	1.2	Hire Second Counselor			English Learners Foster Youth Low Income		$121,795.00	
1	1.3	Special Education Team	Yes	LEA-wide			$183,925.00	
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		$289,222.00	
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		$92,200.00	

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		$389,907.00	
2	**2.5**	Hire additional support staff for English learners as needed.	Yes	LEA-wide	English Learners Foster Youth Low Income		$88,876.00	
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	$130,981.00	
3	**3.4**	Hire 1 FTE Parent Coordinator	Yes	Schoolwide	Low Income			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,401,516.50	$1,842,354.00

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	$461,979.00	$411,203.00
1	**1.2**	Hire Second Counselor	No	$110,772.00	$98,658.00
1	**1.3**	Special Education Team	No Yes	$534,697.00	$176,034.00
1	**1.4**	Purchase iLit Curriculum	Yes	$10,000.00	$10,000.00
1	**1.5**	Academic Interventions	No Yes	$242,693.00	$245,364.00
1	**1.6**	Purchase PowerSchool data wharehouse	No	$4,000.00	$14,654.00
1	**1.7**	Professional development	No	$181,901.00	$146,572.00
2	**2.1**	Secure Standards Aligned Instructional-Materials	No	$202,600.00	$79,382.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	No Yes	$340,051.50	$275,190.00
2	2.3	Maintain Low Turnover Rate of Fully Credentialed Staff	No	$45,597.00	$37,532.00
2	2.4	Retain EL Coordinator to Support English Learners	No		
2	2.5	Hire additional support staff for English learners as needed.	Yes	$65,925.00	$69,172.00
2	2.6	Professional development for teachers		$90,950.00	$73,286.00
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	No Yes	$5,500.00	$5,500.00
3	3.2	Maintain a zero percent suspension and expulsion rate.	No Yes	$6,208.00	$6,208.00
3	3.3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	No Yes	$98,643.00	$107,167.00
3	3.4	Hire 1 FTE Parent Coordinator	No		$86,432.00

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

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,741,701.00	$1,166,964.50	$1,180,705.00	($13,740.50)	312.00%	417.00%	105.00%

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	117,986.00	7.00	12.00
1	1.3	Special Education Team	Yes	$150,137.00	$176,034.00	50.00	56.00
1	1.4	Purchase iLit Curriculum	Yes	$10,000.00	$10,000.00	5.00	5.00
1	1.5	Academic Interventions	Yes	$242,693.00	$245,634.00	50.00	54.00
2	2.1	Secure Standards Aligned Instructional-Materials	Yes	$202,600.00	$79,382.00	15.00	7.00
2	2.2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	Yes	$318,258.50	$277,190.00	50.00	44.00
2	2.5	Hire additional support staff for English learners as needed.	Yes	$65,925.00	$69,172.00	100.00	100.00
3	3.1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Yes	$5,500.00	$5,500.00	10.00	10.00
3	3.2	Maintain a zero percent suspension and expulsion rate.	Yes	$6,208.00	$6,208.00	5.00	5.00
3	3.3	Create additional safety protocols and procedures to	Yes	$98,643.00	$107,167.00	20.00	24.00

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)
		accommodate the increasing number of students on campus.					
3	**3.4**	Hire 1 FTE Parent Coordinator	Yes		$86,432.00	0.00	100.00

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,411,380.00	$1,741,701.00	0.00	39.48%	$1,180,705.00	417.00%	443.76%	$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.

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- **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

Approve the Education Protection Accounts (EPAs) for TEACH Public Schools

Section:	III. Items Scheduled for Information and Potential Action
Item:	D. Approve the Education Protection Accounts (EPAs) for TEACH Public Schools
Purpose:	Vote
Submitted by:	
Related Material:	EPA Resolution_TAT.pdf EPA Resolution_TES.pdf EPA Resolution_TTHS.pdf

TEACH Academy of Technologies

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 14, 2023.

_____
Board Member

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Board Member

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Board Member

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Board Member

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Board Member

TEACH Academy of Technologies

Budgeted expenditures through: June 30, 2024

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	1,245,430.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,245,430.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	811,260.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	434,170.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,245,430.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Preparatory Elementary

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 14, 2023.

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Board Member

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Board Member

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Board Member

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Board Member

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Board Member

TEACH Preparatory Elementary

Budgeted expenditures through: June 30, 2024

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	44,376.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		44,376.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	30,296.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	14,080.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		44,376.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

TEACH Tech Charter High

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 14, 2023.

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Board Member

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Board Member

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Board Member

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Board Member

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Board Member

TEACH Tech Charter High

Budgeted expenditures through: June 30, 2024

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	77,456.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		77,456.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	52,209.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	25,247.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		77,456.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Charter Safe Insurance Contract 23/24

Section: III. Items Scheduled for Information and Potential Action
Item: E. Charter Safe Insurance Contract 23/24
Purpose: Vote
Submitted by:
Related Material: CharterSAFE Executive Report -Final.pdf
2023- 2024 Renewal Letter to Membership.pdf
Teach Inc..1141.CharterSAFEProposal2324.05-31-2023.pdf

CharterSAFE
BE SAFE • FEEL SAFE

EXECUTIVE REPORT

May 2023



Protecting **Schools.** Promoting **Safety.** Customizing **Insurance.**

California Charter Schools Joint Powers Authority • A Nonprofit

ABOUT CHARTERSAFE.

CharterSAFE's mission is to serve as a steward-guardian of school safety by providing comprehensive insurance programs, proactive hands-on risk and claims management services, training resources, expertise and knowledge in insurance, and human resources consulting to our charter school members to keep their schools safe and secure, and protect their assets so they can focus on school business.

Owned by our members, CharterSAFE is led by an experienced staff and overseen by a board of directors made up of school leaders.



Board of Directors

Yvette King-Berg, *Executive Director*, Youth Policy Institutes Charter Schools—*Chairwoman*

Walter Wallace, Wallace Consulting and *CBO Emeritus*, Granada Hills Charter High School—*Vice-Chair*

Kristin Dietz, *Senior Vice President*, EdTec—*Secretary*

Spencer Styles, *President & CEO*, Charter Impact

Parker Hudnut, *CEO*, Inner City Education Foundation (ICEF)

Ted Morris, *Executive Director*, Collegiate Charter High School

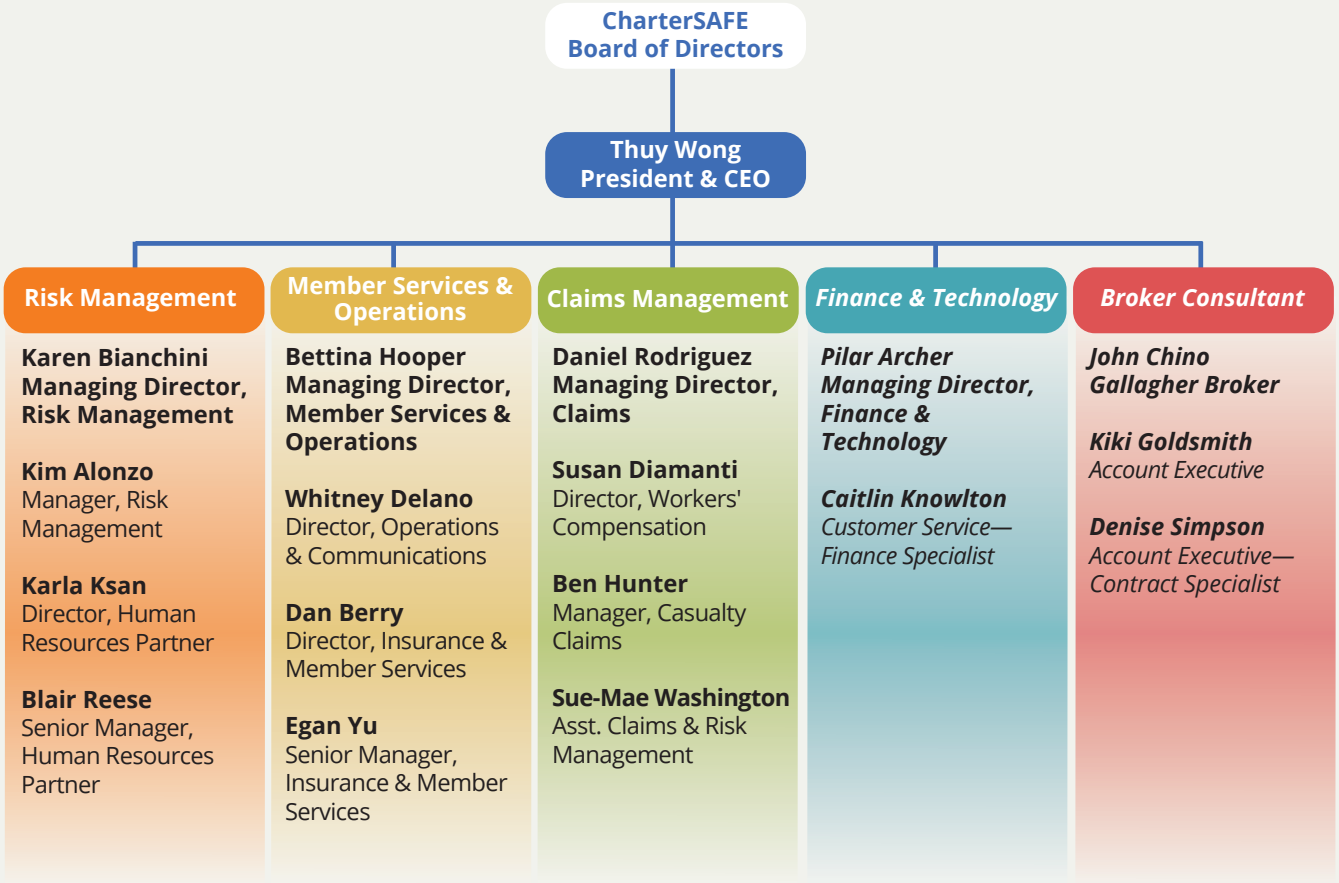
David Riddick, *CEO*, Fenton Public Schools

Dr. Karla Rhay, The Karla Rhay Group and *CEO Emeritus*, California Schools JPA

CharterSAFE Team

As a member, you are joined with over 279 other members spanning over eight hundred school sites in efforts to foster a safe learning environment. Under the leadership of Thuy Wong, our CEO, the CharterSAFE team brings decades of expertise in charter school specific risk management, claims management, and insurance.

CharterSAFE has strategically enhanced its team with industry experts to better serve its members. We are excited to announce Daniel Rodriguez has joined our team in his capacity as Managing Director, Claims. He joins our well-established executive team to include Bettina Hooper, Managing Director, Member Services & Operations; Karen Bianchini, Managing Director, Risk Management; and Pilar Archer, Managing Director, Finance & Technology.



**Italicized functions are outsourced to vendor partners.*

OUR MEMBERSHIP.

CharterSAFE remains the leader in serving California charter schools in their insurance and risk management needs. California became the second state in the nation to adopt public charter school legislation. As of the beginning of the 2022–2023 school year, CharterSAFE members represent 37% of the 996 independent charter schools that are operating in California. Charter schools are classroom-based, non-classroom-based, or a combination of both. Members also range from developing schools to conversion schools to larger charter management organizations. By their very nature, charter schools are innovative and offer various programs that provide everything from an emphasis on foreign languages, performing arts, military, and more. CharterSAFE embraces the entrepreneurial spirit of its members and remains nimble in designing risk management practices to support them in their endeavors.

Policy Holders **279**	Insured Schools **372**	Insured Locations **812**	Total Member Contribution **$43,600,784**
Total Number of Students **180,092**	Total Annual Payroll **$1,116,161,329**	Total Property Scheduled **$1,506,272,271**	Total Number of Employees **19,128**



CharterSAFE membership expands throughout the state of California serving members from rural to urban. This geographic disbursement helps our members spread the property risk and secure better coverage and rates.



INSURANCE.

Insurance is a tool to protect us when bad things happen. At CharterSAFE, we pride ourselves on our use of self-insurance, commercial insurance, and reinsurance to provide our members with the coverages and limits they need to cover losses so they can remain financially stable. That means less exclusions that could surprise you during a bad time, and less money out of your pockets in totality.

CharterSAFE is a Joint Power Authority (JPA) that brings together charter schools to pool their similar risks and exposures to self-insure as a group. We are financial stewards of the JPA's joint funds used to pay for lower-cost claims. We leverage our expertise in insurance to procure excess and reinsurance to assure coverage in the event of high-exposure claims. JPAs are public entities and are not insurance companies. JPAs have been and continue to be the most effective method of obtaining insurance for schools. As a comparison, 99% of school districts pool within a JPA for the same purpose.

For comparison to traditional insurance, customers pay a premium to an insurance company, from which the insurance company takes a profit and uses the rest to pay for the claims of their customers. An insurance company will have many different types of customers, some much riskier than others. *That means that in traditional insurance, despite the façade of a separate standalone policy, all customers share in the risk of one another in addition to paying for the insurance company's profits. Conversely, a JPA only allows membership for similar risks (e.g., a JPA for charter schools only).*



In a JPA, members are protected by limiting the risk to similarly operated entities because losses are more predictable, and the collective membership can see trends and identify to prevent losses. CharterSAFE helps our members focus on effective and feasible risk management and safety techniques specific to charter schools to reduce the chance and

cost of loss. Additionally, in the event you have a loss, traditional insurance companies will focus on their profitability with their interests as a priority. Insurance companies and their adjusters will not have any relationship with your school; at CharterSAFE, you have the same claims personnel working on all claims. That means we know our members and follow CharterSAFE's values in protecting the membership through the life of a claim. As a member of CharterSAFE, the JPA's members are the number one priority; we focus on what is best for the membership.

Today's Insurance Market

We continue to see the insurance market harden; that means carriers are writing less at higher premiums and scrutinizing more carefully as to who they insure. The impact on CharterSAFE and its members is that there are fewer carriers, driving costs up and making less coverage available.

There is some good news. Workers' Compensation continues to remain stable. Our proactive efforts in training on childhood sexual assault prevention and human resources best practices are paying off as we are able to negotiate much more stable rates when the market is still volatile. We are also expecting the cyber liability market to begin stabilizing for those with strong data protection measures enacted. To obtain the highest levels of insurance protection, carriers demand that at least four areas of protection be in place.

1. Multi-factor authentication
2. Duplication of data stored in different servers and locations
3. Endpoint-to-endpoint encryption
4. Staff training (e.g., phishing campaigns)

A JPA offers buying power through a scale that would not be feasible obtaining insurance independently. CharterSAFE procures the limits necessary to protect against the most expensive claims. Your school is well protected with liability limits of $55M and property coverage at replacement cost. Our coverage meets the most stringent authorizer insurance requirements.

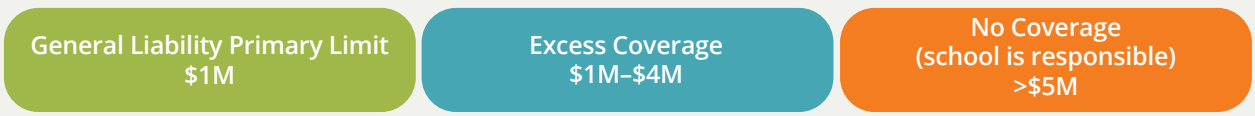
Gaps in insurance coverage occur when you have a primary limit in coverage, then an uncovered layer before any excess insurance kicks in. These gaps can reach millions of dollars of exposure and put a school at risk. A gap in coverage or too low a limit may expose a school to financial instability at best, or worst—closure. Other gaps may occur in a policy with "exclusions" limiting coverage. We have seen many insurance quotes and policies with both types of coverage gaps.

Gap example:



Another risk is having too low of limits to protect in the event of a high exposure loss.

Low limit example:



At CharterSAFE, we ensure that you do not have gaps in coverage.

Below is a chart of coverages that CharterSAFE provides that are often excluded or not covered through traditional insurance.

Coverage

Sexual Assault • Directors' and Officers • Employee Dishonesty • IEP • Student Accident • Deadly Weapons

CharterSAFE	The Competition
• Does not exclude prior knowledge	• Does not cover authorizers as additional insureds as required by authorizing MOU
• Provides defense for Board members that are named individually in a lawsuit	• Limit Coverage by "prior knowledge" endorsement
• Provides coverage for embezzlement	• No coverage for individual Board members if separately named in a lawsuit
• Provides IEP defense coverage	• Theft only—no embezzlement
• Does not exclude contact sports	• No coverage for IEP
• Provides COVID-19 defense coverage up to $100,000	• Excludes contact sports
	• No coverage for COVID-19 related lawsuits

Coverages

CharterSAFE offers the following coverages to its members:

- Workers' Compensation and Employer's Liability
- Childhood Sexual Assault Liability
- Auto and General Liability
- Directors and Officers Liability
- Employment Practices Liability
- Property
- Terrorism Liability and Property
- Crime
- Pollution/Environmental
- Cyber Liability
- Student Accident
- Covid-19 Defense Sublimit
- Educator's Legal Liability
- Employee Benefits Liability
- Law Enforcement Liability
- Deadly Weapons Protection
- IEP Defense
- Fiduciary Liability, Coverages and Limits

CharterSAFE's insurance structure includes a retention layer of self-insurance; this means the JPA pays for smaller cost claims within this first layer of coverage. This allows the JPA to advocate for its members and resolve claims faster and more cost-effectively. Our claims team has a strong influence over most claims that fall within this layer of coverage. Should claims cost go higher than this first layer of self-insurance, excess and reinsurance are triggered. CharterSAFE works diligently to negotiate the best rates and coverage terms possible for all members with various excess carriers and reinsurance carriers.

In today's litigious environment with jury verdicts and settlements at all-time highs and the risk of property losses such as we experienced with the California wildfires, having insurance limits and proper coverage for these exposures is critical.

CharterSAFE National

As the California insurance market becomes more challenging to obtain effective coverage with appropriate limits, CharterSAFE explored options to sustain its offerings at an affordable price. Specifically, it is becoming increasingly difficult to find carriers to provide adequate coverage and limits for Childhood Sexual Assault (CSA). Thus, in June of 2022, CharterSAFE created CharterSAFE National, a nonprofit insurance captive exclusively serving CharterSAFE and our members.

An insurance captive is an insurance company wholly owned and controlled by its insureds (CharterSAFE membership) to provide insurance coverage not generally available in the traditional market at reasonable cost. CharterSAFE put this option to good use to provide coverage for an otherwise gap in coverage for CSA. CharterSAFE National is now available as an option to other coverages that become unreachable and/or wherein we may want more claims control.



A few advantages of creating our captive include:

- Stability in pricing and availability
- Options to work outside the commercial marketplace
- Achieve risk financing objectives
- Increase control over the program and claims
- Potential broader coverage
- Improved cash flow

Competition

We heard a lot this year from various competitors; many speaking against the benefits of a JPA. As we look at the competitive landscape in the hard insurance market, membership in a JPA is more secure than ever. JPAs bring buying power through scale with excess and reinsurance carriers. Individual insurers do not have the capacity to offer the variety of coverages necessary to appropriately protect your school's assets, leaving you with the burden of shopping for multiple products. At CharterSAFE, we provide a complete package of insurance coverage. Also, the limits and broad coverage provided are critical to protecting your school assets in the event of a severe claim.

CharterSAFE believes our members deserve to make quality, informed decisions on their insurance and risk management services. Here are some crucial questions to ask to guide our members through this hard market:

1. **Read the Fine Print:** Not all coverage is created equal. Exclusions may apply to additional insured that violate authorizer requirements.
2. **Type of Coverage:** What coverage exists for my board of directors, staff, students, and financial assets? Some policies only cover the board; board members can be brought into suits as individuals, and coverage should be extended to them.
3. **Coverage Limits and Deductibles:** Are the limits authorizer compliant? Are they enough to cover common types of claims for schools? Each authorizer will have required minimum limits; many insurance companies may not meet these minimum requirements. The size of the school should not determine the size of your limit. A small school can be found liable for nuclear verdicts too.

4. **Terms, Conditions, and Exclusions:** What isn't included, and how does that impact how your school is protected? This helps identify gaps in coverage that might be unexpected and costly if a loss were to occur.
5. **Stability and Track Record of Insurer:** How long has the insurer written charter school-specific insurance? Do they insure other charter schools?
6. **Included Services:** What are the risk management, human resources, claim advocacy or claims management, and loss control services offered? What are the cost implications of any additional services offered?

More than just insurance

CharterSAFE is uniquely positioned as the only JPA dedicated exclusively to California charter schools. Your membership means access to an insurance and risk management program customized specifically to meet California charter schools' ever-changing needs; it is not just insurance. Our team specializes in proactively identifying charter school trends—developing, communicating, and supporting members in establishing and implementing safety precautions.

Our members enjoy the accessibility to a team that are knowledgeable in human resources, risk management, claims management, loss control, and more. CharterSAFE members accessed 23 webinars, 2056 trainings, over 592 hours of personalized HR consulting and 267 hours of risk management over the past year. This is on top of countless emails and calls tackling individual school needs. The CharterSAFE team develops personal relationships with members and works in partnership to address member challenges. These resources go far beyond traditional insurance support that simply offers a hotline with an impersonal representative who knows nothing about your school or charter schools in general.





This is a sampling of the support services CharterSAFE members enjoy.

Human Resources Certification

CharterSAFE's most utilized service is our human resource consulting. We have two human resource consultants on staff with extensive California experience that guide our members through their employee related matters. They are there to help guide and educate until such time an employment attorney may be recommended. They also offer an abundance of training throughout the year.

Completed in 2023, CharterSAFE now offers your staff free professional development by allowing them to earn our Human Resources Certification. Your staff will learn about California charter-specific HR best practices and can earn their CharterSAFE Human Resources Certification in less than one year through 10 mandatory courses and two elective courses. These courses are offered online, on-demand, and are self-paced. **Click here** to see a list of all our courses.

Claims Advocacy

CharterSAFE supports its member before, during, and after bad things happen. When bad things do happen, we have a team of claim specialists that act as our members' advocates. Our team works diligently with members, third-party claims administrators, and insurers to cultivate a proactive and collaborative claims-handling culture.

> *The Lewis Center for Educational Research couldn't ask for a better insurance and risk management partner than CharterSAFE. The CharterSAFE staff is very responsive whenever we have questions and no question is ever too big or too small. We feel so much more comfortable knowing that CharterSAFE is with us through every step of any claim.*

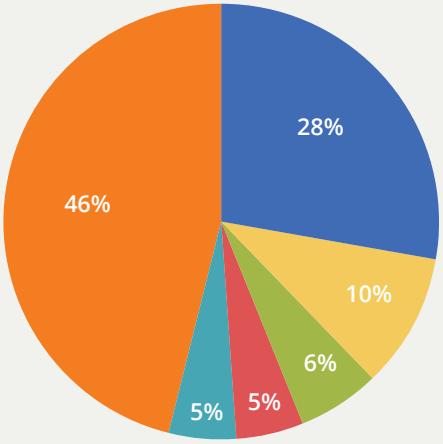


CHARTER SCHOOL RISK TRENDS AND MITIGATION.

CharterSAFE's deep understanding of the risk trends for charter schools is unsurpassed. In analyzing trends, we look at both frequency and severity.

Claim frequency and severity are two important concepts in the insurance industry. They are used to measure and predict the amount of risk associated with insuring certain types of events or property.

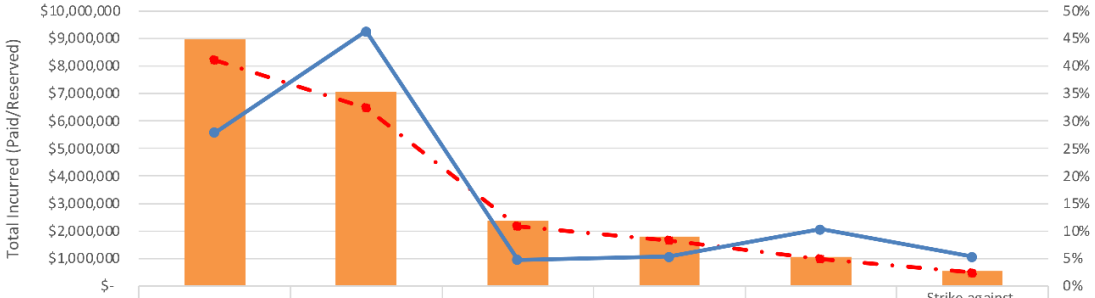
- **Frequency.** Claims of frequency are claims that occur often and are common. They are generally less in value and resolve more quickly. By identifying these claim trends, CharterSAFE can recommend proactive and realistic strategies to reduce the number of claims at your school.
- **Severity.** Severity are those claims that happen less frequently but are very costly. Generally speaking, <20% of claims will cost >80% of your dollars. For these claims, CharterSAFE develops mitigation techniques for schools to reduce the chance of these claims occurring as well as mitigation techniques that will help reduce the cost of these claims.



Workers' Compensation Frequency by Cause
5 Year Review (PY 2018-2022)

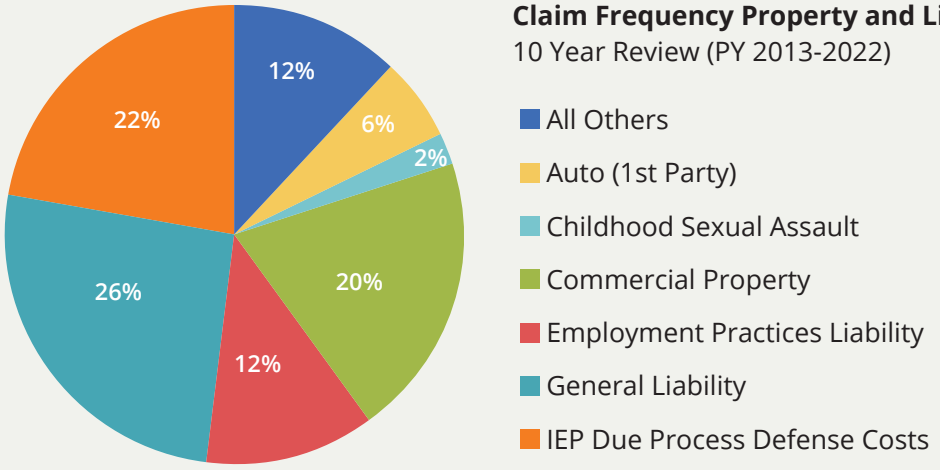
- Slip, Trip or Fall
- Struck or injured by student
- Exertion–Lifting
- Strike against, stationary or moving object
- Cumulative Trauma
- Other

Workers' Compensation Claim Severity with Frequency by Cause
5 Year Review (PY 2018-2022)

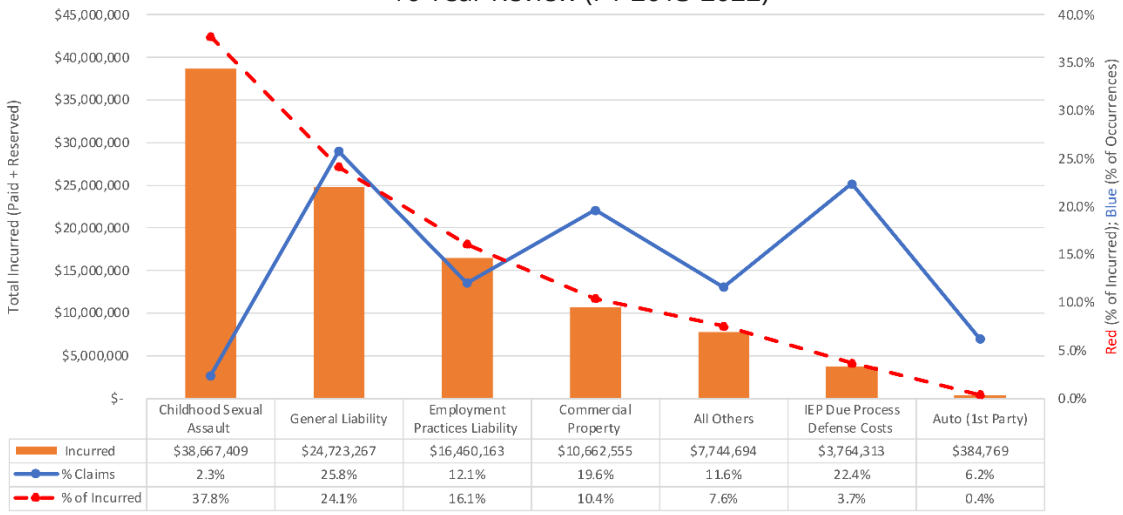


	Slip, Trip or Fall	All Other	Cumulative Trauma	Exertion - lifting	Struck or injured by student	Strike against, stationary or moving object
Incurred	$8,975,745	$7,071,891	$2,378,667	$1,811,932	$1,072,019	$535,543
% Incurred	41%	32%	11%	8%	5%	2%
% Claims	28%	46%	5%	5%	10%	5%

As shown in the graph above, we see that the frequency and severity for workers' compensation is closely aligned. Slip, trip and falls are the second leading cause of injury and are the leader in severity.



Claim Frequency Property and Liability
10 Year Review (PY 2013-2022)



	Childhood Sexual Assault	General Liability	Employment Practices Liability	Commercial Property	All Others	IEP Due Process Defense Costs	Auto (1st Party)
Incurred	$38,667,409	$24,723,267	$16,460,163	$10,662,555	$7,744,694	$3,764,313	$384,769
% Claims	2.3%	25.8%	12.1%	19.6%	11.6%	22.4%	6.2%
% of Incurred	37.8%	24.1%	16.1%	10.4%	7.6%	3.7%	0.4%

The above graph illustrates the disparity between the percentage of claims reported and the total incurred (paid + reserved) on high severity claims such as childhood sexual assault, which account for 2.3% of *occurrences and nearly 40% of the total incurred.

* An occurrence may have multiple claimants. For example, an auto accident with four passengers is one occurrence with five claims (one auto physical and four bodily injuries).

RISK TRENDS.

Childhood Sexual Assault

CharterSAFE has reported childhood sexual assault (CSA) as a risk trend in the last two years. Rightly so! Reporting of these claims is on the rise, accounting for 41% of our loss dollars. It is a fact that sexual assault is an epidemic deserving our full attention. Since 2010, CharterSAFE and its reinsurers have paid or reserved over $26,000,000 for CSA claims. Not only are the cost of these claims skyrocketing, but so is the exposure. On January 1, 2020, AB 218 went into effect, extending the statute of limitations to bring forth a civil claim for CSA from the age of 26 to 40. As a result, we have seen an onslaught of reported claims that allegedly occurred several years back. As you can imagine, these claims become very difficult to investigate. Moreso, the legislature has introduced Assembly Bill 452, which would lift all statutes of limitations for all childhood sexual assault claims. For CharterSAFE members who have had coverage prior to CharterSAFE's inception in 2004 or coverage prior to joining CharterSAFE, we highly encourage you to find coverage records in any gap of time so you are prepared if a loss were to occur.

We continue to see large verdicts for these claims impacting K-12 schools, including precedent with verdicts over $100M and verdicts that deem the school 100% liable while the molester was considered 0% liable. If any negligence is found, the school is likely to bear the entire cost. Unlike school districts that can go into receivership, charter schools are especially vulnerable to closures in these situations as they do not have protections when verdicts exceed their insurance limits. It is more critical than ever that our members take every precaution possible to prevent childhood sexual assault; these actions also provide plausible defenses to allegations against a school and to negotiate more favorable insurance terms and costs.

CharterSAFE wants to protect the children and help you prevent childhood sexual assault from happening at your school. We provide a mandatory Childhood Sexual Assault Prevention Training program for our members' staff. This initiative-taking risk management technique encourages a zero-tolerance culture within our schools and gives language, awareness, and confidence to speak up in suspicious situations. CharterSAFE is committed to assisting our members in mitigating this exposure and recommends the following actions:

- If you have not already done so, adopt a robust Staff/Student Interaction Policy (we have a template available), train your staff, and vigorously enforce it.
- Comply with Ed Code 44050, which requires schools to provide parents with a copy of the staff/student interaction policy (it can be included in the parent handbook) and on your website if you have one. Parents are often the first line of defense, especially when they check their child's social media or phone activity. The staff/student interaction policy offers them tools to identify grooming behaviors and other "red flag" indicators.
- Add the mandatory "CharterSAFE: Childhood Sexual Assault prevention training" module to your annual staff training. This no-cost training can be accessed through Vector Solutions or the CharterSAFE Learning Center. When 90% or more of a member's staff completes the training, the **$100,000 deductible is waived**.

- Access the voluntary "Boundaries —Sexual Abuse Prevention" training for parents and guardians. Reach out to CharterSAFE for your specific URL and password that your charter school can provide to parents and guardians.
- Take advantage of the STOPit Anonymous Reporting System (offered at reduced rate for CharterSAFE members).

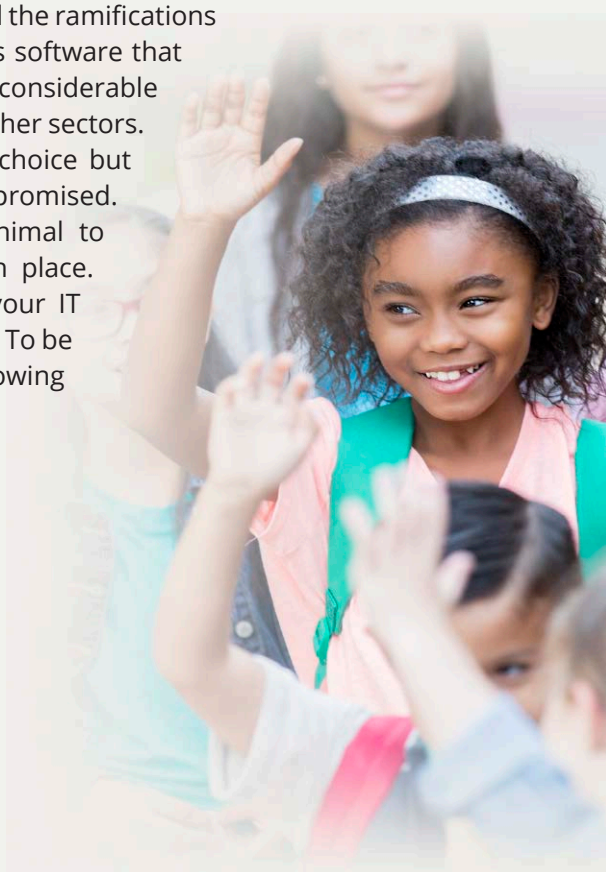
Employment-Related Claims Including Wage & Hour Violations

Most liability for a school arises out of the mishandling of an employment-related situation. Qualified human resource expertise is an absolute necessity for guidance. CharterSAFE offers no-cost advisory services through our dedicated HR consulting team to help assist your organization with personnel management. Allegations of employment discrimination, wrongful termination, retaliation, and wage and hour violations continue to vex charter schools. As you can see from the charts above, claims arising from negligent employment practices account for over 11% of all payments that CharterSAFE made over the last 5 years, and the trend is rising.

Like several other lines of insurance, this is another area of coverage in which the insurance marketplace has dwindled and become more restrictive. These claims are exceptionally costly when they involve back wages, unpaid meal, and rest breaks, or payroll processing violations. While the coverage is designed to offer defense coverage, it does not pay for fines, penalties, and back wages. Employment practice violations that go undetected for an extended period can cost your school millions. The related fines, penalties, and back wages are uninsurable, while deductibles can be substantial, adversely affecting your budget.

Cyber

The key elements of cyber risk are breach to computer networks and the ramifications of unauthorized access to sensitive data. Ransomware is malicious software that invades a computer system then holds the data hostage until a considerable sum of money is paid; this is quite common for schools and many other sectors. Unfortunately, without proper protection, victims often have no choice but to pay the ransom and try to figure out what data has been compromised. This growing threat has caused insurance carriers to offer minimal to no coverage to those that do not have the required security in place. Underwriting scrutiny will continue and applications signed by your IT personnel affirming what data protection is in place will be required. To be considered for basic coverage which includes ransomware, the following must be implemented:



- Multi-factor Authentication
- Secure off-site backup of data
- Data Breach Recovery Plan
- Staff Training
- Phishing Campaigns

MEMBER SURVEY.

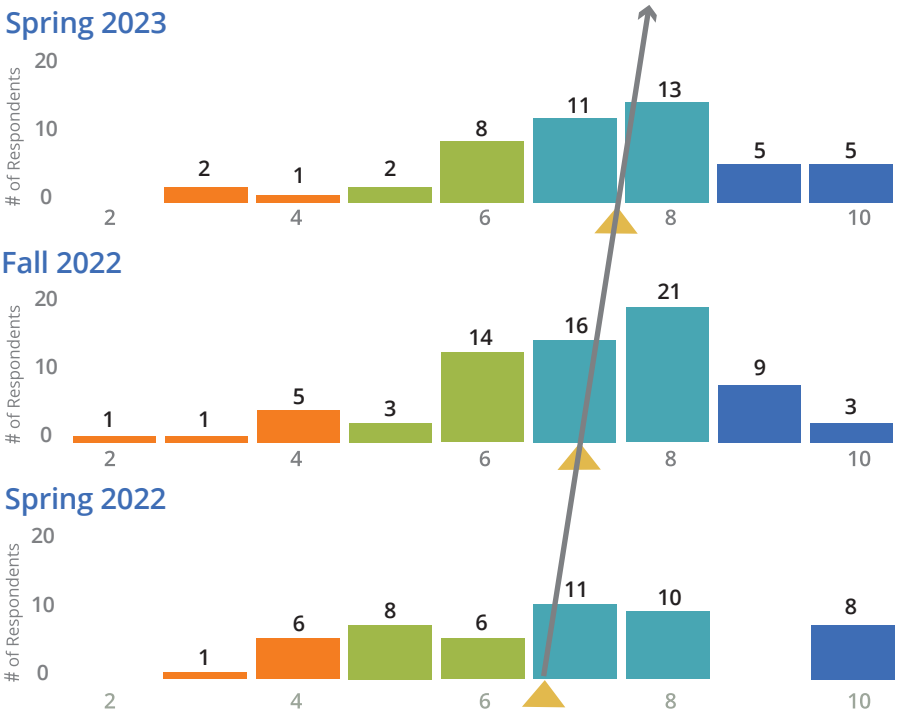
At CharterSAFE, we proactively work to better serve our membership by listening to our members so we can meet their needs. Two surveys are conducted each fiscal policy year. In the Fall, our survey focuses on our members' well-being and gauging the effectiveness of our support; the Spring survey is more comprehensive and includes feedback regarding members' understanding of risk management and school hazards. Below are the results of our 2023 Spring survey; we received responses from 15% of the membership. As you will notice, individuals continue to rate themselves as feeling better and we are receiving validation that our support is effective and meets members' needs.

Four questions were asked to gauge our members wellness:

1. **How are you doing right now?** The chart below compares the current 2022-2023 policy year to the 2021-2022 policy year surveys. Overall, members are continuing to rate themselves as doing better with the average rating rising from 6.8 last Spring to 7.3 this Spring. As one member commented, the current post-pandemic environment feels like "the Phoenix rising out of the ashes..."

Key Finding

▲ The average rating is trending up with a 0.3% increase.

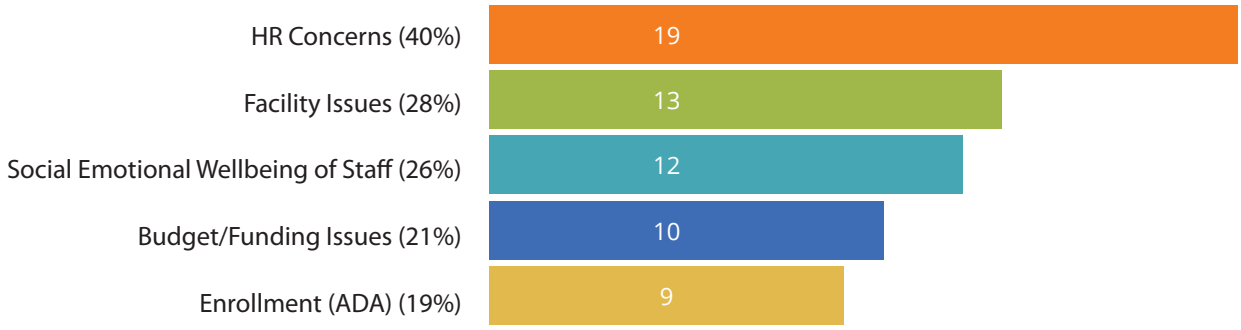


Rating Scale (1 being "extremely poorly" to **10** being "extremely well")

"POST PANDEMIC I FEEL LIKE THE PHOENIX RISING OUT OF THE ASHES— GAINING EQUILIBRIUM. FEELING GOOD."

2. **What are your most pressing non-academic concerns?** As we progress beyond the pandemic, we are seeing COVID-19 concerns drop off and new concerns emerge.

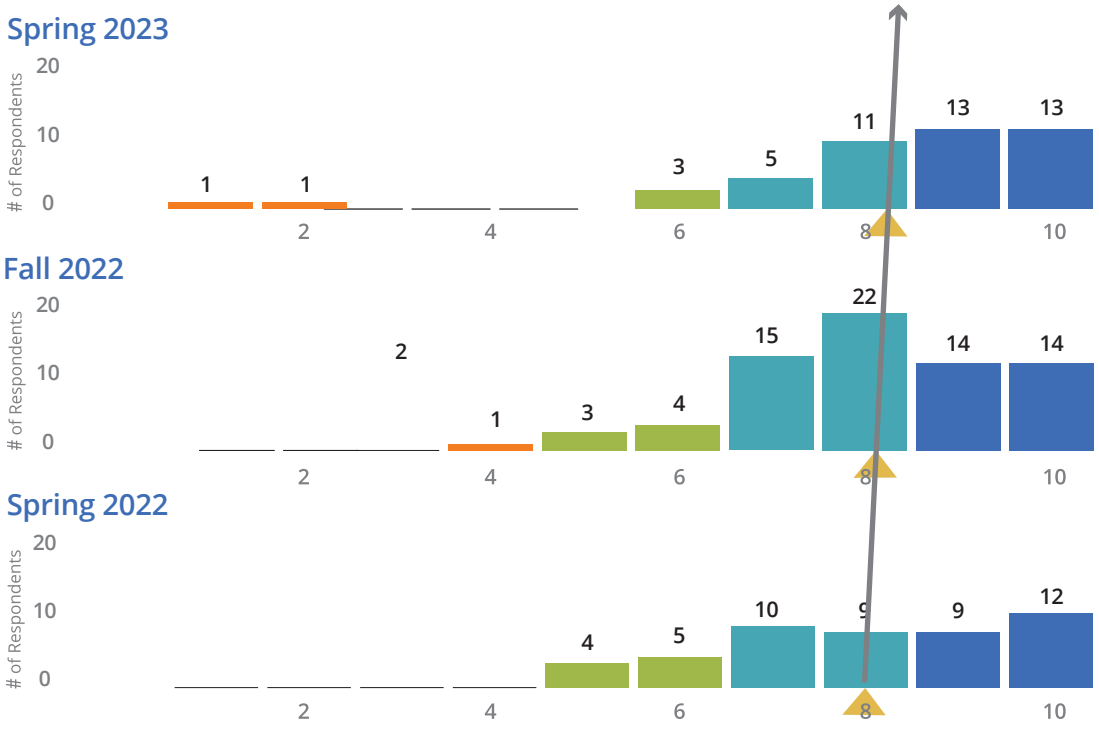
Top 5 non-academic concerns overall



3. **How are we at CharterSAFE doing right now to support you?** We are pleased to share that our members are feeling supported by the CharterSAFE team, with an average rating of 8.3, up from 8.0 last year. We note that the range of ratings expanded this year and are looking for ways to ensure we support all our members appropriately.

Key Finding

▲ The average rating is trending up with a 0.12% increase.



Rating Scale (1 being "extremely poorly" to 10 being "extremely well")

4. **How can CharterSAFE better support you?** Most of the respondents shared their appreciation for the support they receive from the CharterSAFE team. Several respondents expressed a desire for continued learning opportunities such as training, webinars, sample policies, compliance, and templates. A couple of respondents asked us to keep pricing stable, which we keep in mind as we negotiate and balance quality coverage and cost in a hard market.

Membership's voice in shaping CharterSAFE's services and coverage offering is crucial in ensuring we meet your needs. CharterSAFE has been listening to your concerns and continues to do so. Last year, members expressed a need for support in socio-emotional wellbeing and staff hiring/retention. We provided webinars and training on topics such as HR Challenges, Projects, and Tasks for Spring Semester and Mental Health Awareness & The Post COVID-19 Workplace. We remain committed to providing resources and support that align with your evolving needs and look forward to continuing to work together to ensure the safety and success of our members.

> *We appreciate how many services you offer, way more than just insurance.*
>
> *Your staff is always quick with resources and answers. Thank you!*



FINANCIAL POSITION.

CharterSAFE continues to be in a strong financial position. Member contributions in the 2022-2023 fiscal year are on track to total $43.6 million. We maintain financial transparency and operational effectiveness to our members so you can feel certain that your funds could be put to good use toward your school's mission of educating students. Our operating costs average 16%; this year, it is 14% of member contributions, and the cost of excess and reinsurance premium and paying for claims account for 84-88%. Below is a chart showing CharterSAFE's five-year financial summary.

Fiscal Year	18/19	19/20	20/21	21/22	22/23 Projected
Operating Revenues:					
Member contributions	$ 26,492,301	$ 26,840,795	$ 35,419,395	$ 40,540,627	$ 43,600,000
Operating Expenses:					
Net claims expense	$ 12,626,673	$ 12,530,201	$ 4,774,351	$ 14,665,030	$ 15,606,000
Excess & reinsurance insurance premium	$ 9,807,496	$ 11,249,144	$ 14,311,043	$ 16,356,660	$ 21,200,000
General & administrative	$ 2,020,015	$ 2,000,313	$ 2,285,459	$ 2,642,846	$ 2,800,000
Claims administration & risk management	$ 2,254,058	$ 2,252,418	$ 2,269,518	$ 2,806,712	$ 3,136,000
Member dividend - COVID Rebate			$ 482,080	$ 1,715,002	
Total Operating Expenses:	**$ 26,708,242**	**$ 28,032,076**	**$ 24,122,451**	**$ 38,186,250**	**$ 42,742,000**
Operating Income (Loss)	**$ (215,941)**	**$ (1,191,281)**	**$ 11,296,944**	**$ 2,354,377**	**$ 858,000**
Non-Operating Revenues:					
Interest & miscellaneous income	$ –	$ –	$ –	$ 47,145	$ –
Investment income	$ 645,539	$ 827,755	$ 90,785	$ (788,683)	$ (50,000)
Total Non-Operating Income:	**$ 645,539**	**$ 827,755**	**$ 90,785**	**$ (741,538)**	**$ (50,000)**
Increase (decrease) in net position	$ 429,598	$ (363,526)	$ 11,387,729	$ 1,612,839	$ 808,000
Net position, beginning of year	$ 7,109,833	$ 7,539,431	$ 7,175,905	$ 18,563,634	$ 20,176,473
Net position, end of year	**$ 7,539,431**	**$ 7,175,905**	**$ 18,563,634**	**$ 20,176,473**	**$ 20,984,473**
Cash Balance	$ 9,509,604	$ 6,728,699	$ 11,220,322	$ 14,631,167	$ 21,240,000
Investments	$ 18,605,688	$ 25,783,665	$ 27,992,413	$ 30,377,105	$ 30,800,000
Total Liquid Assets	**$ 28,115,292**	**$ 32,512,364**	**$ 39,212,735**	**$ 45,008,272**	**$ 52,040,000**
Actuarial Estimated Outstanding Losses— 90% Confidence Level	$ 26,069,360	$ 29,136,025	$ 22,946,399	$ 31,639,308	$ 34,600,000
Surplus in Excess of 90% Confidence Level	$ 7,245,498	$ 5,562,245	$ 18,581,388	$ 20,074,323	$ 18,540,000

Financially strong and stable despite nuclear verdicts and a hard insurance market, CharterSAFE is prepared to help its members with proactive risk management services to support them daily—and when a crisis occurs.

Member Contribution

Member contributions are determined by several factors, including but not limited to each member's size, property, owned autos, staff, exposures, loss history, and the members' ability to implement safety precautions. These factors are all considered in arriving at the members' contribution for the self-insured layer of coverage. CharterSAFE procures excess insurance coverage that provides its members with appropriate limits for charter school risks. Thuy Wong, President and CEO, and John Chino, our insurance broker at Gallagher, negotiate for the best possible rates while maintaining protective coverage.

In summary, member contributions are made up of the self-insured layer rate that is actuarially determined along with member-specific credits or surcharges based on specific losses and risk management considerations, the excess rates from insurance carriers negotiated for all members, and operating costs. There is no commission, consulting fees, or profit margin.

An assessment is a security measure triggered when a JPA or the mutual insurance company has insufficient reserves to pay for claims. In our 19-year history, CharterSAFE has never had an assessment! Even so, there are opportunistic insurance agents who try and use an assessment as an acceptable tactic when soliciting. Within our JPA structure, the possibility of an assessment impacting membership is extremely remote. To minimize any likelihood of an assessment, we proactively put two crucial protections in place:

1. Security for "severity" risk —CharterSAFE has a protected excess and reinsurance structure to hedge risk using multiple highly-rated insurers. This layer of coverage protects the JPA in the event of significant loss exposure.
2. Security for "frequency" risk —The JPA's funding strategy includes a well-funded loss reserve to absorb claims for each annual period, and on an aggregated basis over a period of years for open claims. This strategy is designed to protect in the event of a large number of small or medium-sized claims impacting the pooled retention.





Reserves

The recommended funding level for CharterSAFE's loss reserve is reliably calculated by AON Actuarial Services each year using CharterSAFE's comprehensive 19-year historical record. It is compiled and analyzed to ensure adequate funding for the loss experience predicted for the upcoming policy period. This is the same methodology used by insurance companies in the traditional marketplace without the addition of profit, commission, or broker fees.

Serving as a steadfast financial steward on our members' behalf, CharterSAFE uses the recommended actuarial rate at a 75% confidence level (i.e., actuary is 75% sure that rate will be able to fund all claims that year) for our pooled retention layer. This is known as funding for the present (short-term claims) and future (claims incurred but not yet reported). This stewardship of funds allows us to protect CharterSAFE members against the possibility of assessments.

Finally, we calculate losses for all years beginning with the first policy period of the JPA (2004-2005) through present day, funding for past liabilities that will come due. This provides a second look whereby the open claims are revalued by actuary to a 90% confidence factor.

Through our 19 years of operation, CharterSAFE has accrued $20.1M in member equity after paying current claims and reserving for past and future claims at the 90% confidence factor funding requirement as of 6/30/2022.

WE ARE HERE TO HELP.

Your job is to focus on student learning—not to be an insurance and risk management specialist. That's our job.

With 19 years of experience in pooled insurance and proactive risk management services tailored exclusively for California's charter schools, CharterSAFE knows your unique needs. We're your hands-on partner, providing movement-wide insurance and risk management expertise that schools often don't have access to (or the in-house budget to obtain). It's not just an insurance policy—it's a membership with access to services that elevate your school. Contact our team today for one-to-one support as your school navigates its insurance coverage and risk management service needs for the upcoming academic year. You can find our contact information and more information about us at **www.chartersafe.org**. We are here to help you make an informed choice that best meets your organization's needs.



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CharterSAFE
BE SAFE • FEEL SAFE
888.901.0004 // chartersafe.org

May 22, 2023

Dear CharterSAFE member,

It is our pleasure to present your membership proposal for the 2023-2024 policy year. CharterSAFE has served our members for over 19 years, providing charter schools with high-quality insurance and risk management services. We are a nonprofit organization with over 279 member-owners representing over 800 locations, over $1 billion in payroll, $1.3 billion in property, and 180,000 students. Our goal is to partner with our members to ensure your school is safe and sustainable.

CharterSAFE's team diligently evaluates all coverage programs each year, so you are protected when bad things happen. We negotiate with our insurance carrier partners to provide members with the best possible pricing and coverage terms. Joint Power Authorities (JPAs) like CharterSAFE harness group purchasing power to obtain competitive pricing for quality coverage. We negotiate with several leading domestic and international insurance and reinsurance companies by leveraging our size. This ongoing due diligence on member schools' behalf is a valuable benefit of your ownership.

California continues to experience a difficult insurance market as costs increase and the ability to find coverage decreases. Specifically, the property market and childhood sexual assault coverages are experiencing increased costs, limited, and declining limits. As a JPA with collective bargaining power, CharterSAFE can shelter our members from the increases seen in the open market. In addition, through CharterSAFE's insurance captive, we have restructured employment practices liability coverage (EPLI) to be more flexible and allow CharterSAFE and our member's more control of claims. We are very pleased to present that we have been successful in obtaining a reduction in many of our rates; while property is still challenging, our weighted average is still a 5% decrease. The average change in rates for the 2023-2024 policy year programs are as follows:

- Workers' Compensation -6%
- Liability Package -7%
- Property 20%
- **All Programs Combined -5%**
  (Percentages are combined weighted averages)

The above rates are an average for the entire JPA; each member is rated individually.

Thank you for your continued membership in the CharterSAFE insurance and risk management program, and we look forward to serving you for the 2023 – 2024 policy term.

What YOU need to do

1. Please review the attached **Executive Report** and learn more about CharterSAFE, our financial stability, the current insurance market, loss and safety trends for charter schools, and our services.
2. Review your **Member Contribution Proposal** (attached) for accuracy. Double-check the number of employees, vehicle schedule, property schedule, and other data. Make changes by emailing or calling your servicer, and they can assist you with updating your charter school's exposures to get a revised proposal. You have until **June 15, 2023**, to make changes.
3. If you provided provisional withdrawal, your decision is due to CharterSAFE by ***June 15, 2023.***
4. **Login to the CharterSAFE** member portal and complete the following:
    a. **Proposal Acceptance** - sign the member contribution acknowledgment – this secures your acceptance of the proposal and continuing membership and insurance coverages with CharterSAFE.
5. Please refer to the enclosed **Changes to the 2023-2024 Memorandum of Coverage** (MOC) for a high-level summary of coverage changes.

As a member of CharterSAFE, you have access to no-cost resources to help mitigate your school's risk, including expert human resources consulting, claim support, and risk management support, contract review, site inspections, robust online training, and a dedicated service team. Please continue to take advantage of these resources; **the safer our schools are, the lower the claims and insurance costs.** We are here to answer any questions you may have regarding your renewal. Thank you for your membership and continued partnership.

We look forward to serving you in the 2023-2024 year.
The CharterSAFE Team

1141
A
SELF
P,WC

CharterSAFE
BE SAFE • FEEL SAFE

2023-2024 Membership Proposal

Prepared for:
Teach, Inc.

Coverage Effective:
July 01, 2023 at 12:01 AM - July 01, 2024 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 31, 2023 at 9:29 am

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Raul,

CharterSAFE is pleased to present your membership renewal for the 2023-2024 year. Your membership includes the following:



For a more detailed listing of our member services, please contact Egan Yu at eyu@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal at www.chartersafe.org and complete and sign the following:

1. Member renewal acceptance

We look forward to working with you in the 2023-2024 year!

Thank you,

The CharterSAFE Team

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P,WC

MEMBER CONTRIBUTION SUMMARY

Teach, Inc.

Coverage Effective: July 01, 2023 at 12:01 AM - July 01, 2024 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$265,981.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution	**$80,506.00**
Total Member Contribution	**$346,487.00**

Member can choose one of two payment options when accepting the proposal online	**Payment in Full - $346,487.00** **Installment Plan** • Deposit (25%) - Due Now - $86,622.00 • 9 Monthly Installments - $28,874.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the renewal acceptance.

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

10600 S. Western Ave.
Los Angeles, CA 90047

Member contributions are calculated based on the following exposures:

Students/Employees/Payroll

Location Address(es)	Students	Employees	Payroll
Teach Academy of Technologies 1750 W. Century Los Angeles, CA 90047	0	0	$0.00
Teach Academy of Technologies 10001 S. Western Ave. Los Angeles, CA 90047	0	0	$0.00
Teach Academy of Technologies 10000 S. Western Ave. Los Angeles, CA 90047	250	20	$1,500,000.00
Cunningham & Morris LLC 10000 S. Western Ave. Los Angeles, CA 90047	0	0	$0.00
Cunningham & Morris LLC 10045 S. Western Ave. Los Angeles, CA 90047	200	20	$900,000.00
Teach Academy of Technologies 10045 Western Ave. Los Angeles, CA 90047	200	20	$900,000.00
Teach Academy of Technologies 10000 S. Western Ave. Los Angeles, CA 90047	0	0	$0.00
Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 8505 S. Western Ave. Los Angeles, CA 90047	260	30	$1,600,000.00
Teach Tech Charter High School 10600 S. Western Ave. Los Angeles, CA 90047	0	10	$1,000,000.00
Teach Tech Charter High School 10616 S. Western Ave. Los Angeles, CA 90047	440	50	$2,000,000.00
Wooten Avila, LLC 10600 South Western Ave. Los Angeles, CA 90047	0	0	$0.00
Wooten Avila, LLC 10616 S Western Ave. Los Angeles, CA 90047	0	0	$0.00
Total:	**1,350**	**150**	**$7,900,000.00**

Vehicles

None scheduled.

Property Values

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Teach Academy of Technologies 1750 W. Century Los Angeles, CA 90047	$200,000.00	$50,000.00	$250,000.00	$500,000.00
Teach Academy of Technologies 10001 S. Western Ave. Los Angeles, CA 90047	$0.00	$0.00	$0.00	$0.00
Teach Academy of Technologies 10000 S. Western Ave. Los Angeles, CA 90047	$7,000,000.00	$90,000.00	$709,000.00	$7,799,000.00
Cunningham & Morris LLC 10000 S. Western Ave. Los Angeles, CA 90047	$0.00	$0.00	$0.00	$0.00
Cunningham & Morris LLC 10045 S. Western Ave. Los Angeles, CA 90047	$450,000.00	$100,000.00	$550,000.00	$1,100,000.00
Teach Academy of Technologies 10045 Western Ave. Los Angeles, CA 90047	$450,000.00	$100,000.00	$550,000.00	$1,100,000.00
Teach Academy of Technologies 10000 S. Western Ave. Los Angeles, CA 90047	$0.00	$0.00	$0.00	$0.00
Teach Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 8505 S. Western Ave. Los Angeles, CA 90047	$1,913,961.00	$315,000.00	$210,000.00	$2,438,961.00
Teach Tech Charter High School 10600 S. Western Ave. Los Angeles, CA 90047	$1,000,000.00	$50,000.00	$25,000.00	$1,075,000.00
Teach Tech Charter High School 10616 S. Western Ave. Los Angeles, CA 90047	$7,000,000.00	$150,000.00	$100,000.00	$7,250,000.00
Wooten Avila, LLC 10600 South Western Ave. Los Angeles, CA 90047	$0.00	$0.00	$0.00	$0.00
Wooten Avila, LLC 10616 S Western Ave. Los Angeles, CA 90047	$0.00	$0.00	$0.00	$0.00
Total:	**$18,013,961.00**	**$855,000.00**	**$2,394,000.00**	**$21,262,961.00**

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2011**
Employment Practices Liability Retroactive Date: **07/01/2011**
Fiduciary Liability Retroactive Date: **07/01/2012**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and member aggregate	$15,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and member aggregate	$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and **not to exceed sixty (60) days after policy expiration**. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org / (310) 984-6611.		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and member aggregate	$0 if school completes training mandate* $100,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to **not exceed** sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
***Training Mandate** Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is **REQUIRED** to be completed by 90% or more of staff **no later than September 30th**. If coverage begins after July 1, the training must be completed no later than ninety (90) days from when coverage begins. New employees are required to complete the training within six (6) weeks of employment.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and member aggregate	$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/**claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities **Forgery or Alteration** **Employee Dishonesty** **Computer and Funds Transfer Fraud**	$1,000,000 per occurrence and member aggregate	$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $75,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $75,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$10,000,000 per occurrence	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org / (310) 984-6611.		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per pollution condition

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence See "Exposures & Locations" section for schedule limits	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per **claim**
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $250,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $250,000 ransomware limit	

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

Coversheet

Determine and Vote on Executive Compensation for the 2-23-2024 School Year

Section:	III. Items Scheduled for Information and Potential Action
Item:	G. Determine and Vote on Executive Compensation for the 2-23-2024 School Year
Purpose:	Vote
Submitted by:	
Related Material:	Raul Carranza 23:24 Offer Letter.docx Executive Director Salary Proposal 23:24.pdf

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:

Raul Carranza 23:24 Offer Letter.docx

Raul Carranza, Executive Director/CEO
Current Salary $262,500
Proposed 23/24 Salary (4.5% raise) $274,312.50

Market (Los Angeles CMO) Comps

Active Job Executive Director Positions

1. Bright Star - $240,000 -$290,000
2. Citizens of The World - $230,000 – $280,000

2022/23 Budget Executive Director Comparable Salary Approval Amounts (prior fiscal year)

1. Equitas Charter Schools– New Executive Director Hire- ***$300,000*** base salary approved June 23, 2022
2. STEM Preparatory Schools – ***$287,689*** base salary approved June 22, 2022

Coversheet

Consider and Vote on the 2023-24 Food Service Management Company Contract with Fresh Start Healthy Meals.

Section: III. Items Scheduled for Information and Potential Action
Item: H. Consider and Vote on the 2023-24 Food Service Management Company Contract with Fresh Start Healthy Meals.
Purpose: Vote
Submitted by:
Related Material: TEACH Principals Evaluation Food Tasting 6-7-23.pdf
TEACH FSMC Proposal SY 23-24 (Fresh Start) FINAL_v2.pdf

TEACH Public Schools - Teach Public Schools Regular Board Meeting - Agenda - Wednesday June 14, 2023 at 5:00 PM

TEACH Principal,

Below is the table you will use to evaluate the top 3 food service vendors (FSMC). The scale is below for your convenience. At the bottom of this page, please indicate whom you're selecting as your food service vendor for the 2023-2024 school year. Once you're done, **please return this to Enrique Robles before leaving** the tasting.

Scale:

1. Not satisfied
2. Somewhat not satisfied
3. Neutral
4. Somewhat satisfied
5. Very satisfied

United
- ✓ pastas
- ✓ meatball
- ✓ orange chicken
- ↓ tamale - too dry
- ↓ french toast - cardboard taste.

Fresh Start (11)
- ✓ tamale
- ✓ pasta
- ✓ lasagna - but packaging is a ??
- ✓ coffee cake
- ↓ waffle - disgusting

(11)

(11)

TEACH PUBLIC SCHOOLS

Tasting Evaluation

Name of School: **TEACH Preparatory Elementary**

Name of School Principal: **Sharon Rhee**

Vendor ↓Category →	Taste	Nutritional Ingredients	Appeal to SFA's Stakeholders	TOTAL POINTS
Unity Meals	3	3	3	9
Fresh Start Meals	4	3	4	11
Revolution Foods	Not present 0	Not present 0	Not present 0	0

Final Selection

I, Sharon Rhee, Principal of TEACH Preparatory Elementary School, hereby select the following food vendor for the 2023-2024 school year for my school in accordance with the RFP process. I understand I cannot retract my decision once the contract is executed.

☐ Unity Meals ☒ Fresh Start Meals ☐ Revolution Foods

Principal's Signature: _____ Date: 6/7/2023

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TEACH Public Schools - Teach Public Schools Regular Board Meeting - Agenda - Wednesday June 14, 2023 at 5:00 PM

TEACH Principal,

Below is the table you will use to evaluate the top 3 food service vendors (FSMC). The scale is below for your convenience. At the bottom of this page, please indicate whom you're selecting as your food service vendor for the 2023-2024 school year. Once you're done, **please return this to Enrique Robles before leaving** the tasting.

Scale:

1. Not satisfied
2. Somewhat not satisfied
3. Neutral
4. Somewhat satisfied
5. Very satisfied

TEACH
PUBLIC SCHOOLS

Tasting Evaluation

Name of School: **TEACH Tech Charter High School**

Name of School Principal: **Steven Menduke**

Vendor ↓Category →	Taste	Nutritional Ingredients	Appeal to SFA's Stakeholders	TOTAL POINTS
Unity Meals	3	3	4	10
Fresh Start Meals	4	4	4	12
Revolution Foods	Not present 0	Not present 0	Not present 0	0

Final Selection

I, **Steven Menduke,** Principal of TEACH Tech Charter High School, hereby select the following food vendor for the 2023-2024 school year for my school in accordance with the RFP process. I understand I cannot retract my decision once the contract is executed.

☐ Unity Meals ☑ Fresh Start Meals ☐ Revolution Foods

Principal's Signature: _____

Date: 6/6/23

Powered by BoardOnTrack

TEACH Public Schools - Teach Public Schools Regular Board Meeting - Agenda - Wednesday June 14, 2023 at 5:00 PM

TEACH Principal,

Below is the table you will use to evaluate the top 3 food service vendors (FSMC). The scale is below for your convenience. At the bottom of this page, please indicate whom you're selecting as your food service vendor for the 2023-2024 school year. Once you're done, **please return this to Enrique Robles before leaving** the tasting.

Scale:

1. Not satisfied
2. Somewhat not satisfied
3. Neutral
4. Somewhat satisfied
5. Very satisfied

Not present - Robles
neutral points for all

TEACH
PUBLIC SCHOOLS

Tasting Evaluation

Name of School: **TEACH Academy of Technologies**

Name of School Principal: **Frank Williams and Greg Perez**

Vendor ↓Category →	Taste	Nutritional Ingredients	Appeal to SFA's Stakeholders	TOTAL POINTS
Unity Meals	3	3	3	9 CR
Fresh Start Meals	3	3	3	9 ER
Revolution Foods	Not present 0	Not present 0	Not present 0	0

Final Selection

I, **Frank Williams and Greg Perez**, Principal of TEACH Academy of Technologies, hereby select the following food vendor for the 2023-2024 school year for my school in accordance with the RFP process. I understand I cannot retract my decision once the contract is executed.

☐ Unity Meals ☐ Fresh Start Meals ☐ Revolution Foods

Principal's Signature: _____ Date: _____

Powered by BoardOnTrack

#womanowned #veteranled

School Food Service Proposal

SY 2023-2024



Fresh Start Healthy Meals
13294 Ralston Avenue
Sylmar, California 91342

www.fshealthymeals.com
k12ambassador@fshealthymeals.com
(818) 797-5881



A. Cover Letter

April 18, 2023

Dear TEACH Public Schools,

On behalf of Fresh Start Healthy Meals, we are delighted to submit for your consideration, this proposal to provide food services for TEACH Public Schools and would like to extend our gratitude for the opportunity.

Our program is broad in capability and expansive in offerings, which we are confident will prove Fresh Start Healthy Meals as the ideal partner for TEACH Public Schools. We build each meal program around your wants and needs; working closely with your staff, parents and students to find ways to increase participation in addition to enhancing menu appeal. It is through competitive pricing, great flexibility and dedication to providing the ultimate customer service that we have excelled in an ever-changing business.

We follow the New Meal Pattern without sacrificing taste, quality or presentation. Offering menus that are fully compliant with the School Breakfast Program (SBP), the National School Lunch Program (NSLP), the After-school Meal Supplements (AMS), the Seamless Summer Feeding Option (SSFO) and the Child and Adult Care Food Program (CACFP).

Should you or your team have any questions or require additional information, please do not hesitate to contact us. Proprietary documents in this proposal will be marked “Proprietary”. We thank you again for the opportunity and relish the chance to work with TEACH Public Schools. It is our belief that with this partnership and through our combined efforts, we can build something that will benefit your students and community immensely for years to come.

Sincerely,

Juan Carlos Saucedo
Chief Executive Officer/CEO
Authorized Corporate Officer for Binding Contract

By signing this Cover Letter, I certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company

Federal Tax ID:	82-2725554
SFA Liaison:	Irving Aquino
Mailing Address:	13294 Ralston Ave, Sylmar CA 91342
Contact Numbers:	Direct (818) 624-4762



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5. **Thank you for your Consideration**



"One cannot think well, love well, sleep well, if one has not dined well."
-Valerie Woolf



Attachment A: Attachments Checklist

Fresh Start Healthy Meals
Respondent Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or "x" next to each item submitted to the SFA. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Attachment	Attachment Name
X A	Attachments Checklist
X B	Minimum Qualifications
X C	FSMC Professional Standards
X D	Proposal Questionnaire
X E	Respondent References
X F	Authorization Agreement
X G	Fee Proposal
X H	Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters
X I	Certificate of Independent Price Determination
X J	21–Day Cycle Menu (Include)

Attachment B: Minimum Qualifications:

A Respondent must meet all of the following minimum qualifications to the SFA's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of JUNE 1, 2022, both the Respondent's company and its key personnel meet all of the following minimum qualifications: :

1. The Respondent has at least five years of experience with food service programs.

   Yes X No _____

2. The Respondent has the resources and ability to provide 200,000 of meals per fiscal year.

   Yes X No_____

3. The Respondent has knowledge and experience with the National School Lunch and School Breakfast Programs, CACFP Supper Program and Seamless Summer Option Program.

   Yes X No _____

4. The Respondent has professional references that demonstrate and evidence the ability to perform the required services.

   Yes X No _____

5. The Respondent is licensed to do business in the state of California.

   Yes X No _____

6. The Respondent agrees to adhere to Department of Justice (DOJ) fingerprint and criminal background investigation and Tuberculosis (TB) requirements of Education Code Section 45125.1 et seq., and 49406 and provide an affidavit that certifies that all of the Respondent's employees that work at TEACH Public Schools campuses and come in contact with students have appropriate DOJ and TB clearances. Clearances must not be obtained at the expense of the SFA and the SFA shall not reimburse for these expenses. The affidavit must list the following:

   a. Employee name and SFA location(s) he or she services
   b. Date of criminal background check clearance
   c. TB expiration date
   d. Name of DOJ custodian of records

   The Respondent's affidavit must be submitted with high authority per the Respondents Organizational Chart (i.e. Management Team, C-level executive, etc.). The affidavit must be provided to the SFA prior to the first day of meal service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately. SFA may request updated documentation as needed. Respondent must take appropriate action to remove any employee whose arrest notification poses a threat to the school population in order to ensure the safety of all students.

   Yes X No _____

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7. The Respondent will ensure that any and all employees handling food in any way keep current and appropriate ServSafe certification.

   Yes X No _____

8. The Respondent agrees to provide an affidavit that certifies that all of the Respondent's employees that work at TEACH Public Schools campuses and come in contact with students are fully vaccinated against COVID-19 according to current Centers for Disease Control and Los Angeles County Department of Public Health guidance. The affidavit must be provided to the SFA prior to the first day of meal service. Failure to provide this documentation shall be considered a material breach and can be used as grounds to terminate the contract immediately.

   Yes X No _____

9. Respondent will submit a proposed contingency plan to account for supply-chain issues or staffing shortages due to force majeure. Provide examples of items provided when the primary supply item has not been available.

   Yes X No _____

10. Respondent will provide a description of the FSMC supports offered to the SFA in the event of a CDE Administrative Review or other compliance audit. Include notification timeline and estimated turnaround time for documentation requests.

    Yes X No _____

Attachment C: FSMC Professional Standards

FSMC Employees Professional Standards

Federal Register Vol. 80, No. 40, dated March 2, 2015, referred to as the "Final Rule," establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director**. The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.

2. **School Nutrition Program Manager**. The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).

3. **School Nutrition Program Staff**. School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

The Final Rule establishes that these definitions apply to the function/role rather than the specific title within the school food service structure, and that the definitions apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by the Final Rule, and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in 7 *CFR,* Section 210.30, which can be viewed at the following Web page: http://www.fns.usda.gov/sites/default/files/cn/profstandards_flyer.pdf.

- The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.

- The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staff who fail to take the required annual training.

- The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

Fresh Start at a Glance

Company Profile

30,000+ | Number of school meals produced daily

40,000+ | Square foot kitchen, warehouse and distribution facility

220+ | Number of members on the Fresh Start Team

155+ | Number of school sites to which Fresh Start Meals delivers

2 | Servicing communities in California & Tennessee.
(Products and services are available nationwide)

8+ | Total counties served by Fresh Start Meals (Los Angeles, San Bernardino, Alameda, Contra Costa, San Diego, Orange, Riverside, Kern County, Tulare)

Fresh Start Healthy Meals was born from the idea that our children deserve more than tasteless, frozen food aisle, cookie-cutter meals and founded on the belief that our kids are entitled to a freshly made meal. Choosing Fresh Start Healthy Meals means you choose a culturally inclusive vendor using the freshest ingredients daily. Our facility, with over 30,000 sq. ft of production space, produces over 30,000 meals per day and over 7 million school meals annually.



Provide a detailed description of your company's qualifications and experience that meet the minimum qualifications in Attachment C, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.



At Fresh Start, our wholehearted commitment is to create tailored and culturally inclusive meal programs that best suit your needs. We offer a diverse range of menu options, including daily variety, vegetarian selections, and salad bars to elevate your day-to-day meal experience. Our team possesses unparalleled expertise in comprehending and catering to the requirements of various meal programs, such as the School Breakfast Program, National School Lunch Program, After-school Meal Supplements, Seamless Summer Feeding Option, Summer Food Service Program, and Child and Adult Care Food Program.

Our mission is to accommodate the unique needs of each school, delivering exceptional customer service and a personal touch that distinguishes us from the rest. Since our inception, we have consistently been at the forefront of innovation, positioning ourselves as a comprehensive support provider. This entails assuming additional duties and responsibilities beyond those of a typical vendor, easing the challenges associated with maintaining a functional food program.

Regardless of your school's size, our approach remains consistent: provide outstanding customer service and make every effort to ensure the best possible meal experience for your scholars. We are thrilled at the prospect of potentially partnering with your school and are grateful for the opportunity to submit this proposal.

With over 20 years of experience, the Fresh Start Team has supplied reimbursable meals for various programs, including the National School Lunch Program, School Breakfast Program, After-school Meal Supplements, Seamless Summer Feeding Option, and Child and Adult Care Food Program.

At Fresh Start Healthy Meals, we prioritize customer relationships, attentiveness, and flexibility. Collaborating with school administrators, we aim to achieve program goals, such as feeding all eligible recipients, reducing costs, and maintaining compliance to avoid fiscal penalties after Administrative Reviews/audits. Our Nutrition Department ensures menu compliance with SBP, NSLP, and CACFP standards in accordance with the New Meal Pattern and offers guidance on Administrative Reviews.

Fresh Start has been providing safe and high-quality school meals as a USDA certified commodity processor since 2022. Our commitment to ensuring that students have access to healthy and nutritious meals.



Juan Carlos Saucedo is a businessman and entrepreneur. A native of Mexico City, at age 9, a young Juan Carlos would immigrate to Los Angeles, California and the self-educated entrepreneur would start to work from a young age. Juan Carlos held a lengthy stint at the Los Angeles Equestrian Center, where he became fluent in the culture of the American kitchen. This experience was followed by employment at the Warner Brothers Studios, delivering meals between the Studios' workspaces.

To expand his early career, Mr. Saucedo independently bid on cafeteria contracts outside of Warner Brothers Studios. In time, Mr. Saucedo would be approached by a consortium of charter schools to provide food services to their students. This initial project would mark Saucedo's first independent foray into the food service business by delivering meals on his bicycle. This would prove to be a pivotal and affirming decision for a self-made entrepreneur long involved in this industry. In 2004, in response to the consortium's request, Saucedo began to focus on school cafeteria lunch programs. The success was both immediate and impressive: his first company, Royal Dining, went from servicing 700 meals per day in 2004, to 70,000 meals per day in 2015.

In 2016, Mr. Saucedo opened a division called Fresh Start Meals, a school food service provider with a focus on providing healthy, nutritious meals to all school children. An established food service provider, the business has blossomed, expanding to include the entirety of Los Angeles County and is now recognized Fresh Start Healthy Meals, Inc. Currently, Fresh Start Healthy Meals Inc. services 30,000 school meals per day throughout Southern California.



Veronica Alcaraz is a business leader, United States Army Veteran and CEO of Fresh Start Healthy Meals Incorporated. Veronica Alcaraz attended the University of California, Los Angeles and earned a Bachelor of Arts degree in English. Shortly after obtaining her college degree, Alcaraz earned her realtor's license and began a dedicated career in real estate, which included owning a real estate firm at the age of 22.

Subsequently, Veronica Alcaraz entered the restaurant and food service industries in 2013. Alcaraz purchased her first commercial manufacturing building at 39-years old in 2020. This building of Fresh Start Healthy Meals Inc., a meal provider that serves 30,000 school meals per day throughout Southern California Alcaraz presently has the distinct honor of being one of the first Latina presidents/owners of a food manufacturing company in the United States. Additionally, Alcaraz is the co-founder of Dough Girl Pizza. Through Dough Girl, Alcaraz has also founded the Dough Girl Foundation, a food-oriented organization designed to give underprivileged members of society employable culinary skills.

Looking to the future, Alcaraz seeks to expand the size, footprint, and profitability of her business endeavors. Additionally, seeking to further partake in philanthropic endeavors, Alcaraz wishes to use her business aptitude to chart a legacy for not only her children and family, but for anybody that is looking for an opportunity or second chance. An advocate of leadership and financial literacy for youth, her passion project is to build an academy that will mold entrepreneurs by providing them with appropriate life skill sets and a mindset to excel through economic empowerment.



2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing food service management services (consulting, food purchase, etc.) and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.

Fresh Start Healthy Meals was founded in 2017 by Juan Carlos Saucedo with the intent of utilizing over 15 years of extensive experience in working with the National School Lunch Program, School Breakfast Program, After school Meal Supplements, Seamless Summer Feeding Option, Summer Food Service Program and USDA Commodities Program to assist schools in need affordable food service management and consulting. In 2020, at the onset of the COVID-19 pandemic, those services expanded to the manufacturing, packaging, and delivery of fully compliant meals.

Fresh Start Healthy Meals assisted our partners at the YMCA transition several of their locations to community distribution centers along with our school partners all throughout California. We provided a variety of tasty take home meals, as well as box sets that supplied a combination of prepackaged items and fresh food offerings that gave families 5- or 7-days' worth of breakfast, lunch, and snack options.

As schools began to re-open, we equipped them with warmers, ovens, and refrigeration units. We reopened our hot kitchen and provided schools with ready to serve pre-pack and family-style options. While navigating an uncertain landscape Fresh Start Healthy Meals was able to begin expanding our menu options while competitors began becoming more restrictive.

Our team has decades of experience working with some of the largest CMOs in California and assisting schools operate a successful food management program.

3. Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.

Fresh Start Healthy Meals has a management team with over 50 years of combined experience in the food industry providing entrées and meals to schools. We can deliver meals ready to eat or provide equipment for ready to heat meals that are delivered cold in refrigerated trucks. Fresh Start Healthy Meals will work with every site to plan the appropriate logistics to suit their school set up and student needs. We believe we have enough resources, cash flow and financial resources to provide services with ease as stated on our financial statements.

4. Provide a complete list of SFAs that have discontinued or terminated your company's services in the last five years and the reason(s) why

A. **Alliance Judy Ivie Burton Tech - Contract ended**

B. **Alliance Morgan McKinzie High School - Contract ended**

C. **Alliance Patti & Peter Neuwirth High School - Contract ended**

D. **Alliance Tennenbaum Family Technology High School- Contract ended**

E. **Alliance Cindy & Bill Simon Technology Academy HS- Contract ended**

F. **Alliance College-Ready Middle Academy 8- Contract ended**

G. **Alliance Leichtman-Levine Family Foundation Environmental Science High School- Contract ended**

H. **Lashon Academy- Contract ended**

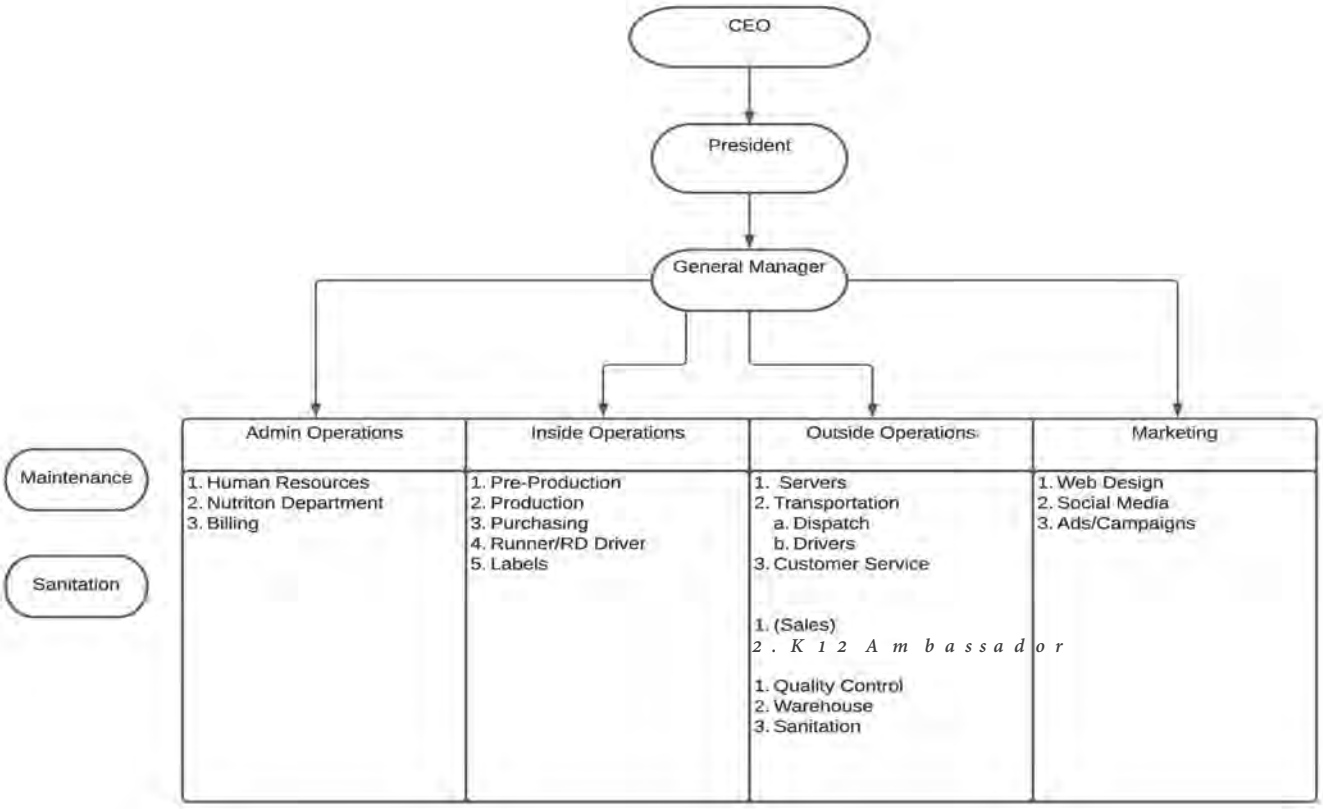
I. **Green Dot- Contract ended**

J. **.Morongo - 2 year contract ended (switched to scratch cooking)**

K. **Pixley- Contract ended**

L. **Oceanview District- Contract ended**

5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.



CEO – Oversee entirety of company

President – Oversees the Quality Assurance Field Team, Account Specialist, and Business Development Departments.

General Manager – Oversees day to day operations and oversees operation managers.

- **Admin Operations –Oversees the Admin teams and billing.**
- **Inside Operations – Oversees Shift Managers who oversee Pre=production, prodution, purchasing, runners, labels**
- **Outside Operations - Oversees Servers, Transportation, Customer Service, Sales, Quality Control. Warehouse and Sanitation.**
- **Shift Managers- coordinate the different production stations and personnel**
- **K12 Ambassadors – Charged with visiting and problem solving for school sites.**
- **Client Services: Client Service Manager – Oversees the Client Service Representatives and Server Manager.**
- **Server Supervisor – Oversees Servers and POS Personnel**
- **Nutrition: Nutrition Manager – Oversees Nutrition Department and creation of monthly menus.**



6. Provide a complete balance sheet or annual report (verified by a certified public accountant if applicable) for the last three years of operation.

PLEASE SEE FINANCIALS ON NEXT PAGE



Fresh Start Healthy Meals BALANCE SHEETS

	Year Ended December 31, 2022 (Unaudited)	Year Ended December 31, 2021 (Unaudited)	Year Ended December 31, 2020 (Unaudited)
ASSETS			
Current Assets			
Cash	$ 175,427.44	$ 574,011.45	$ 151,254.15
Accounts Receivable, net of allowances	$ 2,321,926.35	$ 1,861,085.36	$ 1,217,772.41
Inventories	$ 1,313,550.00	$ 250,000.00	$ 250,000.00
Prepaid expenses	$ -		
Total Current Assets	$ 3,810,903.79	$ 2,685,096.81	$ 1,619,026.56
Long-term portion of Loans from sharehold	$ 322,323.90	$ 471,221.25	$ 12,300.00
Property and Equipment	$ 94,125.91	$ 54,932.74	$ (15,646.82)
Other long term assets	$ 114,430.77	$ 96,430.77	$ 79,609.57
Total assets	$ 4,341,784.37	$ 3,307,681.57	$ 1,695,289.31
LIABILITIES AND STOCKHOLDERS' EQUITY			
Current Liabilities:			
Current portion of loans			
Accounts Payable	$ 1,677,043.51	$ 564,186.16	$ 396,718.06
Total current liabilities	$ 66,354.18	$ 97,174.46	$ 267,634.57
Long-term portion of Loans	$ 569,811.80	$ 745,300.72	$ -
Total liabilities	$ 2,313,209.49	$ 1,406,661.34	$ 664,352.63
Stockholders' equity:			
Capital Stock:	$ 164,705.00	$ 164,705.00	$ 164,705.00
Distribution Officer	$ (318,976.99)	$ -	$ -
Retained earnings	$ 1,736,315.23	$ 809,330.68	$ 192,740.00
Total liabilities and stockholders' equity	$ 3,895,252.73	$ 2,380,697.02	$ 1,021,797.63
Net Income	$ 446,531.64	$ 926,984.55	$ 673,491.78
TOTAL LIABILITIES AND EQUITY	$ 4,341,784.37	$ 3,307,681.57	$ 1,695,289.41

Fresh Start Healthy Meals
STATEMENTS OF OPERATIONS

	Year Ended December 31, 2022 (Unaudited)	Year Ended December 31, 2021 (Unaudited)	Year Ended December 31, 2020 (Unaudited)
Net Sales	$ 17,109,138.70	$ 15,467,535.89	$ 5,735,104.39
Cost of sales and related occupancy expenses	$ 7,695,854.47	$ 6,712,739.29	$ 2,247,013.49
Gross profit	$ 9,413,284.23	$ 8,754,796.60	$ 3,488,090.90
Selling expenses			
General and administrative expenses	$ 8,931,548.93	$ 7,822,736.74	$ 2,817,560.26
Income (loss) from operations			
Interest expense	$ 35,209.39	$ 5,124.30	$ 2,038.96
Other income	$ 5.73	$ 48.99	$ 5,000.10
Income (loss) before income taxes	$ 446,531.64	$ 926,984.55	$ 673,491.78
Income tax (expense) benefit			
Net income (loss)	$ 446,531.64	$ 926,984.55	$ 673,491.78

Los Angeles, California April 4, 2023

Fresh Start Healthy Meals
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

1. BASIS OF PRESENTATION AND OPERATIONS

General— The Company, as consolidated, operates a food preparation and distribution business in California. The Company operates two divisions segregated mainly by the markets they serve. Fresh Start Healthy Meals a California corporation, serving school nutrition programs throughout California. And, K12 School Services, a California corporation, serving school districts, convenience retail markets and local institutions. The Company operates a warehouse and a food manufacturing facility in Sylmar, California.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Use of Estimates—The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Consolidation Policy—the consolidated financial statements include the two divisions, Fresh Start Healthy Meals and K12 School Services. All significant intercompany balances and transactions have been eliminated.

Cash—represents cash on hand and cash held in banks.
Estimated fair value of financial instruments—the carrying value of cash, accounts receivable, accounts payable

3. PRO FORMA INFORMATION

The objective of the pro forma information is to show what the significant effects on the historical information might have been had the Company not been treated as an S corporation for tax purposes.

4. FINANCIAL AGREEMENTS

As of December 31, 2021, the Company has credit agreements with financial institutions, for the purchase of vehicles to be used in Fresh Start Healthy Meals operations. Facility is operated out of building owned by stockholders allowing great flexibility long term stability.

5. COMMITMENTS AND CONTINGENCIES

Leases— Facility is operated out of building owned by stockholders allowing great flexibility long term stability.

Contingencies—The Company is party to various legal proceedings arising from normal business activities. Management believes that the resolution of these matters will not have an adverse material effect on the Company’s financial position or results of operations.

7. Provide a description of promotional and/or marketing materials you will use to attract students to the program.



On-Site Field Trip Visit to Fresh Start Healthy Meals Facility

On-Site field trips offer students a way to engage with the process of how their food is processed and handled at our facility. This educational and hands-on experience definitely leaves students empowered, informed, and inventive.

Fresh Start Healthy Meals practices an open-door policy inviting all partners, vendors, and prospective clients to visit at any time. Appointments and scheduled visits are highly recommended to ensure the availability of department staff.



Special Events & Catering

Throughout the school year, we understand that many events like PTA meetings, Staff Recognition, Open House, Culmination Ceremonies, and much more may arise. As a food service vendor and all-around partner, we are available to provide catered food and/or offer our famous BBQs! (Dates, times, and pricing to be mutually discussed and agreed upon). If you would like to schedule an event, you can contact your K12 Ambassador.



Three Level Workshops

Fresh Start has managed to increase and maintain participation throughout our schools by employing a Three Level Workshop model meant to educate students, parents, and staff on the SBP and NSLP programs. Utilizing our Three Level Workshop allows us to survey and connect with the entire school community and identify how best to meet their needs in the coming school year. If you would like to schedule a Three Level Workshop, you can contact your K12 Ambassador or our Customer Service Team.



Raffles & Giveaways

Fresh Start Healthy Meals has had great success in building excitement and engagement for our meal programs by engaging students in raffles and giveaways during breakfast and lunch. This also entices students who don't normally participate to try out the meal program. We typically randomly mark plates and containers with a "WINNER" sticker to identify a random winner. Our goal is to create positivity around the lunch line and increase participation.

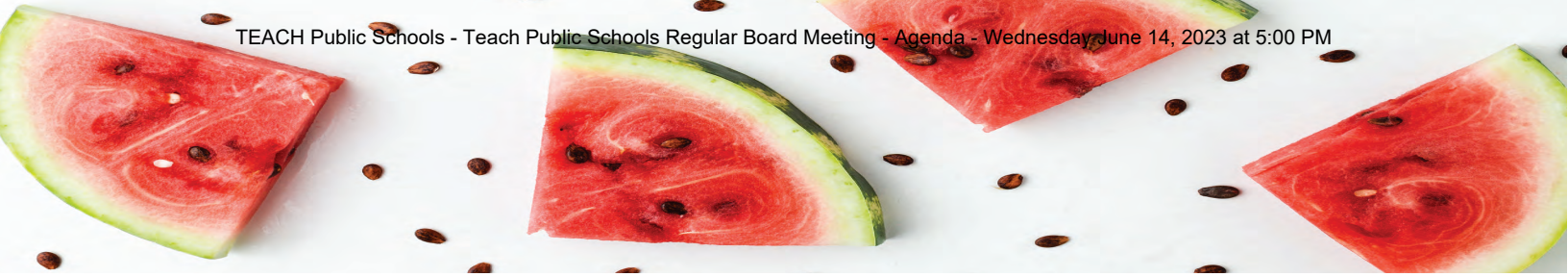


Reimbursable BBQ Event - 1 Per School Year

Catered by Fresh Start Healthy Meals

Whether for an end-of-semester celebration, culminations, or any other student event a BBQ is always a fun treat. Fully compliant reimbursable BBQs are available to replace the regularly scheduled lunch option for the day. Schools can use this option up to one (1) time during the school year. To schedule a BBQ, we require a minimum 1-month prior notice and all BBQ events are subject to availability.

Parents, staff, or other community members are welcome to participate at a minimal per meal cost to the site.



PROPRIETARY INFORMATION

At Fresh Start, we take student participation and feedback very seriously. In addition to our Student Workshop, we offer follow up meetings with the students for menu planning. We provide surveys to assist us in identifying which meals your kids are enjoying and bring samples of potential new items they might like to see added to their menu.

Our staff will go through each day allowing the students to directly choose what they will be eating, providing suitable alternatives and guiding them through the menu planning process. This takes pressure off school management and staff to construct a menu that the students will enjoy and allows the kids a chance to communicate.

Three Level Workshops

Fresh Start has managed to increase and maintain participation throughout our schools by employing a Three Level Workshop model that is meant to educate students, parents and staff on the SBP and NSLP programs.

We offer parent orientations to introduce the food program to the family of the students. We address the New Meal Pattern, explain the program guidelines and give them a chance to try the food that their students will be eating every day. This way, the parents get involved with making sure their kids eat daily and lets them know that the school is providing their child delicious, nutritious meals.

Building on our parent orientation, we work closely with the school's Student Council and ASB programs to allow your students an avenue to provide their feedback and inspire them to go out and encourage their fellow classmates to participate.
Lastly, we provide a workshop to the school staff and point of service (POS) personnel, educating them on Offer Versus Serve protocols, what constitutes a compliant meal, proper line set up and POS strategies to improve line flow.
Utilizing such a program allows us to connect with the entire school community and identify how to best serve them in the coming year.

Offer vs. Serve



Is a concept that pertains to the meal patterns used in the School Nutrition Programs, which allows students to decline two of the five food components offered in a school lunch, while still allowing programs to claim those meals as complete and reimbursable. The program goals are to reduce food waste and allow students to choose foods that they prefer.
Fresh Start is committed to helping schools implement the Offer vs. Serve concept to ensure that schools allow students to eat only the meal components they want and receive full meal reimbursement.

Share Table

To reduce the amount of food waste and encourage the consumption of food served, many school food service operations have established "sharing tables." Sharing tables are carts and/or tables where children can place unconsumed food and beverage items (pre-packaged food and beverages, unopened wrapped food and beverages, or food items with a peel) that they choose not to eat/drink. These tables provide an opportunity for other children to take additional helpings of food or beverages at no cost to them. In many instances, food and beverage items, especially unopened milk, have been reused by food service operations as part of a reimbursable meal, served a la carte, and/or used in cooking.





8. Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

Our goal is to establish a smooth transition and offer the best customer service possible...

PROPRIETARY INFORMATION

Transition Plan

When Fresh Start is chosen, our first step is establishing our on-site contact for each school and working with them to identify that school's needs for the coming year. Finding out our first day of service and bell schedule, we will begin to shape the best possible transportation route and delivery times. Our Server Supervisor will procure the necessary number of servers for each individual site.

A member of our Business Development team will visit the school sites to assess serving area and schedule Parent and Student Workshops to build interest in the food program and ingratiate ourselves with the community. This is beneficial in that it allows parents to see what their students will be eating at school, giving them confidence that their child will be provided with healthy and flavorful meals daily. This also gives us the opportunity to get feedback directly from our most valued clientele, the students. During this visit, we will also establish where deliveries will be made, if there are any special delivery instructions (e.g., gate requires a code, certain meals must be placed in a different area upon delivery, etc.), possible serving area locations, rainy day procedures and items that need to be posted in the serving area.

A Client Service Representative will be assigned and will assist the school contact in constructing a favorable menu to ensure the school year starts on a high note. Based on enrollment, the previous year's average counts and free/reduced percentage of the site, initial counts will be generated. Participation will be monitored by the Client Service Representative, who will adjust the counts accordingly in the first couple weeks of the new school year to avoid waste or shortages.

Fresh Start will provide the school with a utensil dispenser, floor racks, table cloths and chafer stands for the service area. After assessing the service area, if needed, Fresh Start can assist in acquiring tables, canopies, reusable food trays, warmers, refrigerators and other equipment at minimal cost to the school. Fresh Start Meals will provide our servers with sanitizer, towels, hairnets, gloves and a thermometer to be used for the meal program.
Our servers can assist with the organizing, cleaning and dismantling of the serving area, but cannot assist with janitorial services outside of said serving area.



"Tell me what you eat, and I will tell you what you are."
–J.K. Chesterton



- Pandables with Broccoli, Carrots and Chicken, Beef or Tofu.
- Fresh Salads and Pastas
- Papa John's Pizza or Dominos Pizza



Menu Ordering

We understand that no two clients are alike. That is why we prefer an individualized approach instead of a cookie cutter system. We work closely with administrators to find ways to increase participation and enhance menu appeal. Be it through student surveys, orientations or workshops; Fresh Start is committed providing each one of our schools a highly-personalized experience and the attention they deserve.

During the first full week of each month, Fresh Start Healthy Meals releases an electronic file of our menu for the subsequent month. Fresh Start Healthy Meals asks each school to submit their orders to their assigned client service representative by the 15th of each month.

Schools can make changes to their menu selections 5 school days prior to the actual day of service. Count changes are permitted by 2pm, 2 school days prior to the day of service.

Expanded Vegetable & Fruit Options

Fresh Start Healthy Meals is committed to providing our schools with a variety of fruit and vegetable options that appease the appetites of your students. By offering items such as cut fruit, we are able to expand the usual fruit rotation as some fruit drop in and out of season.

We also offer our schools a Salad Bar option, which provides a plethora of healthy vegetable and dressing options, as well as additional pasta and fruit serving on occasion.
For schools that qualify, we assist in the participation of the fruit and vegetable program.

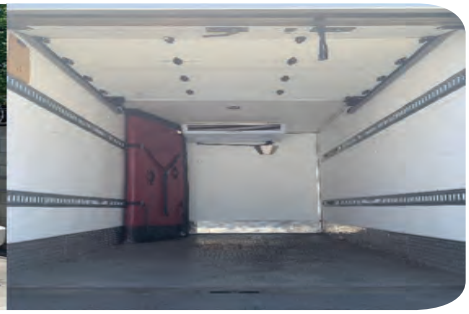
Transportation

We operate a large fleet of temperature-controlled vans and trucks to ensure on-time meal delivery to every school. All food is checked for the appropriate temperature and recorded onto the Transportation Record before leaving our facility.

Upon arrival at the school, the temperatures are measured again and recorded on the same document. A copy for the school is left at the delivery site for their records and another is retained at Fresh Start for three years.

In case of any emergency, shortage/missing component or any incident that may affect your meal service, drivers are provided with an emergency card for emergency purchases. Fresh Start is also able to provide shelf stable meals that can be used to replace individual components or act as a fully compliant meal for days where more students participate than expected.





Attachment E. RespondentReferences

List three references to which the Respondent has provided food service management services within the past 5 year(s).

Failure to complete and return this Attachment will cause your proposal to be rejected.

PROPRIETARY INFORMATION

Reference 1			
Name of Reference	Alta Public Schools		
Street Address	2410 Broadway		
City Huntington Park	State CA	Zip Code 90255	
Contact Person Xavier Reyes	Contact Title CEO/Executive Director	Contact Phone Number/Email (323) 839-3286/x.reyes@altaps.org	
Brief Description of Services Provided	Provide breakfast, lunch, snack and supper meals, as well as, serving staff. We provide prepackaged and family style meals to 4 different sites.		
Dates of Service	2013- Present		

Reference 2			
Name of Reference	New Horizon Charter Academy		
Street Address	5955 Lankershim Blvd.		
City North Hollywood	State CA	Zip Code 91601	
Contact Person Richard Thomas	Contact Title Executive Director	Contact Phone Number/Email (818) 655-9602/rthomas@nhcharteracademy.com	
Brief Description of Services Provided	Provide breakfast, lunch and snack meals, as well as, serving staff. We provide prepackaged and family style meals to 2 different sites.		
Dates of Service	2014 – Present		

Reference 3			
Name of Reference	Los Angeles Academy of Arts & Enterprise		
Street Address	1200 Colton Building 3 (Royal Learning Center)		
City Los Angeles	State CA	Zip Code 90026	
Contact Person David Defrenz	Contact Title Principle	Contact Phone Number/Email (310) 614-2855/ddefrenza@laaae.org	
Brief Description of Services Provided	Provide breakfast and lunch as well as serving staff to 2 School Sites.		
Dates of Service	2016 - Present		

Attachment F: Authorization Agreement

Request for Proposal for Food Service Management Company

RFP Number: RFP#2324-001

We, Fresh Start Healthy Meals, by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.

2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.

3. That the proposal submitted is a firm and irrevocable offer good for one year.

4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by **TEACH Public Schools.**

5. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for **TEACH Public Schools.**

6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: Fresh Start Healthy Meals 13294 Ralston Avenue

Address: _____

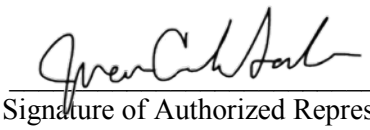
City: Sylmar State: CA Zip: 91342

E–mail Address: Irving@fshealthymeals.com

Web Site Address: fshealthymeals.com

Name of Authorized Representative: Juan Carlos Saucedo

Title of Authorized Representative: CEO



Signature of Authorized Representative

Date Signed: 04/19/2023

Attachment G: Fee Proposal

All costs are based on average daily participation of **1000** number of meals served on **180** number of school days.

COST BREAKDOWN			
Respondent Instructions ⇨ **Provide a breakdown of all costs included in the fixed price, including personnel costs.** ⇨ **Provide the cost per meal; base all food costs** on the attached 21–day cycle menu. ⇨ Clearly identify all costs			
Item #	**Description** *(Include All Goods and Services included in the Fixed Price)*		Annual Cost
1.	Breakfast 1000 = 2.40		**$** 432,000.00
2.	Lunch 1000 = 3.65		**$** 657,000.00
3.	Snacks 200 = 1.00		**$** 81,000.00
4.	SSO (Summer) 2 months 900 meals total = 3.65		**$** 3,285.00
	Sub Total		**$**
	Personnel Costs		Annual Cost
5.	Server cost per hour (Based off 5hrs Per hour) 8 Servers	$26.00	$ 208,000.00
6.		$	
	Sub Total	$	
	GRAND TOTAL		**$ 1,381,285.00**

COST PER MEAL			
Respondent Instructions: ⇨ **Provide the cost per meal; base all food costs** on the attached 21–day cycle menu. ⇨ **Prices must not include values for donated foods and must include all meal programs applicable.**			
1. LINE ITEM	2. UNITS	3. RATE	4. TOTAL
Breakfast	1000	$ 2.40	$ 432,000.00
Lunch	1000	$ 3.65	$ 657,000.00
Snack	450	$ 1.00	$ 81,000.00
SSO	900	$ 3.65	$ 3,285.00
TOTAL		$	$ **1,173,285.00**

Additional Pricing Disclosure:

> Soy/alternative/Shelf Stable milk: $0.90 per milk (medical waiver required)
> Servers: $26.00/hr
> Therapeutic Meals: Breakfast: $3.40 Lunch:$4.65
> Rental Equipment: $175.00 Per item/Per month

Attachment H: Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

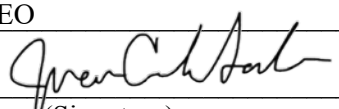
Organization: Fresh Start Healthy Meals

Street address: 13294 Ralston Avenue

City, State, Zip: Sylmar, CA 91342

CERTIFIED BY: (Type or Print) Juan Carlos Saucedo

TITLE: CEO



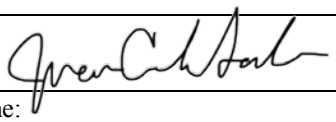
(Signature) 04/19/2023 (Date)

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DISCLOSURE OF LOBBYING ACTIVITIES AND INSTRUCTIONS

Complete this form to disclose lobbying activities pursuant to 31*U.S.C.* 1352
(See next page for public burden disclosure)

Approved by OMB

1. Type of Federal Action: a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance N/A	2. Status of Federal Action: a. Bid/Offer/Application b. Initial Award c. Post-Award N/A	3. Report Type: a. Initial filing b. Material change For Material Change Only: Year_____ Quarter_____ Date of last report_____ N/A
4. Name and Address of Reporting Entity: ☐ Prime ☐ Subawardee ☐ Tier, if known Congressional District, if known: N/A		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known: N/A
6. Federal Department/Agency: N/A		7. Federal Program Name/Description: N/A CFDA Number, if applicable:
8. Federal Action Number, if known: N/A		9. Award Amount, if known: N/A $
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A		b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI)
11. Information requested through this form is authorized by Title 31 *U.S.C.* Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 *U.S.C.* 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.		Signature:  Print Name: Juan Carlos Saucedo Title: CEO Telephone No: (818)294-2065 Date: 04/19/2023
FEDERAL USE ONLY:		*Authorized for Local Reproduction* Standard Form (SF—LLL (Rev. 7-97)

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INSTRUCTIONS

Disclosure of Lobbying Activities (SF-LLL)

This disclosure form shall be completed by the reporting entity, whether sub awardee or prime federal recipient, at the initiation or receipt of a covered federal action, or a material change to a previous filing, pursuant to 31 *U.S.C*. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget (OMB) for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.

2. Identify the status of the covered federal action.

3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.

4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or sub award recipient. Identify the tier of the sub awardee, e.g., the first sub awardee of the prime is the first tier. Sub awards include but are not limited to subcontracts, sub grants, and contract awards under grants.

5. If the organization filing the report in item 4 checks “Sub awardee,” then enter the full name, address, city, state, and zip code of the prime federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, U.S. Department of Agriculture, Food and Nutrition Service.

7. Enter the federal program name or description for the covered federal action (Item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate federal identifying number available for the federal action identified in item 1 (e.g., RFP number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the federal agency). Include prefixes, e.g., “RFP-DE-90-001.”

9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

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10. (a) Enter the full name, address, city, state, and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered federal action.
    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter last name, first name, and middle initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and phone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 *CFR*, Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 *CFR* Section 3017.200:

A. The contractor certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Fresh Start Healthy Meals

Contractor/Company Name

Award Number, Contract Number, or Project Name

Juan Carlos Saucedo, CEO

Name(s) and Title(s) of Authorized Representatives



Signature(s)

04/19/2023

Date

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Attachment I: Certificate of Independent Price Determination

Both the SFA and FSMC shall execute this Certificate of Independent Price Determination.

Fresh Start Healthy Meals	TEACH Public Schools
Name of FSMC	Name of SFA

A. By submission of this offer, the offeror (FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:

1. The prices in this offer have been arrived at independently—without consultation, communication, or agreement—for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;

2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening the case of an advertised procurement, directly or indirectly to any other offeror or to any competitor; and

3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

B. Each person signing this offer on behalf of the offeror certifies that:

1. He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or

2. He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this vendor and its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any governmental agency, and have not, in the last three years, been convicted or found liable for any act prohibited by state or federal law, in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows (provide detail):

_____

	CEO	04/19/2023
Signature of FSMC's Authorized Representative	Title	Date

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Signature of SFA's Authorized Representative	Title	Date

Note: Accepting a Respondent's offer does not constitute award of the contract.

Attachment J: 21 Day Cycle Menu
Please attach to your Proposal

SEE MENUS ON NEXT PAGE

Attachment K: 21 Day Cycle Menu Please attach to your Proposal

Sample 21 Day Cycle	School	GRADE: K-12	Menu
	B= L= S=		Serve w/ Milk & Fruit

Menus subject to change.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
B	1 Banana Muffin & WG Crackers	2 Cinnamon French Toast w/Syrup	3 Multi Grain Cheerios & WG Crackers	4 Bean & Cheese Burrito	5 Fruit Yogurt Graham Parfait
L	Herb Chicken Breast with Brown Rice Pilaf (1/2c) & Mixed Vegetables (1c)	Cheeseburger with Tater Tots (3/4c)	Beef Meatball & Cheese Hoagie Sandwich with Sweet Potato (3/4c)	Hawaiian Chicken with Brown Rice Pilaf (1/2c) & BBQ Baked Beans (3/4c)	Turkey & Cheese Croissant with Carrot Sticks (1/2c) & Ranch
S					
B	8 Bagel with Cream Cheese	9 Pancakes & Sausage w/Syrup	10 Reduced Sugar Trix & WG Crackers	11 Cheese & Bean Quesadilla	12 Cinnamon Pop Tart & String Cheese
L	Spanish Chicken Adobo with Brown Rice Pilaf (1/2c) & Mixed Vegetables (1c)	Chili Hot Dog with Sweet Potato (3/4c)	Beef Lasagna with Steamed Broccoli & Carrots (1c)	Chicken Tamal with Pinto Beans (1/2c) & Mexican Corn	Pepperoni Bagel Pizza with Green Salad (1 12c)
S					
B	15 Pumpkin Spice Muffin	16 Cinnamon French Toast w/Syrup	17 Rice Chex & WG Crackers	18 Egg & Sausage Croissant Sandwich	19 Strawberry Concha
L	Chipotle Macaroni & Cheese (1c) with Mixed Vegetables (1c)	Peperjack Cheesburger with Sweet Potato (3/4c)	Chicken Parmesan Sandwich with Whole Kernel Corn (3/4c)	Chicken Quesadilla with Pinto Beans (3/4c)	Chicken Teriyaki with Brown Rice Pilaf (1/2c) & Steamed Broccoli & Carrots (1c)
S					
B	22 Bagel with Cream Cheese	23 Pancakes & Sausage w/Syrup	24 Reduced Sugar Cinnamon Toast Crunch & WG Crackers	25 Chicken Tamal	26 Egg & Cheese Burrito
L	Creamy Chicken Chipotle (1/2c) over Penne Pasta (1/2c) with Mixed Vegetables (1c)	Breaded Chicken Patty Sandwich with Mashed Potatoes (3/4c)	Beef (2oz) & Cheese (.5oz) Nachos (1oz) with Pinto Beans (3/4c)	Italian Turkey, Ham & Cheese Hoagie Roll Sandwich with Carrot Sticks (1/2c) & Ranch	Chicken Fettuccine (1c) Alfredo with Steamed Broccoli & Carrots (1c)
S					
B	29 **Coco Puffs & WG Crackers**	30 Coffee Cake & String Cheese	31 Lucky Charms & WG Crackers		
L	**Honey BBQ wings with Mash/ Roll(1c)**	Cajon Chicken Pasta with Carrot Sticks (1c) & Ranch	Spaghetti(1c) & Meatballs with Steamed Carrots (3/4c)		
S					

this institution is an equal opportunity provider.

Breakfast fruit/juice portions: 1 cup & Lunch fruit/juice portions: 1/2 cup (Juice cannot exceed 50% of total weekly servings.) Milk (1 Cup) (1%/Non-fat/Non-fat Choc)



School Notes:

FreshStart MEALS

"Eat Right, Be Bright!"

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498 of 644
TEACH Public Schools - Teach Public Schools Regular Board Meeting - Agenda - Wednesday June 14, 2023 at 5:00 PM

Please make sure your grade level group is correct on your menu and input your counts to the left of each meal you want to order. Please refer to bottom of menu for menu selection policies.

School Name:

Grades: K - 8

June 2023 HEAT On-Site Menu

Last Updated: 03/02/2023 At 4:00 pm

Week 1 Options	Red & Orange 6/5/2023	Dark Green 6/6/2023	Beans & Peas 6/7/2023	Starchy 6/8/2023	Other Veggies 6/9/2023
Breakfast	Mexican Concha	Bean & Cheese Breakfast Burrito	Coffee Cinnamon Crumble	Cinnamon French Toast	String Cheese & Strawberry NutriGrain Bar
Breakfast	Banana Muffin	Rice Chex & WG Crackers	Bagel & Jelly	Coco Puffs & WG Crackers	Bagel & Jelly
Hot Meal	Hawaiian Chicken w/brown rice (3/4c) & steamed carrots (3/4c)	Vegetarian Lasagna w/steamed broccoli & carrots (1c)		Chicken Nuggets w/whole kernel corn (3/4c)	
Hot Meal	BBQ Chicken on a HB Bun w/carrot sticks (3/4c)	Teriyaki Chicken Chow Mein Bowl w/steamed broccoli & carrots (1c)		Chicken Fajitas (3/4c) w/spanish rice (3/4c) & whole kernel corn (3/4c)	
Hot Vegetarian	Black Bean Burger w/carrot sticks (3/4c)	Vegetarian Lasagna w/steamed broccoli & carrots (1c)		Tofu Fajitas (3/4c) w/spanish rice (3/4c) & whole kernel corn (3/4c)	
Cold Meal	Caesar Chicken Tortilla Wrap w/carrot sticks (3/4c)	Cilantro Chicken Salad Hoagie Sandwich w/broccoli & carrots (1c)	Torta de Tinga w/cilantro bean salad (3/4c)	Turkey & Cheese Panini w/bbq corn salad (3/4c)	Tuna Salad Sandwich w/carrot sticks (3/4c)
Cold Pastas	Asian Chicken Pasta Salad	Chicken Pasta Primavera Salad	Cilantro Chicken Pasta Salad	Fiesta Chicken Pasta Salad	Sweet Chili Chicken Pasta Salad
Cold Vegetarian	Chipotle Cheese Pasta Salad w/carrot sticks (3/4c)	Bean & Cheese Torta w/broccoli & carrots (1c)	Garlic Pesto Cheese Pasta Salad w/bbq bean salad (3/4c)	Bean & Cheese Torta w/bbq corn salad (3/4c)	Cajun Cheese Pasta Salad w/carrot sticks (3/4c)
Daily Salad	Italian Antipasto Salad with a Wheat Dinner Roll	Santa Fe Chicken Salad with a Wheat Dinner Roll	Caesar Chicken Salad with a Wheat Dinner Roll	Chef Turkey & Ham Salad with a Wheat Dinner Roll	Chinese Chicken Salad with a Wheat Dinner Roll
Snack	Cereal Bar	Cheez-its	Goldfish Pretzel	Strawberry Muffin	Chocolate Chex Mix
NOTES I					

Week 2 Options	Red & Orange 6/12/2023	Dark Green 6/13/2023	Beans & Peas 6/14/2023	Starchy 6/15/2023	Other Veggies 6/16/2023 Fresh Veggies Day
Breakfast	Coffee Cinnamon Crumble	Pancakes (2)	Banana Muffin	Soyrizo Bean Breakfast Burrito	Yogurt & Graham Crackers
Breakfast	Bagel & Jelly	Trix & WG Crackers	Bagel & Jelly	Cinnamon Toast Crunch & WG Crackers	Strawberry Muffin
Hot Meal	Bean & Cheese Burrito w/carrot sticks (1/2c)	Spaghetti and Meat Sauce (3/4c) w/steamed broccoli & carrots (1c)		Chicken Alfredo Baked Ziti Bowl w/whole kernel corn (3/4c)	
Hot Meal	Creamy Chicken Chipotle Pasta w/steamed carrots (3/4c)	BBQ Chicken on a HB Bun w/steamed broccoli & carrots (1c)		Fresco Chicken Bowl w/spanish rice (3/4c), black beans (1/4c) & corn (1/2c)	
Hot Vegetarian	Bean & Cheese Burrito w/carrot sticks (1/2c)	Spaghetti & Cheese Marinara w/steamed broccoli & carrots (1c)		Cheesy Alfredo Baked Ziti Bowl w/whole kernel corn (3/4c)	
Cold Meal	Ham and Cheese Panini w/carrot sticks (3/4c)	Creamy Basil Chicken Hoagie Sandwich w/broccoli & carrots (1c)	Oriental Chicken Tortilla Wrap w/bbq bean salad (1/2c)	BBQ Chicken Hoagie Sandwich w/basil corn salad (3/4c)	Ham and Cheese Bagel Sandwich w/carrot sticks (3/4c)
Cold Pastas	Asian Chicken Pasta Salad	Chicken Pasta Primavera Salad	Cilantro Chicken Pasta Salad	Fiesta Chicken Pasta Salad	Sweet Chili Chicken Pasta Salad
Cold Vegetarian	Parmesan Cheese Pasta Salad w/carrot sticks (3/4c)	Bean & Cheese Torta w/broccoli & carrots (1c)	Cajun Cheese Pasta Salad w/bbq bean salad (3/4c)	Bean & Cheese Torta w/basil corn salad (3/4c)	Chipotle Cheese Pasta Salad w/carrot sticks (3/4c)
Daily Salad	Italian Antipasto Salad with a Wheat Dinner Roll	Caesar Chicken Salad with a Wheat Dinner Roll	Santa Fe Chicken Salad with a Wheat Dinner Roll	Chef Turkey & Ham Salad with a Wheat Dinner Roll	Chinese Chicken Salad with a Wheat Dinner Roll
Snack	Goldfish Crackers	Banana Muffin	Strawberry Chex Mix	Scooby-Doo Crackers	Apple NutriGrain Bar
NOTES J					

Week 3 Options	Red & Orange 6/19/2023	Dark Green 6/20/2023	Beans & Peas 6/21/2023	Starchy 6/22/2023	Other Veggies 6/23/2023
Breakfast	String Cheese & Graham Crackers		Blueberry Muffin		Mexican Concha
Breakfast	Banana Muffin	Lucky Charms & WG Crackers	Bagel & Jelly	Multi Grain Cheerios & WG Crackers	Bagel & Jelly
Cold Meal	Caesar Chicken Tortilla Wrap w/carrot sticks (1/2c)	Roasted Pepper Chicken Hoagie Sandwich w/broccoli & carrots (1c)	Ham and Cheese Bagel Sandwich w/bbq bean salad (3/4c)	Cilantro Chicken Salad Hoagie Sandwich w/bbq corn salad (3/4c)	Ham and Cheese Panini Sandwich w/carrot sticks (3/4c)
Cold Pastas	Asian Chicken Pasta Salad	Chicken Pasta Primavera Salad	Cilantro Chicken Pasta Salad	Fiesta Chicken Pasta Salad	Sweet Chili Chicken Pasta Salad
Cold Vegetarian	Marinara Cheese Pasta Salad w/carrot sticks (3/4c)	Bean & Cheese Torta w/broccoli & carrots (1c)	Garlic Pesto Cheese Pasta Salad w/bbq bean salad (3/4c)	Bean & Cheese Torta w/bbq corn salad (3/4c)	Parmesan Cheese Pasta Salad w/carrot sticks (3/4c)
Daily Salad	Italian Antipasto Salad with a Wheat Dinner Roll	Caesar Chicken Salad with a Wheat Dinner Roll	Santa Fe Chicken Salad with a Wheat Dinner Roll	Chef Turkey & Ham Salad with a Wheat Dinner Roll	Chinese Chicken Salad with a Wheat Dinner Roll
Snack	Goldfish Crackers	Strawberry Muffin	Cereal Bar	Banana Muffin	Scooby-Doo Crackers
NOTES A					

Week 4 Options	Red & Orange 6/26/2023	Dark Green 6/27/2023	Beans & Peas 6/28/2023	Starchy 6/29/2023	Other Veggies 6/30/2023
Breakfast	Coffee Cinnamon Crumble		Banana Muffin		Yogurt & Graham Crackers
Breakfast	Bagel & Jelly	Trix & WG Crackers	Bagel & Jelly	Coco Puffs & WG Crackers	Blueberry Muffin
Cold Meal	Italian Turkey, Ham and Cheese Hoagie Sandwich w/carrot sticks (3/4c)	BBQ Chicken Hoagie Sandwich w/broccoli & carrots (1c)	Caesar Chicken Tortilla Wrap w/cilantro bean salad (1/2c)	Creamy Basil Chicken Hoagie Sandwich w/bbq corn salad (3/4c)	Turkey & Cheese Bagel Sandwich w/carrot sticks (3/4c)
Cold Pastas	Asian Chicken Pasta Salad	Chicken Pasta Primavera Salad	Cilantro Chicken Pasta Salad	Fiesta Chicken Pasta Salad	Sweet Chili Chicken Pasta Salad
Cold Vegetarian	Chipotle Cheese Pasta Salad w/carrot sticks (3/4c)	Bean & Cheese Torta w/broccoli & carrots (1c)	Parmesan Cheese Pasta Salad w/cilantro bean salad (3/4c)	Bean & Cheese Torta w/bbq corn salad (3/4c)	Cajun Cheese Pasta Salad w/carrot sticks (3/4c)
Daily Salad	Italian Antipasto Salad with a Wheat Dinner Roll	Caesar Chicken Salad with a Wheat Dinner Roll	Santa Fe Chicken Salad with a Wheat Dinner Roll	Chef Turkey & Ham Salad with a Wheat Dinner Roll	Chinese Chicken Salad with a Wheat Dinner Roll
Snack	Blueberry NutriGrain Bar	Chocolate Chex Mix	Cheez-its	Strawberry Muffin	Goldfish Pretzel
NOTES B					

Orders not submitted before the 5 business day deadline will receive meals selected by their client representative. Meal changes and canceletaions must be given within 5 business days. Order counts may be changed within a 2 business day notice. At least 80% of weekly grains/breads are whole grain rich. Fruits are subject to change depending on availability of product. All breakfast, lunches and suppers are served with milk and fruit. Snack is served with milk. Menu subject to change. Menu items may change due to national supply chain issues including limited food availability, staff shortages, distribution issues, inflationary prices and/or other challenges.

MENU ORDER FORM

Orders not submitted before 5 day deadline will receive the first option for that particular week. Order counts may be changed within a 48 hour notice. All grains/breads are whole grain rich food items. Fruits are subject to change depending on availability of product. All breakfast and lunches are served with milk and fruit.

FreshStart MEALS

MONTH

Grades 9 - 12	School Name:				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1 Options	**Starchy**	**Dark Green**	**Red & Orange**	**Beans & Peas**	**Other Veggies**
Breakfast			Reduced Sugar Trix & WG Crackers	Bean & Cheese Burrito	Mexican Concha
Hot Lunch			***Honey BBQ Chicken Wings (4) with Dinner Roll, Carrot Sticks (1c) & Ranch***	***Beef Meatball & Cheese Hoagie Sandwich with Tater Tots (1c)***	***Chicken Teriyaki with Brown Rice Pilaf (1c) & Steamed Broccoli & Carrots (1c)***
Hot Lunch			***Michael B's / Bestway***	***Michael B's / Bestway***	***Pandables***
			Breaded Chicken Patty Sandwich with Sweet Potato (1c)	*Double Dog Chicken Hot Dogs with Tater Tots (1c)*	*Chicken Fettuccine (1c) Alfredo with Green Salad (2c)*
Cold Lunch			***Michael B's / Bestway***	***Michael B's / Bestway***	
			Ham & Cheese Croissant Sandwich with Green Salad (1 1/2c)	Turkey & Cheese Sandwich with Carrot Sticks (3/4c) & Ranch	Creamy Basil Chicken Tortilla Wrap with Carrot Sticks (1/2c) & Ranch
			Michael B's / Bestway		
Daily Salad			**Chinese Chicken Salad with a Wheat Dinner Roll**	**Greek Chicken Salad with a Wheat Dinner Roll**	**Santa Fe Chicken Salad with a Wheat Dinner Roll**
Snack			**Scooby Doo Crackers**	**Animal Crackers**	**Apple Muffin**
Week 2 Options	**Starchy**	**Dark Green**	**Red & Orange**	**Beans & Peas**	**Other Veggies**
Breakfast	Mini Bagels w/Cinnamon Cream Cheese	Pancakes (2) with Syrup	Reduced Sugar Cinnamon Toast Crunch & WG Crackers	Beef, Cheese & Chili Flaquito	Coffee Cake & String Cheese
Hot Lunch	***Chicken Parmesan Sandwich with Mashed Potatoes (1c)***	***Penne Pasta (1c) & Turkey Meat Sauce (3/4c) with Green Salad (1 1/2c)***	***Pepperoni Pizza with Carrot Sticks (1c) & Ranch***	***Chicken Tamal with Black Beans (1c)***	***Chicken (1/2c) Chow Mein (1c) & Steamed Broccoli & Carrots (1c)***
			Papa Johns WG Slice	***Michael Bs Food Products***	***Pandables***
Hot Lunch	*Beef Hot Dog with Tater Tots (1c)*	*Lemon Pepper Chicken with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)*	Orange Chicken with Brown Rice Pilaf (1c) & Steamed Carrots (1c)	Beef (2oz) & Cheese (.5oz) Nachos (2oz) with Black Beans (1c)	*Creamy Chicken Chipotle (1/2c) over Penne Pasta (1c) with Steamed Broccoli & Carrots (1c)*
	Michael Bs Food Products	***Pandables***	***Prepack Wednesday***		
Cold Lunch	Parmesan Chicken Pasta with Basil Corn Salad (1c)	Cilantro Turkey Tortilla Wrap with Green Salad (1c)	*Turkey Salad Sandwich with Carrot Sticks (3/4c) & Ranch*	*Ham & Cheese Torta with Cilantro Bean Salad (3/4c)*	Oriental Chicken Wheat Tortilla Wrap with Carrot Sticks (1/2c) & Ranch
	Michael Bs Food Products		***Michael Bs Food Products***		
Daily Salad	**Caesar Chicken Salad with a Wheat Dinner Roll**	**Chef Turkey & Ham Salad with a Wheat Dinner Roll**	**Chinese Chicken Salad with a Wheat Dinner Roll**	**Greek Chicken Salad with a Wheat Dinner Roll**	**Santa Fe Chicken Salad with a Wheat Dinner Roll**
Snack	**Goldfish Crackers**	**Scooby Doo Crackers**	**Cinnamon Pop Tart**	**Vanilla Educational Snack**	**Banana Muffin**
Week 3 Options	**Starchy**	**Dark Green**	**Red & Orange**	**Beans & Peas**	**Other Veggies**
Breakfast	Chocolate Crescent	Cinnamon French Toast w/Syrup	Rice Chex & WG Crackers	Egg & Sausage Burrito	WG Apple Cinnamon Donut
				Johnny Ringos	
Hot Lunch	***Green Wet Chicken Burrito with Whole Kernel Corn (1c)***	***Chicken Fettuccine (1c) Alfredo with Green Salad (2c)***	***Beef & Bean Chili with WG Saltines (6pkts) & Green Salad (1c)***	***Philly Cheese Steak Sandwich with Sweet Potato (1c)***	***Orange Chicken with Brown Rice Pilaf (1c) & Steamed Broccoli & Carrots (1c)***
		Michael B's / Bestway	***Prepack Wednesday***	***Michael Bs Food Products***	***Pandables***
Hot Lunch	*Beef Taquitos (2) with Whole Kernel Corn (1c)*	*Chicken Teriyaki with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)*	*Red Chicken & Cheese Enchiladas with Pinto Beans (3/4c)*	*Corn Dog Nuggets (6) with Sweet Potato (1c)*	*Spaghetti (1c) & Meatballs with Green Salad (1 1/2c)*
	Michael Bs Food Products	***Pandables***			***Michael Bs Food Products***
Cold Lunch	Cajun Chicken Pasta with BBQ Corn Salad (1c)	Ham & Cheese Sandwich with Green Salad (1 1/2c)	Turkey, Cheese & Spinach Ciabatta Sandwich with Cilantro Bean Salad (3/4c)	Italian Turkey, Ham & Cheese Hoagie Roll Sandwich with Carrot Sticks (3/4c) & Ranch	Caesar Chicken Tortilla Wrap with Carrot Sticks (1/2c) & Ranch
	Michael Bs Food Products		***Prepack Wednesday***		
Daily Salad	**Caesar Chicken Salad with a Wheat Dinner Roll**	**Chef Turkey & Ham Salad with a Wheat Dinner Roll**	**Chinese Chicken Salad with a Wheat Dinner Roll**	**Greek Chicken Salad with a Wheat Dinner Roll**	**Santa Fe Chicken Salad with a Wheat Dinner Roll**
Snack	**Berry Rice Krispies Granola Bar**	**Oatmeal Cookie**	**Animal Crackers**	**Cinnamon Graham Bug Bites**	**Blueberry Muffin**
Week 4 Options	**Starchy**	**Dark Green**	**Red & Orange**	**Beans & Peas**	**Other Veggies**
Breakfast		Waffles (2) with Syrup	Coco Puffs & WG Crackers	Maple Pancake Corn Dog	Cherry Strudel
Hot Lunch		***Macaroni & Cheese (1c) with BBQ Baked Beans (1c)***	***Pepperoni Pizza with Carrot Sticks (1c) & Ranch***	New! ***Beef & Cheese Chimichanga with Whole Kernel Corn (1c)***	***Mongolian Beef (1/2c) Chow Mein (1c) with Steamed Broccoli & Carrots (1c)***
			Papa Johns WG Slice		***Pandables***
Hot Lunch	Happy MLK Day	*Chicken Tamal with Pinto Beans (1c)*	*Hawaiian Chicken with Brown Rice Pilaf (1c) & Steamed Carrots (1c)*	*Spanish Chicken Adobo with Brown Rice Pilaf (1c) & Whole Kernel Corn (3/4c)*	*Pesto Chicken Penne Pasta (1c) with Steamed Broccoli & Carrots (1c)*
		Michael Bs Food Products	***Pandables***	***Michael Bs Food Products***	
Cold Lunch		*Creamy Basil Chicken Tortilla Wrap with Green Salad (1c)*	*Turkey & Cheese Sandwich with Carrot Sticks (3/4c) & Ranch*	Chicken Breast Pita Sandwich with Cilantro Bean Salad (3/4c)	Roasted Pepper Chicken Tortilla Wrap with Carrot Sticks (1/2c) & Ranch
				Michael Bs Food Products	
Daily Salad		**Chef Turkey & Ham Salad with a Wheat Dinner Roll**	**Chinese Chicken Salad with a Wheat Dinner Roll**	**Greek Chicken Salad with a Wheat Dinner Roll**	**Santa Fe Chicken Salad with a Wheat Dinner Roll**
Snack		**Chocolate Chip Gripz Graham Bits**	**Scooby Doo Crackers**	**Strawberry Sport Graham Cr**	**Orange Muffin**
Week 5 Options	**Starchy**	**Dark Green**	**Red & Orange**	**Beans & Peas**	**Other Veggies**
Breakfast	Zucchini Loaf	Pancakes (2) with Syrup	Multi Grain Cheerios & WG Crackers	Green Chile Egg & Cheese Burrito	Mini Cinnamon Rolls
				Johnny Ringos	
Hot Lunch	***Beef (2oz) & Cheese (.5oz) Nachos (2oz) with Pinto Beans (1c)***	***Spaghetti (1c) & Meatballs with Green Salad (1 1/2c)***	***Chicken & Waffles with Mashed Potatoes (1c)***	***Pepperjack Cheeseburger with Sweet Potato (1c)***	***Chicken Teriyaki with Brown Rice Pilaf (1c) & Steamed Broccoli & Carrots (1c)***
		Michael Bs Food Products	***Prepack Wednesday***		***Pandables***
Hot Lunch	Beef, Bean & Cheese Burrito with Pinto Beans (1c)	*Orange Chicken with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)*	*Chicken Parmesan Sandwich with Mashed Potatoes (1c)*	*Honey BBQ Chicken Wings (4) with Dinner Roll, Carrot Sticks (1c) & Ranch*	*Chicken Fettuccine (1c) Alfredo with Green Salad (2c)*
		Pandables	***Prepack Wednesday***		
Cold Lunch	*Spinach Chicken Pasta with Cilantro Bean Salad (1c)*	*Turkey Salad Sandwich with Green Salad (1 1/2c)*	*Ham & Cheese Torta with BBQ Corn Salad (3/4c)*	Turkey & Cheese Croissant Sandwich with Carrot Sticks (3/4c) & Ranch	Oriental Chicken Tortilla Wrap with Carrot Sticks (1/2c) & Ranch
	Michael Bs Food Products			***Michael Bs Food Products***	
Daily Salad	**Caesar Chicken Salad with a Wheat Dinner Roll**	**Chef Turkey & Ham Salad with a Wheat Dinner Roll**	**Chinese Chicken Salad with a Wheat Dinner Roll**	**Greek Chicken Salad with a Wheat Dinner Roll**	**Santa Fe Chicken Salad with a Wheat Dinner Roll**
Snack	**Apple Cin. Rice Krispies Granola Bar**	**Elf Chocolate Graham Crackers**	**Cheez-it Crackers**	**Strawberry Pop Tart**	**Banana Muffin**

All entrées are 2oz eq M/MA (protein). Snacks are served with juice unless it is fruit and then it will be given with milk. Fruits are subject to change depending on availability of product.



Additional Documents

"If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have the safest way to health."

–Hippocrates

HACCP Plan

02/15/2022

We reassessed our HACCP program and made changes to our food safety system, to better streamline our environmental process and met our critical limits. We now have 3 critical limits which is defined below and identification of supporting documentation for critical limits chosen for hazards we have identified as reasonably likely to occur:

CCP 1-**165*F Critical limit, cook process- FSIS Directive 7111.1 Appendix A**

CCP 2 **– During cooling, the product's maximum internal temperature should not remain between 135*F and 70*F for more than 2 hours (120 min) nor between 70*F and 45*F for more than 4 hours. This cooling rate can be applied universally to cooked products process-FSIS Directive 7111.1option 1. appendix B Additionally, we have some products where a heat treatment only is applied, products may not reach the 135*F temperature, but may reach temperatures above 70*F in less than 120 minutes (2.0 hours) then follow from 70*F to 45*F in less than 4 hours.**

CCP3**- 44.6*F Critical Limit- Bruce Tompkins Study**

In-house validation

Verification Procedures: Monitoring of our Critical Control Limits at the critical control point locations will be performed per each in process or finished meat/poultry products produced, and documented: in process meat/poultry/non-meat- Raw/Fully Cooked and Cooling Record Report (CCP 1 & 2) Finished cooked meat/poultry products- production Report for USDFA Assembled Products (CCP3)

Direct observation-Daily

Calibration – Daily

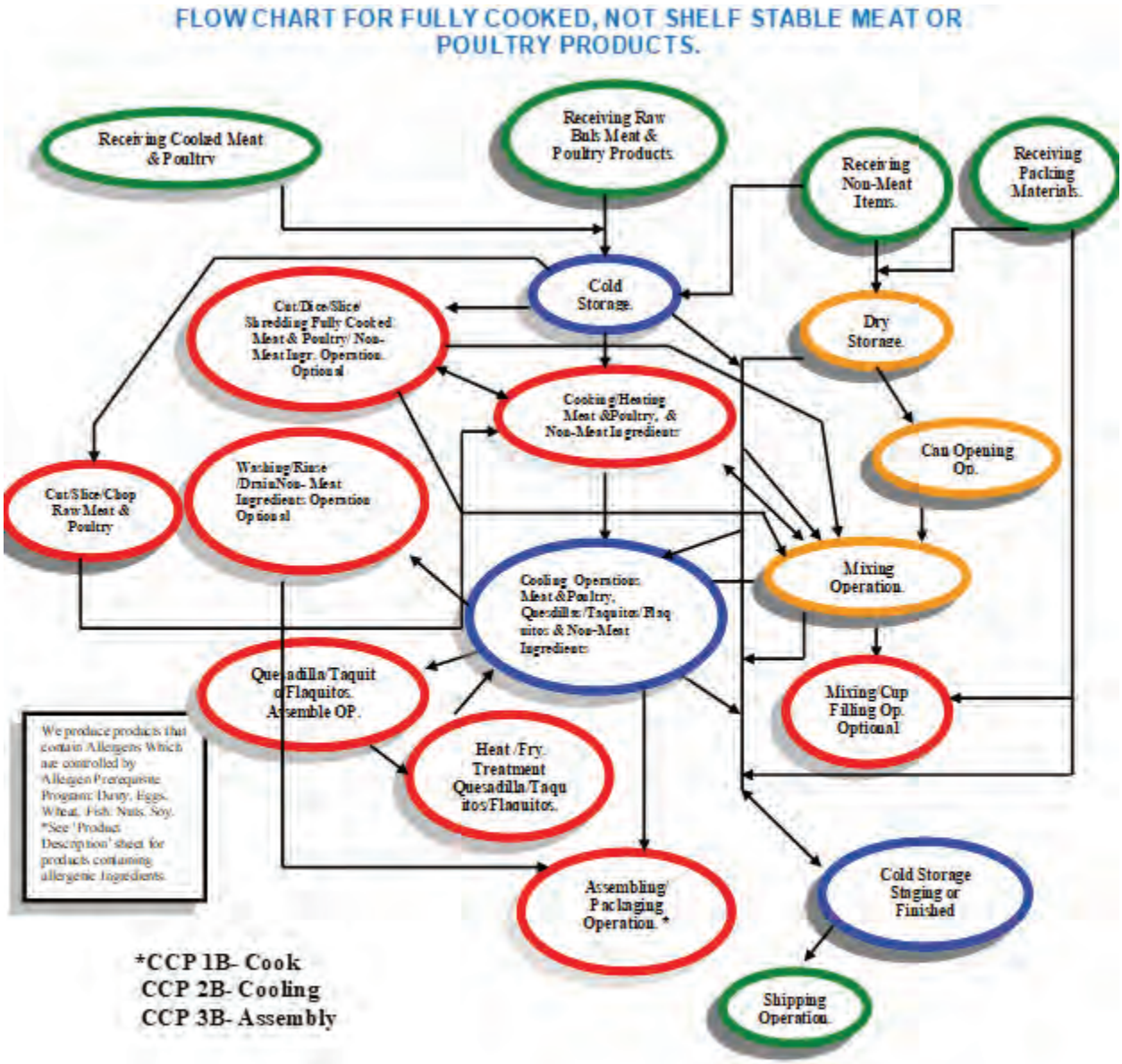
Record Review: Daily

Pre-shipment Review: Daily (Unless a FSIS sample is taken then we will abstain until results are reported by FSIS)

FSIS states, "That identification of Hazards not reasonably likely to occur could be covered by a control-point program or prerequisite program." The following programs are supported with on going documentation. They are defined as follows and maybe found in titled program books.

Listeria monocytogenes prerequisite program-Alternative 3
Allergen prerequisite Program
Receiving and Temperature control point program
Cooler/ Freezer Storage Control Point Program
Letters of Guarantee from our Suppliers
Establishment does not accept "Returned Product" that has left establishment control.

DATE 4/05/2022 SIGNATURE Q.A Eduardo Covarrubias



04/19/2023

Date

FRESH START HEALTHY MEALS

HACCP PLAN-FRESH START

PROCESS CATEGORY: FULLY COOKED, NOT SHELF STABLE MEAT OR POULTRY PRODUCTS.
PRODUCT NAME: FULLY COOKED, NOT SHELF STABLE MEAT OR POULTRY PRODUCTS. Page 1

PROCESS STEP	Hazard Description Biological (B) Chemical (C) Physical (P)	CCP NO.	CRITICAL LIMITS	MONITORING PROCEDURES & FREQUENCY. PERSON RESPONSIBLE.	CORRECTIVE ACTIONS & PERSON RESPONSIBLE.	HACCP RECORDS	VERIFICATION PROCEDURES & PERSON RESPONSIBLE.
COOKING/ HEATING / COOKED MEAT & POULTRY, PASTAS, RICE, SALSAS OPERATION	B. Biological (Listeria Monocytogenes, Salmonella, E. Coli 0157:H7, STEC s, Campylobacter, C. Perfringens)	1B	B. The meat or poultry food products and scrambled egg are to be cooked. 158°F for Meat and scrambled egg and at least 165 °F for Chicken. All Fresh Start Hot Cater Meals will be heating to a minimum internal temperature of 180°F. Rice and Pasta: Vegetative pathogens survival, Rice is pasteurized at ≥ 165 °F for 15 seconds. Directive 7111.1 Appendix A, USDA Poultry Cooking Guidelines and FDA 2009, 3.401.11	B. Trained establishment official will monitor the internal temperature of the product being cooked/ heated at the end of the cooking/heating cycle for each kind of product. A)FOR HOT CATER MEALS Per our correlation data the responsible personnel will monitor the internal product temperature of the product for each batch and document the lowest temperature. The second temperature will monitor at the end of loading into cambrios and document the lowest temperature. B)FOR COOKING Each batch or lot responsible personnel will at least pick up one largest piece of cooked meat or poultry product and check the internal temperature. For each batch or lot, responsible personnel will at least pick up three largest light color pieces of scrambled egg from the top layer, check the internal temperature and document the lowest temperature.	Trained establishment official will make corrective actions to be in compliance with HACCP Regulations Part 417.3(a)(1-4) Establishment official will identify the cause of deviation, bring CCP under control and implement controls if needed to prevent re-occurrence. Product will be inventoried to assure all product is under establishment control. SEE "HACCP Corrective Action Report"	Trained establishment official will record date, time of observation, and all the pertinent information required for the correct completion of the COOKING /HEATING COOLING REPORT initial or sign all documentation including any corrective action in the HACCP CORRECTIVE ACTION REPORT. CALIBRATION THERMOMETER RECORD.	Trained establishment official will perform a direct observation at least once per day observe the designated person, or by a plant official monitor the procedures listed in the "Monitoring Procedures & Frequency…" block to see if these procedures are being followed including any corrective action implemented by the designated person or management. Trained establishment official will perform record review verification at least once per day on the monitoring documents, direct observation, thermometer calibration form, and any corrective actions required or more often if necessary to assure that the documentation complies with regulatory requirements. NOTE: Record Review Must be performed by someone other than the person performing the monitoring. Trained establishment official will calibrate the thermometer for accuracy at least once per day. Adjust and record the findings in the CALIBRATION THERMOMETER RECORD.

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FRESH START HEALTHY MEALS

HACCP PLAN-FRESH START

PROCESS CATEGORY: FULLY COOKED, NOT SHELF STABLE MEAT OR POULTRY PRODUCTS.
PRODUCT NAME: FULLY COOKED, NOT SHELF STABLE MEAT OR POULTRY PRODUCTS. Page 2

PROCESS STEP	Hazard Description Biological (B) Chemical (C) Physical (P)	CCP NO.	CRITICAL LIMITS	MONITORING PROCEDURES & FREQUENCY. PERSON RESPONSIBLE.	CORRECTIVE ACTIONS & PERSON RESPONSIBLE.	HACCP RECORDS	VERIFICATION PROCEDURES & PERSON RESPONSIBLE.
COOLING OPERATION FOR MEAT/POULTRY AND NON-MEAT INGREDIENTS	**B. Biological** (listeria Monocytogenes, *C. Perfringens, C. Botulism*)	2B	B. Cooked meat or non-meat ingredients should be cooled as per FSIS Directive 7111.1 Appendix B Option 1 From 130°F to 80 °F **not to exceed 1½ hours.** From 80 °F to 40 °F **not to exceed 5 hours**.	B. Trained establishment official will monitor the internal temperature of each batch or lot of the meat product being cooled, to assure that the critical control limit is met. Check at least one piece of the product being cooled from each lot or batch at every step of the cooling cycle by inserting a hand held thermometer in the middle of the product. Record the highest temperature if more than one temperature is checked per cooling step.	Trained establishment official will make corrective actions to be in compliance with HACCP Regulations Part 417.3(a)(1-4) Establishment will identify the cause of deviation, bring CCP under control and implement controls if needed to prevent re-occurrence. Product will be inventoried to assure all product is under establishment control. SEE "HACCP Corrective Action Report"	Trained establishment official will record date, time of observation, and all the pertinent information required for the correct completion of the COOKING/COOLING REPORT initial or sign all documentation Document any deficiency or corrective actions in the HACCP CORRECTIVE ACTION REPORT. CALIBRATION THERMOMETER RECORD.	Trained establishment official will perform a direct observation at least once per day observe the designated person or a plant official monitor at least one step of the cooling process of the procedures listed in the "Monitoring Procedures & Frequency….) block to see if the these procedures are being followed, including any corrective action implemented by the designated person or management. Trained establishment official will perform record review verification at least once per day on the monitoring documents, direct observation records, including the thermometer calibration form and any corrective action to assure that the documentation complies with all the regulatory requirements. **NOTE: Record Review Must be performed by someone other than the person performing the monitoring.** Trained establishment official will calibrate the thermometer for accuracy at least once per day. Adjust and record the findings in the CALIBRATION THERMOMETER RECORD.

TEACH Public Schools - Teach Public Schools Regular Board Meeting - Agenda - Wednesday June 14, 2023 at 5:00 PM

Personal Hygiene

Standard Operating Procedure

1. **Purpose:** To prevent contamination of food by foodservice employees.
2. **Scope:** This procedure applies to foodservice employees who handle, prepare, or serve food.
3. **Key Words:** Personal Hygiene, Cross-Contamination, Contamination
4. **Instructions:**
    a. Train foodservice employees on practicing good personal hygiene.
    b. Report to work in good health, clean, and dressed in clean attire.
    c. Change apron or clothes when they become soiled.
    d. Wash hands properly, frequently, and at the appropriate times.
    e. Keep fingernails trimmed, filed, and maintained so that the edges are cleanable and not rough.
    f. Avoid wearing artificial fingernails and fingernail polish.
    g. Wear single-use gloves if artificial fingernails or fingernail polish are worn.
    h. Do not wear any jewelry except for a plain ring such as a wedding band.
    i. Treat and bandage wounds and sores immediately. When hands are bandaged, single-use gloves must be worn.
    j. Cover a lesion containing pus with a bandage. If the lesion is on a hand or wrist, cover with an impermeable cover such as a finger cot or stall and a single-use glove.
    k. Eat, drink, use tobacco, or chew gum only in designated break areas where food or food contact surfaces may not become contaminated. Thoroughly wash hands afterward.
    l. Taste food the correct way:
        1) Place a small amount of food into a separate container.
        2) Step away from exposed food and food contact surfaces.
        3) Use a teaspoon to taste the food. Remove the used teaspoon and container to the dish room. Never reuse a spoon that has already been used for tasting.
        4) Wash hands immediately.
    m. Wear suitable and effective hair restraints while in the kitchen.
    n. Follow State and local public health requirements.
5. **Monitoring**:
    a. A designated school or foodservice employee will inspect employees when they report to work to be sure that each employee is following this SOP.

The designated foodservice employee will monitor that all foodservice employees are adhering to the personal hygiene policy during all hours of operation.

6. **Corrective Action**:
    a. Any foodservice employee found not following this procedure will be retrained at the time of the incident. Effected food will be discarded.
7. **Verification and Record Keeping**:
    a. The foodservice manager or other designated personnel will verify that foodservice employees are following this policy by visually observing the employees during all hours of operation.

Washing Hands

Standard Operating Procedure

1. **Purpose:** To prevent foodborne illness by contaminated hands.
2. **Scope:** This procedure applies to anyone who handles, prepares, and / or serves food.
3. **Keywords:** Hand washing, Cross-Contamination
4. **Instructions:**
   a. Fresh Start will train any individual that prepares or serves food on proper hand washing. Training may include viewing a hand washing video and demonstrating proper hand washing procedure.
   b. Post hand washing signs or posters in a language understood by all foodservice staff near all hand washing sinks, in food preparation areas, and restrooms.
   c. Provide warm running water, soap, and a means to dry hands. Provide a waste container at each hand washing sink or near the door in restrooms.
   d. Keep hand washing sinks accessible anytime employees are present.
   e. Wash hands:
      1) Before starting work
      2) During food preparation
      3) When moving from one food preparation area to another
      4) Before putting on or changing gloves
      5) After using the toilet
      6) After sneezing, coughing, or using a handkerchief or tissue
      7) After touching hair, face, or body
      8) After smoking, eating, drinking, or chewing gum or tobacco
      9) After handling raw meats, poultry, or fish
      10) After any clean up activity such as sweeping, mopping, or wiping counters
      11) After touching dirty dishes, equipment, or utensils
      12) After handling trash
      13) After handling money
      14) After any time the hands may become contaminated
   f. Follow proper hand washing procedures as indicated below:
      1) Wet hands and forearms with warm, running water (at least 100 ºF) and apply soap.
      2) Scrub lathered hands and forearms, under fingernails, and between fingers for at least 20 seconds. Rinse thoroughly under warm running water for 5-10 seconds.
      3) Dry hands and forearms thoroughly with single-use paper towels.
      4) Dry hands for at least 30 seconds if using a warm air hand dryer.
      5) Turn off water using paper towels.

6) Use paper towel to open door when exiting the restroom.

g. Follow FDA recommendations when using hand sanitizers. These recommendations are as follows:

1) Use hand sanitizers only after hands have been properly washed and dried.

2) Use only hand sanitizers that comply with the *2005 FDA Food Code*. Confirm with the manufacturers that the hand sanitizers used meet these requirements. Use hand sanitizers in the manner specified by the manufacturer.

5. **Monitoring**:

a. A designated employee will visually observe the hand washing practices of the foodservice staff during all hours of operation.

b. In addition, the designated employee will visually observe that accessibility of hand washing sinks and supplies during all hours of operation.

6. **Corrective Action**:

a. Employees that are observed not washing their hands at the appropriate times or using the proper procedure will be asked to wash their hands immediately.

b. Employee will be re-trained to ensure proper hand washing procedure.

7. **Verification and Record Keeping**:

a. The foodservice manager or other personnel will routinely complete the Food Safety Checklist to indicate that monitoring is being conducted as specified.

Using and Calibration of Thermometers

Standard Operating Procedure

1. **Purpose:** To prevent foodborne illness by ensuring that the appropriate type of thermometer is used to measure internal product temperatures and that thermometers use are correctly and routinely calibrated for accuracy for the safety of food being served to children.
2. **Scope:** This procedure applies to foodservice employees who use thermometers in the designated food preparation area.
3. **Key Words:** Calibration, Thermometer
4. **Instructions:**
   a. Train foodservice employees on using the procedures in this SOP.
   b. Follow State or local health department requirements.
   c. Follow the food thermometer manufacturer's instructions for use. Use a food thermometer that measures temperatures from 0 ºF (-18 ºC) to 220 ºF (104 ºC) and is appropriate for the temperature being taken. For example:
      1) Temperatures of thin products, such as hamburgers, chicken breasts, pizza, filets, nuggets, hot dogs, and sausage patties, must be taken using a thermistor or thermocouple with a thin probe.
      2) Bimetallic, dial-faced stem thermometers are accurate only when measuring temperatures of thick foods. They may not be used to measure temperatures of thin foods. A dimple mark located on the stem of the thermometer indicates the maximum food thickness that can be accurately measured.
      3) Use only oven-safe, bimetallic thermometers when measuring temperatures of food while cooking in an oven.
   d. Have food thermometers easily-accessible to foodservice employees during all hours of operation.
   e. Clean and sanitize food thermometers before each use. Refer to the *Cleaning and Sanitizing Food Contact Surfaces SOP* (see APPENIDX 4) for the proper procedure to follow.
   f. Store food thermometers in an area that is clean and where they are not subject to contamination.
5. **Monitoring:**
   a. The foodservice manager or other designated personnel will review the Thermometer Calibration Record / Menu routinely to ensure that thermometers were calibrated.
   b. Employees will calibrate thermometers routinely using the following steps as demonstrated during training by Fresh Start Healthy Meals:
      1) Ice-Point Method
         a) The ice-point method of calibrating thermometers is used.
            1 Fill a large glass (at least 6" in diameter) with crushed ice. Add cold, clean tap water until the glass is full. Stir the mixture well so that it will be at 32°F.

2 Put the end of the clean thermometer or probe stem into the ice water so that the sensing area is completely submerged, but the stem does not touch the bottom or sides of the glass. Wait 30 seconds. The thermometer stem or probe stem must remain in the ice water submerged past the sensing area indicator (indentation on dial thermometers).Allow the temperature reading to stabilize before reading temperature.

3 Hold the adjusting nut on a dial thermometer, located under the indicator head of the thermometer, securely with a small wrench or pliers, and rotate the head of the thermometer until it reads 32°F (0°C).

4 Temperature measurement should be 32 ºF (+ 2 ºF) [or 0 ºC (+ 1 ºC)]. If not, adjust according to manufacturer's instructions.

5 Press the reset button on a digital thermometer to adjust the readout.

6 Record calibration, including date and initials, on the Thermometer Calibration Record. See TAB H to APPENDIX 25.

6. **Corrective Action**:
   a. Retrain any foodservice employee found not following the procedures in this SOP.
   b. For an inaccurate, bimetallic, dial-faced thermometer, adjust the temperature by turning the dial while securing the calibration nut (located just under or below the dial) with pliers or a wrench.
   c. For an inaccurate, digital thermometer with a reset button, adjust the thermometer according to manufacturer's instructions.
   d. If an inaccurate thermometer cannot be adjusted on-site, discontinue using it, and follow manufacturer's instructions for having the thermometer calibrated.
   e. Retrain employees who are using or calibrating food thermometers improperly.
7. **Verification and Recordkeeping. :**
   a. Foodservice employees will record the calibration temperature and any corrective action taken, if applicable, on the Thermometer Calibration Log each time a thermometer is calibrated.
   b. The foodservice manager will verify that foodservice employees are using and calibrating thermometers properly by making visual observations of the employees during the calibration process and all operating hours.
   c. The foodservice manager will review and initial the Calibration Log daily. The Calibration Log will be kept on file a minimum of 1 year.
   d. The foodservice manager or designee will complete the Food Safety Checklist daily.
   e. The Food Safety Checklist is to be kept on file for a minimum of 1 year.

Cleaning and Sanitizing Food Contact Surfaces

Standard Operating Procedure

1. **Purpose:** To prevent foodborne illness by ensuring that all food contact surfaces are properly cleaned and sanitized.
2. **Scope:** This procedure applies to foodservice employees involved in cleaning and sanitizing food contact surfaces.
3. **Key Words:** Food Contact Surface, Cleaning, Sanitizing
4. **Instructions:**
   a. Train foodservice employees on using the procedures in this SOP.
   b. Follow State or local health department requirements.
   c. Follow manufacturer's instructions regarding the use and maintenance of equipment and use of chemicals for cleaning and sanitizing food contact surfaces. Refer to *Storing and Using Poisonous or Toxic Chemicals SOP*. See APPENDIX 7.
   d. If State or local requirements are based on the *2001 FDA Food Code*, wash, rinse, and sanitize food contact surfaces of sinks, tables, equipment, utensils, thermometers, carts, and equipment:
      1) Before each use
      2) Between uses when preparing different types of raw animal foods, such as eggs, fish, meat, and poultry
      3) Between uses when preparing ready-to-eat foods and raw animal foods, such as eggs, fish, meat, and poultry
      4) Any time contamination occurs or is suspected
   e. Wash, rinse, and sanitize food contact surfaces of sinks, tables, equipment, utensils, thermometers, carts, and equipment using the following procedure:
      1) Wash surface with detergent solution.
      2) Rinse surface with clean water.
      3) Sanitize surface using a sanitizing solution mixed at a concentration specified on the manufacturer's label.
   f. Place wet items in a manner to allow air drying. If a 3-compartment sink is used, setup and use the sink in the following manner:
      1) In the first compartment, wash with a clean detergent solution at or above 110 ºF or at the temperature specified by the detergent manufacturer.
      2) In the second compartment, rinse with clean water.
      3) In the third compartment, sanitize with a sanitizing solution mixed at a concentration specified on the manufacturer's label or by immersing in hot water at or above 171 ° F for 30 seconds. Test the chemical sanitizer concentration by using an appropriate test kit.
5. **Monitoring:**
   a. Foodservice employees will:

1) During all hours of operation, visually and physically inspect food contact surfaces of equipment and utensils to ensure that the surfaces are clean.
2) In a 3-compartment sink, on a daily basis:

b. Visually monitor that the water in each compartment is clean.
   1) Take the water temperature in the first compartment of the sink by using a calibrated thermometer.
   2) If using chemicals to sanitize, test the sanitizer concentration by using the appropriate test kit for the chemical.
   3) If using hot water to sanitize, use a calibrated thermometer to measure the water temperature. Refer to *Using and Calibrating Thermometers SOP* .

6. Corrective Action:

a. Retrain any foodservice employee found not following the procedures in this SOP.
b. Wash, rinse, and sanitize dirty food contact surfaces. Sanitize food contact surfaces if it is discovered that the surfaces were not properly sanitized. Discard food that comes in contact with food contact surfaces that have not been sanitized properly.
c. In a 3-compartment sink:
   1) Drain and refill compartments periodically and as needed to keep the water clean.
   2) Adjust the water temperature by adding hot water until the desired temperature is reached.
   3) Add more sanitizer or water, as appropriate, until the proper concentration is achieved.

7. Verification and Record Keeping:

a. Foodservice employees will record monitoring activities and any corrective action taken on the Food Contact Surfaces Cleaning and Sanitizing Log.
b. The foodservice manager or designee will verify that foodservice employees have taken the required temperatures and tested the sanitizer concentration by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating the Food Contact Surfaces Cleaning and Sanitizing Log.
c. The foodservice manager or designee will complete the Food Safety Checklist daily.
d. The Food Contact Surfaces Cleaning and Sanitizing and Food Safety Checklist are to be kept on file for a minimum of 1 year.

Washing Fruits and Vegetables

Standard Operating Procedure

1. **Purpose:** To prevent or reduce risk of foodborne illness or injury by contaminated fruits and vegetables.
2. **Scope:** This procedure applies to foodservice employees who prepare or serve food.
3. **Keywords:** Fruits, Vegetables, Cross-Contamination
4. **Instructions:**
   a. Train foodservice employees who prepare or serve food on how to properly wash and store fresh fruits and vegetables.
   b. Wash hands using the proper procedure.
   c. Wash, rinse, sanitize, and air-dry all food-contact surfaces, equipment, and utensils that will be in contact with produce, such as:
      1) cutting boards,
      2) knives, and,
      3) sinks.
   d. Follow manufacturer's instructions for proper use of chemicals.
   e. Wash all raw fruits and vegetables thoroughly before combining with other ingredients, including unpeeled fresh fruit and vegetables that are served whole or cut into pieces.
   f. Wash fresh produce vigorously under cold running water or by using chemicals that comply with the *2005 FDA Food Code.*
   g. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.
   h. Follow State and local public health requirements.
5. **Monitoring:**
   a. The foodservice manager will visually monitor that fruits and vegetables are being properly washed during all hours of operation.
   b. In addition, foodservice employees will check daily the quality of fruits and vegetables in cold storage.
6. **Corrective Action:**
   a. Unwashed fruits and vegetables will be removed from service and washed immediately before being served.
   b. Unlabeled fresh cut items will be labeled and dated.
7. **Verification and Record Keeping:**
   a. The foodservice manager or other designated personnel will routinely complete the Food Safety Checklist to indicate that monitoring is being conducted as specified in this procedure. See TAB A to APPENDIX 25.

Cooking & Preparing Foods

Standard Operating Procedure

1. **Purpose:** To prevent foodborne illness by ensuring that all foods are cooked to the appropriate internal temperature and to prevent or reduce the risk of foodborne illness during preparation.
2. **Scope:** This procedure applies to foodservice employees who prepare or serve food.
3. **Key Words:** Cross-Contamination, Temperatures, Cooking
4. **Instructions:**
   a. Fresh Start Food Service Manager will train foodservice employees who prepare or serve food on how to use a food thermometer and cook foods using this procedure.
   b. Ensure all food stored or prepared in facility is from approved sources.
   c. Food equipment, utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use.
   d. Frozen food is thawed under refrigeration, cooked to proper temperature (165^{o}F) from frozen state, or in cold running water.
   e. Thawed food is not refrozen.
   f. Food is tasted using the proper procedure.
   g. Food is handled with suitable utensils, such as single use gloves or tongs.
   h. Clean reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils, or floor.
   i. The temperature of food is tested with a calibrated food thermometer. The internal temperature of food being cooked is monitored and documented.
5. **Monitoring:**
   a. Use a clean, sanitized, and calibrated probe thermometer.
   b. Take the internal temperatures from each batch of food by inserting the thermometer into the thickest part of the product (usually the center). Be sure that thermometer is inserted completely in product.
   c. Record temperature of each food item on the Production Record or the Cooking - Reheating Temperature Log.
6. **Corrective Action:**
   a. Continue cooking food until the internal temperature reaches the required temperature.
7. **Verification and Record Keeping:**
   a. Foodservice employees will record product name, time, temperatures, and any corrective action taken on the Cooking - Reheating Temperature Log or in the appropriate space on the Food Production Record. See TAB G to APPENDIX 25.
   b. Foodservice manager will verify that foodservice employees have taken the required cooking temperatures by visually monitoring foodservice employees and preparation

procedures during the shift and reviewing, initialing, and dating the temperature log or Production Record regularly.

1) The Cooking – Reheating Temperature Logs are kept on file for a minimum of 1 year.
2) Production Records are kept on file for 3 years plus the current year.

Cooking & Preparing Foods

Standard Operating Procedure

1. **Purpose:** To prevent foodborne illness by ensuring that all foods are cooked to the appropriate internal temperature and to prevent or reduce the risk of foodborne illness during preparation.
2. **Scope:** This procedure applies to foodservice employees who prepare or serve food.
3. **Key Words:** Cross-Contamination, Temperatures, Cooking
4. **Instructions:**
   a. Fresh Start Food Service Manager will train foodservice employees who prepare or serve food on how to use a food thermometer and cook foods using this procedure.
   b. Ensure all food stored or prepared in facility is from approved sources.
   c. Food equipment, utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use.
   d. Frozen food is thawed under refrigeration, cooked to proper temperature (165^{o}F) from frozen state, or in cold running water.
   e. Thawed food is not refrozen.
   f. Food is tasted using the proper procedure.
   g. Food is handled with suitable utensils, such as single use gloves or tongs.
   h. Clean reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils, or floor.
   i. The temperature of food is tested with a calibrated food thermometer. The internal temperature of food being cooked is monitored and documented.
5. **Monitoring:**
   a. Use a clean, sanitized, and calibrated probe thermometer.
   b. Take the internal temperatures from each batch of food by inserting the thermometer into the thickest part of the product (usually the center). Be sure that thermometer is inserted completely in product.
   c. Record temperature of each food item on the Production Record or the Cooking - Reheating Temperature Log.
6. **Corrective Action:**
   a. Continue cooking food until the internal temperature reaches the required temperature.
7. **Verification and Record Keeping:**
   a. Foodservice employees will record product name, time, temperatures, and any corrective action taken on the Cooking - Reheating Temperature Log or in the appropriate space on the Food Production Record. See TAB G to APPENDIX 25.
   b. Foodservice manager will verify that foodservice employees have taken the required cooking temperatures by visually monitoring foodservice employees and preparation

procedures during the shift and reviewing, initialing, and dating the temperature log or Production Record regularly.

1) The Cooking – Reheating Temperature Logs are kept on file for a minimum of 1 year.
2) Production Records are kept on file for 3 years plus the current year.

Transportation of Foods to Locations

Standard Operating Procedure

1. **Purpose:** To ensure that food will be transported in a manner that maintains quality and safety.
2. **Scope:** Employees involved in the production or transportation of food from a central or regional kitchen to a satellite location.
3. **Key Words:** Quality, Food Safety, Temperatures
4. **Instructions:**
   a. Train staff on using the procedures in this SOP.
   b. Follow State or local health department requirements.
   c. Use only food carriers for transporting approved food. Containers should be:
      1) Rigid and sectioned so that foods do not mix
      2) Tightly closed to retain the proper food temperature
      3) Nonporous to avoid leakage
      4) Easy-to-clean or disposable
      5) Approved to hold food
   d. Calibrate thermometers each week or sooner, if dropped or inaccurate.
   e. Use calibrated thermometers to take food temperatures.
   f. Record temperature and time in **Service Temperature Log** with employee initials.
      1) <u>Prior to transport, employees at central or regional kitchen should:</u>
         a) Ensure that all surfaces of the food carrier are clean
         b) Wash, rinse, and sanitize the interior surfaces.
         c) Check the internal temperatures of food using a calibrated thermometer before placing it into the food carrier. Refer to the *Holding Hot and Cold Potentially Hazardous Foods SOP* (APPENDIX 12) for the proper procedures to follow when taking holding temperatures
         d) Hot foods should be at or above 135ºF and cold food should be at or below 41ºF.
         e) Place a calibrated stem thermometer in the warmest part of the carrier if used for transporting cold food, or the coolest part of the carrier if used for transporting hot food. Refer to the *Using and Calibrating Thermometers SOP*.
         f) Take temperature of food during loading. Record temperatures in log and initial the entry.
         g) Place food containers in food carriers and transport the food in clean trucks, if applicable, to remote sites as quickly as possible.

2) Employees at Satellite Location:

   a) Follow *Receiving Deliveries SOP* when food arrives at remote site.

   b) Take and record food temperatures upon arrival at the satellite location. Employee should initial entry.

   c) Check the internal temperatures of food using a calibrated thermometer before placing it into the food carrier.

   d) Refer to the *Holding Hot and Cold Potentially Hazardous Foods SOP* (APPENIDX 12) for the proper procedures to follow when taking holding temperatures.

   e) Record and Discard leftover food.

5. **Monitoring**:

   a. Retrain any foodservice employee found not following the procedures in this SOP.

   b. Continue heating or chilling food carrier if the proper air temperature is not reached.

   c. Reheat food to 165 ºF for 15 seconds if the internal temperature of hot food is less than 135 ºF. Refer to the *Reheating Potentially Hazardous Foods SOP*.

   d. Cool food to 41 ºF or below using a proper cooling procedure if the internal temperature of cold food is greater than 41 ºF.

   e. Refer to the Cooling Potentially Hazardous Foods SOP for the proper procedures to follow when cooling food.

   f. Discard foods held in the danger zone for greater than 4 hours.

   g. The foodservice manager or other designated personnel will:

      1) Review logs to ensure the temperatures and corrective actions are being met.

      2) Follow up as necessary.

      3) File temperature logs in HACCP file.

6. **Verification and Record Keeping:**

   a. Before transporting food to remote sites, foodservice employees will record food carrier temperature, food product name, time, internal temperatures, and any corrective action taken on the Hot and Cold Holding Temperature Log.

   b. Upon receipt of food at remote sites, foodservice employees will record receiving temperatures and corrective action taken on the Receiving Log.

   c. The foodservice manager or designee at sites will verify that foodservice employees are following this SOP by visually observing employees and reviewing and initialing the Hot and Cold Holding Temperature Log daily.

   d. The foodservice manager or designee at the remote site(s) will verify that foodservice employees are receiving foods at the proper temperature and following the proper receiving procedures by visually observing receiving practices during the shift and reviewing and initialing the Receiving Log daily.

e. The foodservice manager or designee will complete the Food Safety Checklist daily.
f. All logs and Food Safety Checklists are to be kept on file for a minimum of 1 year.

Holding Hot and Cold Potentially Hazardous Foods

Standard Operating Procedure

1. **Purpose:** To prevent foodborne illness by ensuring that all potentially hazardous foods are held under the proper temperature.
2. **Scope:** This procedure applies to foodservice employees who prepare or serve food.
3. **Key Words:** Cross-Contamination, Temperatures, Holding, Hot Holding, Cold Holding, Storage
4. **Instructions:**
   a. Fresh Start Food Service Management staff will train foodservice employees who prepare or serve food about proper hot and cold holding procedures. Included in the training is a discussion of the temperature danger zone.
   b. State or local health department requirements regarding required hot and cold holding temperatures will be followed. If State or local health department requirements are based on the *2005 FDA Food Code*:
      1) Hold hot foods at 135 ºF or above after initial heating to 165ºF; and
      2) Hold cold foods at 41 ºF or below.
   c. Use heating blankets supplied by Fresh Start Healthy Meals to keep hot food hot and cold food cold before service.
5. **Monitoring:**
   a. Use a clean, sanitized, and calibrated probe thermometer, available through Fresh Start Healthy Meals Customer Service to measure the temperature of the food.
   b. Take temperatures of foods by inserting the thermometer near the surface of the product, at the thickest part, and at other various locations.
   c. For hot foods held for service:
      1) All hot potentially hazardous foods should be 135 ºF or above before placing the food out for display or service.
   d. For cold foods held for service:
      1) Chill foods, if applicable.
      2) All cold potentially hazardous foods should be between 32 ºF and 41 ºF before placing the food out for display or service.
      3) Take the internal temperature of the food before placing it onto any cold serving line and at least every 2 hours thereafter.
   e. For cold foods in storage:
      1) Take the internal temperature of the food before placing it into any walk-in cooler or reach-in cold holding unit.
      2) Chill food if the food is not 41 ºF or below.
6. **Corrective Action:**
   a. For hot foods:

1) Reheat the food to 165 ºF for 15 seconds if the temperature is found to be below 135 ºF and the last temperature measurement was 135 ºF or higher and taken within the last 2 hours.
2) Discard the food if it cannot be determined how long the food temperature was below 135 ºF.

b. For cold foods:

1) Rapidly chill the food using an appropriate cooling method if the temperature is found to be above 41 ºF and the last temperature measurement was 41 ºF or below and taken within the last 2 hours:

a) Place food in shallow containers (no more than 4 inches deep) and uncovered on the top shelf in the back of the walk-in or reach-in cooler.

2) Discard the food if it cannot be determined how long the food temperature was above 41 ºF.

7. Verification and Record Keeping:

a. If food is to be held before service, foodservice employees will record temperatures of food items and document corrective actions taken on the Hot and Cold Holding Temperature Log.

b. A designated foodservice employee will record air temperatures of coolers and cold holding units on the Refrigeration Logs.

c. Foodservice manager or other designated personnel will verify that foodservice employees have taken the required holding temperatures by visually monitoring foodservice employees during the shift and reviewing the temperature logs regularly.

d. Maintain the temperature logs for a minimum of 1 year.

Serving Food

Standard Operating Procedure

1. **Purpose**: To prevent foodborne illness by ensuring that all foods are served in a sanitary manner.
2. **Scope:** This procedure applies to foodservice employees who serve food.
3. **Key Words**: Cross-Contamination, Service
4. **Instructions**:
   a. Train foodservice employees on using the procedures in this SOP. Refer to the Personal Hygiene SOP.
   b. Follow State or local health department requirements.
   c. Follow the employee health policy, if applicable. (Employee health policy is not included in this resource.)
   d. Wash hands before putting on gloves, each time the gloves are changed, when changing tasks, and before serving food with utensils. Refer to the *Washing Hands SOP*.
   e. Serve food on clean surface with clean and sanitized utensils and containers.
   f. Avoid touching ready-to-eat foods with bare hands. Refer to the *Using Suitable Utensils when Handling Ready-To-Eat Foods SOP*.
   g. Handle food containers by the edge or bottom and utensils by the handles.
   h. Store utensils with the handles up or by other means to prevent contamination.
   i. Hold potentially hazardous food at the proper temperature. Refer to the Holding Hot and Cold Potentially Hazardous Foods SOP.
   j. Wipe up spills and serving surfaces between serving lines.
   k. Count and record leftovers on the Meal Production Record. Discard cooked leftovers and other foods left in the temperature Danger Zone (41˚- 135˚) for longer than 4 hours.
5. **Monitoring**:
   a. A designated foodservice employee will visually observe that food is being served in a manner that prevents contamination during all hours of service.
6. **Corrective Action**:
   a. Retrain any foodservice employee found not following the procedures in this SOP.
   b. Replace improperly handled trays, utensils or food containers.
   c. Discard ready-to-eat food that has been touched with bare hands.
   d. Follow the corrective actions identified in the *Washing Hands SOP*; *Using Suitable Utensils When Handling Ready-To-Eat Foods*; and *Holding Hot and Cold Potentially Hazardous Foods SOP*.

7. **Verification and Record Keeping**:
   a. The foodservice manager or other designated person will periodically check the storage and use of utensils during service and will monitor procedures during serving.
   b. If food is to be held before service, foodservice employees will record temperatures of food items and document corrective actions taken on the Hot and Cold Holding Temperature Log.

Administrative Reviews & Corrective Action Response

We understand that these reviews can at times be stressful, so addition to assisting with requested paperwork and preparation, your assigned School Ambassador will attend all Administrative Review site visits to provide additional support and make themselves available to answer any questions the reviewer has if needed.

In the event of an Administrative Review, Fresh Start will provide all the support necessary and required documents to ensure that the review is successful. This includes:

- Daily menus for the month of review for the selected sites
- Menu production records, recipes, Nutrition Facts labels and documentation of the contribution to the meal pattern for all meals served for the week during the review period for all selected sites
- Dietary Specifications Assessment Tool for sites selected for targeted menu review
- Any additional documentation that the auditor may request regarding the Meal Programs

Our Nutrition Department has processed numerous audits and Six Cent Certification packets for schools. Fresh Start has submitted all our menus, recipes, nutritional CN Labels, etc. for these audits and they have all been approved.

The most common corrective actions come from human error which requires retraining and re-inspection to correct. For example, a server forgetting to review her transportation record to see which serving spoon is needed for a particular item and under or over-serving as a result. Another example being a broken latch that was missed upon inspection leading to hot air escaping from the cambro and causing meal temperatures to drop and resulting in meals being below serving temperature.

We hold multiple trainings at our facility and provide on-site training regularly when conducting site visits to limit the likelihood of such things and work hard to make sure that when issues do arise, we are quick with our response. That can include replacing equipment, adjusting schedules, assigning personnel to supervise certain accounts or steps in production process and creating new protocols to include in our HACCP and SOP for the future.

Client#: 1811487 FRESHSTA6

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/01/2021

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 any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Dolores Gonzalez
USI Insurance Services LLC-CL Lic # 0G11911 21700 Oxnard Street, Suite 1200 Woodland Hills, CA 91367	PHONE (A/C, No, Ext): 818 251-3071 FAX (A/C, No): E-MAIL ADDRESS: Doloers.Gonzalez@usi.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Pacific Employers Insurance Co	22748
INSURER B : ACE Property & Casualty Insurance Co	20699
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Fresh Start Healthy Meals, Inc.
13924 Ralston Avenue
Sylmar, CA 91342-7607

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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY	X		D95372533	05/01/2021	05/01/2022	EACH OCCURRENCE	$1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$1,000,000
							MED EXP (Any one person)	$5,000
							PERSONAL & ADV INJURY	$1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$2,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
B	X UMBRELLA LIAB X OCCUR			D95444775	05/01/2021	05/01/2022	EACH OCCURRENCE	$4,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$4,000,000
	DED X RETENTION $0							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?	N / A					E.L. EACH ACCIDENT	$
	(Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						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)

City of Inglewood, SBWIB, Inc., its Employees, Officers and Agents and the County of Los Angeles, its Special Districts, Officers and Employees are included as additional insured. Attached Additional insured endorsement CG 20 26 & CG 20 20 Additional Insured Endorsements
Loc# 1 - 13294 Ralston Avenue; Sylmar, CA
Building # 1 Office & Industrial Bakery/Food Production Warehouse

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

Gary D. Patterson

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COUNTY OF LOS ANGELES
Public Health

THIS PERMIT MUST BE CONSPICUOUSLY DISPLAYED ON THE PREMISES

PUBLIC HEALTH LICENSE
FY 2022/2023
Valid Until 6/30/2023

PR Number: PR0241280
Program ID: FRESH START HEALTHY MEALS, INC
Description: FOOD PROCESSING WHOLESALE (6,000 + SQ. FT.)

Facility Owner - Mail Address
FRESH START HEALTHY MEALS, INC
5762 VALERIE AVE
SYLMAR, CA 91342

WFA

Facility Location
FRESH START HEALTHY MEALS, INC
13294 RALSTON AVE
SYLMAR, CA 91342



COUNTY OF LOS ANGELES
Public Health

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Facility Location
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13294 RALSTON AVE
SYLMAR, CA 91342



Buy American Policy

PROPRIETARY INFORMATION

Fresh Start Healthy Meals
13294 Ralston Ave, Sylmar, CA 91342

The Richard B. Russell National School Lunch Act provides in Section 12(n) the Buy American Provision which requires that school food authorities (SFAs) operating school meals programs purchase domestically produced (grown) and process foods, to the maximum extent practicable. The Buy American provision was codified in the National School Lunch Program regulations at 7CFR 210.21(d). A "domestic commodity or product" is defined in the Federal regulations as:

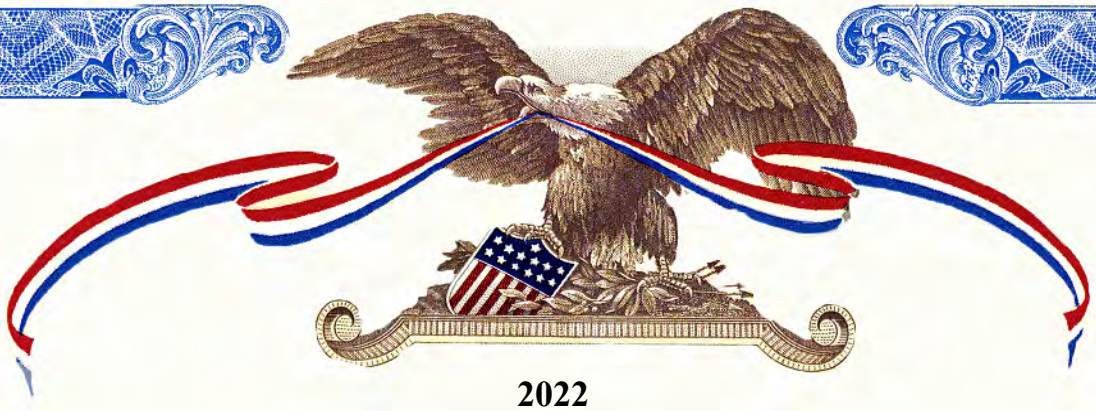
(i) An agricultural commodity that is produced in the United States (U.S.); **and**
(ii) A food product that is processed in the U.S.>, substantially using agricultural commodities that are produced in the U.S., 7 CFR 210.21(d).

Product Certification

We certify that our U.S. processed Fresh Start Healthy Meals have at least 95% U.S., content

Signature	Purchasing Director Title

Mayra Perez	04/19/2023	(818) 797-5881
Printed Name	Date	Phone Number



2022

CERTIFICATE OF REGISTRATION

This certifies that:

Fresh Start Healthy School Meals, Inc.
13294 Ralston Ave.
Sylmar, CA 91342
United States

is registered with the U.S. Food and Drug Administration pursuant to the Federal Food Drug and Cosmetic Act, as amended by the Bioterrorism Act of 2002 and the FDA Food Safety Modernization Act, such registration having been verified as currently effective on the date hereof by Registrar Corp:

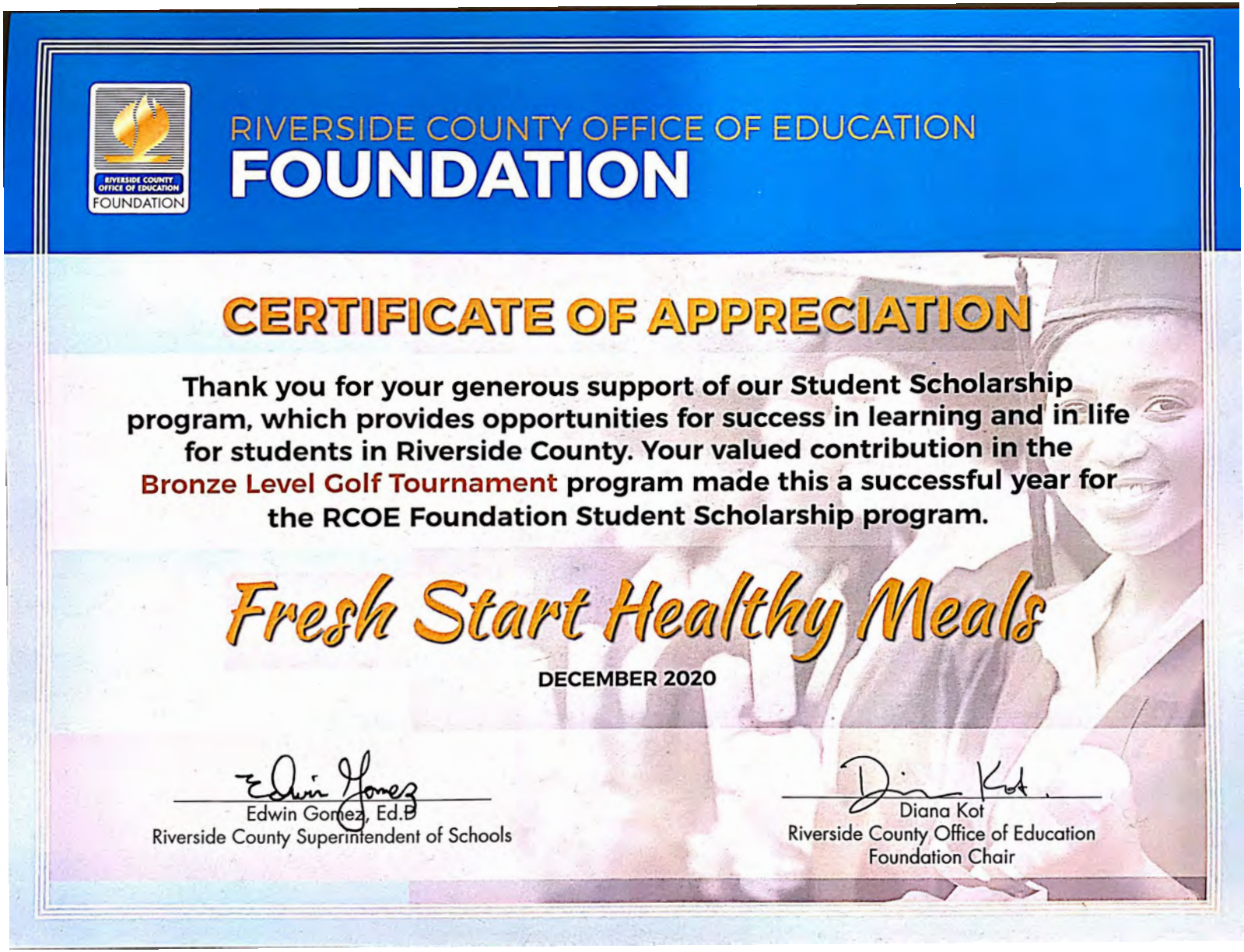
U.S. FDA Registration No.:	**19829765260**
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David Lennarz
Executive Director
Registrar Corp
Dated: March 11, 2022

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RIVERSIDE COUNTY OFFICE OF EDUCATION
FOUNDATION

CERTIFICATE OF APPRECIATION

Thank you for your generous support of our Student Scholarship program, which provides opportunities for success in learning and in life for students in Riverside County. Your valued contribution in the Bronze Level Golf Tournament program made this a successful year for the RCOE Foundation Student Scholarship program.

Fresh Start Healthy Meals

DECEMBER 2020

Edwin Gomez, Ed.D
Riverside County Superintendent of Schools

Diana Kot
Riverside County Office of Education
Foundation Chair

City of Compton

Appreciation Proclamation

Presented to

Fresh Start Healthy School Meals

Thank you for your contribution to the
City of Compton.
We commend you for your outstanding food,
, Neighborly generosity, and
Commitment to our community,
To make our city the unique place that it is.
At the request of Councilman Galvan,
On behalf of the 100,000 Citizen
Of the great City of Compton,
A host of family and friends.
We congratulate, honor and pray that God continues to
Richly bless you with peace, prosperity, and Success!

Resolved *this* 10th *day of* **June, 2021**

Isaac Galvan
Council Member – District 2

Michelle Chambers
Council Member – District 1

Tana Mc Coy
Council Member – District 3

Emma Sharif
Council Member – District 4

Aja Brown
Mayor

CALIFORNIA LEGISLATURE

Assembly

CERTIFICATE OF RECOGNITION

Fresh Start Healthy Meals, Inc

For your unwavering dedication to providing healthy and delicious meals to schools in the San Fernando Valley! Your commitment to children and families in the 39th Assembly District is truly admirable. It is an honor to represent you in the CA State Legislature. I wish you continued success in all future endeavors!

Presented Friday September 17, 2021

Luz Rivas
Member of the Assembly
39th Assembly District

City of Los Angeles
State of California

Certificate of Recognition
is hereby presented to

Fresh Start

On behalf of the City of Los Angeles and the Seventh Council District, I extend this certificate of recognition for your work. The program helps bring fresh, healthy food options to the youth in the community. Your dedication to the students is admirable. I extend my best wishes and success in all your future endeavors.

September 17, 2021

CITY OF LOS ANGELES FOUNDED 1781

MONICA RODRIGUEZ
Councilmember 7th District

U.S. HOUSE OF REPRESENTATIVES

Certificate of Special Congressional Recognition

is hereby presented to

Fresh Start Healthy Meals

As the Representative of the 29th Congressional District, I am delighted to extend my sincerest congratulations on the occasion of your Ribbon Cutting.

Your hard work and dedication to providing nutrition to the students of the San Fernando Valley is truly commendable.

May you continue making lasting contributions to the surrounding communities for many years to come. Best wishes for success and growth!

September 17, 2021

Tony Cárdenas

TONY CÁRDENAS
MEMBER OF CONGRESS

"Enriching Lives"

County of Los Angeles

FreshStart
HEALTHY SCHOOL MEALS

Fresh Start Healthy Meals Inc.

GRAND OPENING AND RIBBON CUTTING

With sincere congratulations and best wishes the Board of Supervisors of the County of Los Angeles does hereby join in your celebration.

SEPTEMBER 17, 2021

Sheila Kuehl

SHEILA KUEHL
Supervisor, Third District

Thank you for your consideration in the TEACH Public Schools bid process!

(818) 797-5881
www.fshealthymeals.com

Coversheet

Approve the Updated Employee Handbook for School Year 2023-2024

Section:	III. Items Scheduled for Information and Potential Action
Item:	I. Approve the Updated Employee Handbook for School Year 2023-2024
Purpose:	Vote
Submitted by:	
Related Material:	mb. TEACH Public Schools Handbook 23-34 (final draft).pdf

TEACH Public Schools
Employee Handbook 2023-2024
Approved:



TEACH INC.
TEACH PUBLIC SCHOOLS
TEACH PREPARATORY SCHOOL
TEACH ACADEMY OF TECHNOLOGIES
TEACH TECH CHARTER HIGH SCHOOL

Employee Handbook

2023/2024

1846 W. Imperial Hwy.
Los Angeles, CA 90047
Phone: (323) 872-0808 Fax (323) 389-4898 Website: http://www.teachps.org/

Revised: 04/2023

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TEACH Public Schools
Employee Handbook 2023-2024
Approved:

SECTION 1 – WELCOME

WELCOME TO TEACH Public Schools!

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

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

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

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

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

Sincerely,

Dr. Raul Carranza

CEO/Executive Director

TEACH Public Schools

SECTION 2 – GENERAL

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

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

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

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

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

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT:

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

VISION STATEMENT:

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

ACADEMIC PHILOSOPHY:

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

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

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

AT WILL EMPLOYMENT

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

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

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Public School is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal

active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An applicant or employee who believes they requires an accommodation in order to perform the essential functions of the job should contact Human Resources Department and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally TEACH Public Schools and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with TEACH Public Schools in this process, which may include authorizing TEACH Public Schools to communicate with their health care provider(s).

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

HARASSMENT

It is the policy of TEACH Public Schools to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration

made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

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

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

What is Harassment?

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

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

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

- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.
- Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
  - Use of derogatory remarks, insults and/or epithets
  - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our school culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

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

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

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

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

Responsibility

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

Reporting

TEACH Public Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Department. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources Department. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources Department. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within TEACH Public Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

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

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. Anonymous complaints can be brought to the Human Resources Department in person or via email.

Investigation/Complaint Procedure

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

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

TEACH Public School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include

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

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

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

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

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

Conclusion

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

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

Training Requirements

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

WHISTLEBLOWER POLICY

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

An employee who wishes to report a suspected violation of law or TEACH Public Schools policy may do so by contacting the Human Resources Director or Board Chair. In order to access contact information for Board Chair please use this link: https://www.teachps.org/board-contact-information

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

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

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

OPEN COMMUNICATION POLICY

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

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

LACTATION ACCOMMODATION POLICY

TEACH Public Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the school shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Director. The school will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact their supervisor or Human Resources Director to request designation of a location and time to express breast milk under this policy.

2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources Department. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at TEACH Public Schools and will be handled in accordance with TEACH Public School's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the School, its employees, students, parents and the general public. The public impression of TEACH Public Schools and its interest in our school will be formed in part, by TEACH Public Schools employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, TEACH Public Schools and our school's services.

Below are several things employees can do to help leave people with a good impression of TEACH Public Schools.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner

- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

"Employees" may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time

Employees who are regularly scheduled to work 30 hours per week are generally eligible for the TEACH Public School's benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for TEACH Public School's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by Human Resources Department.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Principal or Human Resources Director will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your Principal. All schedule changes or modifications must be approved by the Human Resources Director.

TEACH Public Schools reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the school unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Instructional Employees:

The normal working hours for instructional employees at the school sites are from 7:00 a.m. to 5:00 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The Director Human Resources must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:

The Principal & Human Resources Director will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

TEACH Public School's workweek is from Monday at 12:00 A.M. through the following Friday at 11:59 P.M. TEACH Public School's standard workday is 12:00 a.m. to 11:59 p.m. each day.

SCHOOL HOLIDAYS

The school observes 13 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- Cesar Chavez Day
- Juneteeth Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the school-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The school reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director of Human Resources. The employee may use paid vacation if the employee has unused vacation time available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call or email the site Principal or Human Resources Department at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical

provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The school understands that in some cases, advance notice is not possible. In these cases, notify the site Principal or Human Resources Department personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the site Principal or Human Resources Department and the absence continues for a period of three business days, the school will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the school's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our school's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, <u>you may not work at all</u>. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the school's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Human Resources Director and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Director of Human Resources and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Form

In addition to reporting, it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and complete a Reporting Form. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their site Principal on the same workday that they experienced the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by TEACH Public Schools, the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period via form, or call/ email to Human Resources.

PAYDAYS

The designated pay period for all employees is semi-monthly. The first pay period of the month extends from the first (1st) day of the month through the fifteenth (15th) day of the month. The second pay period of the month extends from the sixteenth (16th) of the month through the last day of the month.

Paychecks are distributed on the fifteenth (15th) day of the month for the first pay period and on the last day of the month for the second pay period. Except as otherwise provided, if any date of paycheck distribution falls on a Saturday, Sunday or holiday, employees shall be paid on the preceding scheduled workday.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While

an automatic deposit may actually credit to your account before your actual “payday,” the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

TEACH Public Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions TEACH Public Schools will work in good faith to resolve errors as soon as possible. The employee should notify the Human Resources Department of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee’s paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Human Resources Director to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the Human Resources Manager.

SECTION 6 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

TEACH Public Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with TEACH Public Schools within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the school with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, TEACH Public Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the school's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with TEACH Public Schools in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of TEACH Public Schools before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with TEACH Public Schools.

TEACH Public Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law.

For additional information on background checks, please contact the Human Resources Department.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child, they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that TEACH Public Schools employees comply with the requirements of

the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Director of Human Resources is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without TEACH Public School's assistance, they are required to notify TEACH Public Schools of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with TEACH Public Schools.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e., core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Director of Human Resources.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Department. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Human Resources Director about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers:

At the start of each academic year, each Teacher will meet with the site Principal to establish Performance Objectives for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the site Principal.

The site principal will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the TEACH Public School's charter, and standards for teaching performance developed by the site Principal, the TEACH Public School's Board of Directors, and/or other TEACH Public Schools staff.

In addition to these more formal performance evaluations, TEACH Public School encourages you and your supervisor to discuss your job performance on an ongoing basis.

TEACH Public School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the TEACH Public School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and TEACH Public School. Accordingly, either the employee or TEACH Public School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the school. It is TEACH Public School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While TEACH Public Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of TEACH Public School and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the school for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the school within 75 miles. Please check with the Human Resources Department to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the school's request form, which is available upon request from Human Resources Director. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. the care of the employee's spouse, child, parent with a "serious health condition";

3. for CFRA only, the care of the employee's "family member with a "serious health condition";

4. the "serious health condition" of the employee;

5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the

employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the school with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the school with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the school in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources Director.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the school may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, "key" employees may not be eligible for

reinstatement following a family and medical leave. The school will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources Department.

PREGNANCY DISABILITY LEAVE

The school provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the school. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The school will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the school may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g., for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the school may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the school with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leaves ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the Human Resources Department.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). Director of Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact the Human Resources Department.

BEREAVEMENT LEAVE

TEACH Public Schools provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Human Resources Department with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.

Up to five days paid Bereavement Leave per school year. An employee may elect to use any accrued vacation for any remaining Bereavement Leave.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the school's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The school will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the school

will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the school and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the school will not pay the employee for this time off. Accrued unused vacation may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

The school encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing vacation in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the

employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued vacation. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of crime or abuse, including domestic violence, sexual assault, stalking, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation or accrued paid sick leave. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the school reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim crime or abuse;
- A court order protecting or separating you from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The school may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The school will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The school will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

TEACH Public School is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked TEACH Public School for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment

after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the school under applicable laws should notify the regarding the need for military leave.

Please see the Director of Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the school will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the school. The school does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The school will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the school will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave (sick or vacation) for organ donation and up to five (5) days accrued paid leave (sick or vacation) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

TEACH Public Schools will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable

accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused vacation or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the TEACH Public School's right to discipline an employee, up to and including termination of employment, for violation of TEACH Public School's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate

CIVIL AIR PATROL LEAVE

TEACH Public School's provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the school.

To be eligible, employees must have been employed with TEACH Public Schools for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the school as much notice as possible of the intended dates upon which the leave would begin and end. The school will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

SECTION 9 – BENEFITS

VACATION

Full-time, regular Administrative/Classified employees (full time 12-month employees) are eligible for vacation pay. Employees that work part time and/or full time only during the academic year, do not earn vacation pay/time. Vacation is a time for you to rest, relax and pursue special interest. Vacation begins to accrue from date of hire and is only available for use after earning vacation time. TEACH recognizes employees by providing increased vacation time based on the number of years of continuous services in vacation eligible position. Please see the table below for annual accrual rates:

Years of Continuous Service	Annual Time Provided	Maximum Accrual Allowed	Maximum Annual Cash Out Option
1-3 years	10 days	15 days	5 days
4-6 years	15 days	22.50 days	10 days
7-9 years	20 days	30 days	15 days
10+ years	23 days	34.50 days	18 days

Vacation time will accrue each pay period and be displayed on the employees pay stub. Every effort will be made to grant you your vacation at the time you desire. However, vacations should not interfere with TEACH's operations and, therefore, must be approved by the Director of Human Resources at least fifteen (15) days in advance. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

Upon termination of employment, eligible employees will be paid for all accrued, unused vacation time at their current rate of pay. Vacation time may be cashed out in lieu of taking time off for Exempt 12-month employees. Please see the chart above for maximum annual cash out days. Cash out will be available during the June payroll cycle. Notice of intent to cash out should be provided to the Director of HR between June 1st and June 15th each year.

SICK LEAVE

STATE STATUTORY MANDATED ACCRUAL METHOD:

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for the School 30 or more days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault, including being a victim of crime or abuse.

Accrual Rate, Maximum, and Carryover

Eligible employees will accrue one hour of PSL for every 30 hours worked beginning on their first day of employment. Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 48 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each school year, employees may only use a maximum of 24 hours of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

Cash out

Credentialed teachers are eligible to cash-out unused PSL at the end of the school calendar year at a rate of $30 per hour.

Non-credentialed teachers and other non-teacher employees will not receive pay in lieu of unused PSL. Teachers must complete the school year to be eligible for the PSL cash-out program.

INSURANCE BENEFITS

Full-time employees (30+ hours per week average) are entitled to insurance benefits offered by TEACH on the first day of the calendar month following the completion of sixty (60) days of continuous service. Certificated full-time employees are eligible to participate on the first day of the calendar month following the commencement of employment. These insurance benefits will include medical, dental, vision and life. TEACH will contribute up to $400 a month towards insurance premiums for eligible non-exempt employees and up to 10% of monthly salary towards insurance premiums for eligible exempt employees. Employees are required to contribute to any costs not covered by the employer contribution. If insurance premium rates increase, employees are required to contribute to the cost of the increase to retain coverage if cost is over the employer contribution. Unless otherwise mandated by law, employees on a leave of absence of more than four (4) months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact the Human Resources Manager.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under TEACH Public School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at TEACH Public School's group rates plus an administration fee. TEACH Public School's or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under TEACH Public School's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected. TEACH withholds income tax from all employees' earnings and participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Director of Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under TEACH Public Schools policy and applicable law.

TEACH Public Schools will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the TEACH Public Schools computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department.

The Communication Systems are the property of TEACH Public Schools and have been provided for use in conducting TEACH Public Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are TEACH Public Schools records and property of TEACH Public Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use TEACH Public Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with TEACH Public Schools business, and does not violate any TEACH Public Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

<u>No Expectation of Privacy</u>

TEACH Public Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, TEACH Public Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of TEACH Public School's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from TEACH Public Schools Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish TEACH Public School's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to TEACH Public Schools for any reason that TEACH Public Schools, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files

would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though TEACH Public Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Human Resources Department.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on letterhead.

Offensive and Inappropriate Material

TEACH Public Schools policy against discrimination and harassment, sexual or otherwise, applies fully to TEACH Public School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in TEACH Public School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Human Resources Department.

TEACH Public Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by TEACH Public Schools networks. Notwithstanding the foregoing, TEACH Public Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to TEACH Public School's blocking software.

Solicitations

TEACH Public School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from Human Resources Department is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of Director of Operation & Data Systems.

Games and Entertainment Software

Employees may not use a TEACH Public Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to TEACH Public School's "Confidential Information" policy, contained herein, for a general description of what TEACH Public Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

TEACH Public Schools Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from Director of Human Resources. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any TEACH Public Schools approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to TEACH Public School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to TEACH Public School's network.

Files obtained from sources outside TEACH Public Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage TEACH Public School's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- TEACH Public Schools sources, without first scanning the material with TEACH Public Schools approved virus checking software. If you suspect that a virus has been introduced into TEACH Public Schools network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

TEACH Public Schools reserves the right to modify this policy at any time, with or without notice. TEACH Public Schools may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

SOCIAL MEDIA POLICY

TEACH Public Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snap Chat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the school who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the school's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the school.

- Do not post confidential information (as defined in this Handbook) about the school, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the school's background check procedures.

- Be knowledgeable about and comply with the school's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the school.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the school, or competitors.

- Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the school."

- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- [Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to Human Resources Department. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting puts their effectiveness as a school employee at risk. TEACH Public Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the school without express written permission of the Human Resources Department.

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Human Resources Department.

Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with TEACH Public School's social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

TEACH Public Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the school, after reassignment of job duties or immediately upon request at any time by an official of the school.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - immediately report the incident to their immediate supervisor and Chief representative;
    - obtain an official police report documenting the theft or loss; and
    - provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the school for the replacement of such equipment.

The school is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The school may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the school.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the school if resulting from an employee's willful misconduct.

LAPTOP COMPUTERS

Each full-time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of TEACH Public Schools Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that TEACH Public Schools is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the school.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for TEACH Public Schools while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a school vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by TEACH Public Schools or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a school cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the school's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The school will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or

- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

Personal telephone calls should be made and received during non-teaching times. Personal calling cards or cell phones should be used for long distance personal calls. TEACH Public Schools expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job and includes, but is not limited to, staff meetings and professional development.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or

- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, TEACH Public Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the school's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by TEACH Public Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by TEACH Public Schools.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the school. The Human Resources Department must approve any postings prior to posting.

TEACH Public Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from the site Principal.

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Human Resources Department. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

NEPOTISM POLICY

TEACH Public Schools permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of TEACH Public Schools, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated. TEACH Public Schools will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within

"the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the school will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The Board of Directors must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a Building Key Disbursement Form upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Human Resources Department.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time TEACH Public Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in TEACH Public School’s discretion, employees’ work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for TEACH Public Schools property might result in the discovery of an employee’s personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to TEACH Public Schools Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

TEACH Public Schools has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect TEACH Public Schools or which occur on TEACH Public School's property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on TEACH Public School's premises, regardless of the relationship between TEACH Public Schools and the parties involved.

All threats or acts of violence occurring off TEACH Public Schools premises involving someone who is acting in the capacity of a representative of TEACH Public Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy TEACH Public Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

TEACH Public School's prohibition against threats and acts of violence applies to all persons involved in TEACH Public School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on TEACH Public Schools property. Violations of this policy by any individual on TEACH Public Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to site Principal and Human Resources Department.

Employees should immediately inform their supervisor or Human Resources Department about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges

cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the school may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The Human Resources Department will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity.

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for TEACH Public Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.

You may be required to return home to change clothing if deemed necessary. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other TEACH Public Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon

entering school buildings. For exceptions to this policy, the Human Resources Department. must grant prior approval.

- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times. No open toe shoes.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of TEACH Public Schools that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.*

Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the principal. It is recommended that any such gifts be filtered through the site Principal along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch

- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Director of Human Resources and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities

- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Human Resources Director to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the Human Resources Department promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Human Resources Department will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as they deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Director of Human Resources shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The school's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Human Resources Department. We will

absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Human Resources Department.

STANDARDS OF CONDUCT AND CIVILITY

At TEACH Public Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

TEACH Public Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All TEACH Public Schools employees and any individuals acting on behalf of TEACH Public Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the Human Resources Department. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the school. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the school.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the school.
- Violation of the Substance and Alcohol policy.

- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the school name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School's personal standards of dress.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.

- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the school regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the school and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. You shall not, either during your employment with the school or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the school;
- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Director of Human Resources and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the school or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the school or which give the appearance of such impairment create an actual or potential conflict of interest.

TEACH Public Schools expects employees to devote their best efforts to the interests of our school. TEACH Public Schools recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at TEACH Public Schools or create a conflict of interest with your statutory duty of loyalty to the school. The school prohibits employees from working with another School or external organization that competes with TEACH Public Schools whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Director of Human Resources to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full-time employee, we expect that you devote your full professional effort to your position at TEACH Public Schools. If you wish to participate in outside work activities you are required to obtain written approval from the Director of Human Resources prior to starting those activities. Approval will be granted unless the activity conflicts with TEACH Public School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at TEACH Public Schools.
- Involve organizations that are doing or seek to do business with TEACH Public Schools including actual or potential vendors.
- Violate provisions of law or TEACH Public Schools policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to TEACH Public Schools must be given priority. Full time employees are hired and continue employment with the understanding that TEACH Public Schools is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

EXPENSE REIMBURSEMENT POLICY

The school reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization from the CFO/COO of TEACH Public Schools. Employees who have incurred business expenses should submit required receipts to the school business office within 30 days of incurring the expense.

TEACH Public Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

TEACH Public Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. TEACH Public Schools will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the CFO/COO.

All expenses and summaries must be submitted within 30 days to CFO/ COO for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum of $750 per day. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to CFO/COO.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of TEACH Public Schools to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources Department. will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the Human Resources Department, other employees or call 911. Report any suspicious persons or activities to the Human Resources Department. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of Director of Human Resources and the written consent of the individual being recorded. Please report any problems with our security systems to the Human Resources Department.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on TEACH Public Schools property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct TEACH Public Schools business must be insured by the employee's personal automobile insurer. TEACH Public School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does TEACH Public School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

TEACH Public Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on TEACH Public Schools premises, including the parking area, or away from school property while on school business. TEACH Public Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by the Human Resources Department.

SAFETY POLICY

TEACH Public Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the school are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Human Resources Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, bring it to the attention of your supervisor or the Human Resources Director immediately. Supervisors should arrange for the correction of any unsafe

condition or concealed danger immediately and immediately contact the Human Resources Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Human Resources Department.

TEACH Public Schools has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

TEACH Public Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the school will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources Department.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Human Resources Department. TEACH Public School's uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

TEACH Public School's will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from TEACH Public School; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to TEACH Public School's for three consecutive work days TEACH Public School's requests that employees provide at least two weeks written notice of a voluntary termination. All TEACH Public School's property must be returned immediately upon terminating employment. TEACH Public School's retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of TEACH Public School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, TEACH Public School's reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at TEACH Public School will be asked to take part in an exit interview with the Human Resources Department to communicate their challenges and growth while employed at TEACH Public School's Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources Department. Only the Human Resources Manager is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, TEACH Public School's will disclose only the dates of employment and the title of the last position held. TEACH Public School's will verify or disclose an employee's salary history only if the employee provides written authorization for TEACH Public School to provide the information. However, TEACH Public School's will provide information about current or former employees as required by law or court order. TEACH Public

School's will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Department.

TEACH Public Schools
Employee Handbook 2023-2024
Approved:

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of TEACH Public School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of TEACH Public School's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that TEACH Public School is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding TEACH Public School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of TEACH Public School's policies.

Just as I am free to terminate the employment relationship with TEACH Public School's at any time, TEACH Public School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and TEACH Public School's for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Human Resources Department of TEACH Public School's with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Director of Human Resources. This is the entire agreement between TEACH Public Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with TEACH Public Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

TEACH Public Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than TEACH Public School's Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print)_____

Employee Signature: _____

Date: _____

Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement

TEACH Public Schools

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).

- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.

- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to Human Resources. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to Human Resources revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify Human Resources immediately.

Second Meal Period (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that TEACH Public Schools provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).

- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.

- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to Human Resources. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to Human Resources revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify Human Resources immediately.

_____
Employee's Printed Name

_____ _____
Employee's Signature Date

TEACH Public Schools
Employee Handbook 2023-2024
Approved:

Addenda Form B; Non-Exempt Employee Meal and Rest Period Reporting Form

TEACH Public Schools

NON-EXEMPT EMPLOYEE

MEAL AND REST PERIOD REPORTING FORM

(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print): _____
Date:_____
Date/Time Issue Occurred: _____
Position:_____

Reported Issue(s)/Reason: **(CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)**

Meal Periods	**Reason for Missed, Late, Interrupted or Short Meal Period**		
☐Missed Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Late Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Interrupted Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Short Meal Period	☐Voluntary	☐Involuntary	☐Other

Rest Periods

☐Missed Rest Period	☐Voluntary	☐Involuntary	☐Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**Voluntary: It was my own choice to refuse an authorized meal or rest period.
Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

_____
_____
_____

I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature:_____ Date: _____
Supervisor's Signature: _____ Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO Human Resources Department.

GENERAL COMPLAINTS

The Board of Directors of TEACH Public Schools ("TEACH") has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

INTERNAL COMPLAINTS

(Complaints by Employees against Employees)
This section of the policy is for use when an TEACH employee raises a complaint or concern about a co-worker.
If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the CEO or designee:
1. The complainant will bring the matter to the attention of the CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The CEO or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.
This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, TEACH values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS GENERALLY

(General Complaints and Complaints by Third Parties against Employees)
This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally, or an TEACH employee.
If complaints cannot be resolved informally, complainants may file a written complaint with the office of the CEO or Chair of the TEACH Board of Directors (only if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.
In processing the complaint, the CEO (or designee) shall abide by the following process:
1. The CEO or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the CEO or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the CEO (or designee) finds that a complaint is valid, the CEO (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the CEO may take disciplinary action against the employee. As appropriate, the CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The CEO (or designee) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The TEACH Board of Directors (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against:_____

_____

List any witnesses that were present:_____

_____

Where did the incident(s) occur?

_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by TEACH:

Received by: _____ Date: _____

Coversheet

Consider and Vote on the Updated Student Homeless Policy

Section:	III. Items Scheduled for Information and Potential Action
Item:	J. Consider and Vote on the Updated Student Homeless Policy
Purpose:	Vote
Submitted by:	
Related Material:	Homeless Education Policy.doc

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Adopted:

Homeless Education Policy

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

I. Definitions

42 USC 11434a provides a list of definitions for use in the interpretation of the MVHA. This section reflects those definitions. If your school has other specific definitions that might be relevant to this policy, insert those here.

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

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- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;

- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;

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

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

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

II. Homeless Liaison

Pursuant to MVHA schools are required to designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a liaison for homeless students, to carry out the duties articulated in the MVHA. The duties identified in this section are required by statute. If you want to add additional duties to the liaison's list, include those here.

Each School's homeless liaison is the Principal**.** The School's homeless liaison is required to do all of the following:

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

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

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

services, mental health and substance abuse services , housing services and other appropriate services;

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

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

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

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

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

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

- Shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.

- Offer training to the Charter School's certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other Charter School staff who work with students, at least annually relating to the following: 1) the homes education program policies established by law; 2) recognition of the signs that students are experiencing, or are at risk of experiencing homelessness. The liaison is encouraged to offer this training to all school certificated and classified staff, including, but not limited to, teachers, support staff, and other school staff who work with students.

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- Inform employees of the availability of training and the services the liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

III. Admission

There are often barriers to admission of homeless students due to lack of immunization and medical records, proof of residency, missing birth certificates, school records or other documentation, guardianship issues and uniform or dress code requirements. For schools receiving MVHA funds, there are requirements that the school immediately admit students even if certain documentation is missing or if the student has missed application or admission deadlines during any period of homelessness.

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

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted to the School despite the missing paper work. Additionally, the homeless student shall not be denied admission even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

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

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

Admission Disputes and the Dispute Resolution Process

The MVHA requires that there be a dispute resolution process articulated by the state, and adopted by the school. The California Department of Education (CDE) provides five components for resolving disputes over the admission for homeless students. A link to the

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website with those components is provided. http://www.cde.ca.gov/sp/hs/cy/disputeres.asp. In short, these include: 1) immediately admitting the student in the school; 2) referring the student, parent/guardian to the Homeless Liaison to carry out the dispute resolution process; 3) provide a written explanation of the school's decision. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language the parent, guardian or unaccompanied youth can understand; 4) if the dispute remains unresolved or is appealed, the school should forward the documentation to the county office of education's (COE) homeless liaison. That homeless liaison will resolve the admissions dispute within five (5) working days of receipt of the materials. The COE homeless liaison will notify the school and parent/guardian/unaccompanied youth of the decision; 5) if the dispute remains unresolved or is appealed, the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parents/guardians/unaccompanied youth of the admission decision within 10 working days of receipt.

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

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

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

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

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

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied

youth of the decision relating admission in the Charter School within ten working days of receipt of the materials.

IV. Coursework and Graduation Requirements

Charter schools are required to accept partially completed coursework for homeless students. The below reflects these legal requirements.

The Charter School will accept coursework satisfactorily completed by the homeless child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local educational agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The Charter School will not require the homeless child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless youth shall be admitted in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

At TEACH Tech Charter High School: A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

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At TEACH Tech Charter High School:

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Consult with the student, and the student's educational rights holder, of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student; 5) Consult with the student and the student's educational rights holder regarding the student's option to remain in the school of origin.

If the School determines that the homeless student, who has transferred between schools any time after the completion of the student's second year of high school, is not reasonably able to complete the School's graduation requirements within the student's fifth year of high school, but is reasonably able to complete the statewide coursework requirements within the student's fifth year of high school, the School shall exempt a student from the School's graduation requirements and provide the student the option to remain in the School for a fifth year to complete the statewide coursework requirements. The School shall consult with the student and the student's educational rights holder regarding all of the following: 1) the student's option to remain in school for a fifth year to complete the statewide coursework requirements; 2) how waiving the School's requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education; 3) whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 4) the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

To determine whether a homeless student is in the third of fourth year of high school, the number of credits the pupil has earned to the date of transfer, the length of the student's school enrollment, or for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

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Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.
In addition to providing said notice, the School shall consult with the student eligible for the exemption and student's educational rights holder about the following: 1) Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vacation plans, including the ability to gain admission to a postsecondary educational institution; 2) Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 3) Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission toa postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

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If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

If a homeless student is not eligible for an exemption because the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School nonetheless shall reevaluate eligibility and provide written notice to the student, the student's education rights older whether the student qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the student at the time of reevaluation to determine if the student continues to be reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status at that time the reevaluation conducted pursuant to the previous paragraph that the student is not reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School shall provide the student with the option to receive an exemption from all coursework and other requirements adopted by the School's governing board that are in addition to the statewide coursework requirements specified in Education Code section 51225.3 or to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student (if over 18 years old), or upon agreement with the student's education rights holder.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

V. Transportation

The MVHA requires that states ensure that local educational agencies adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. This directive does not appear to be tied to the receipt of funds under MVHA, or whether the school provides transportation to other students. The following transportation policy is drafted in accordance with MVHA.

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School

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will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

VI. Comparable Education Services

The MVHA provides a list of comparable services that the students must have access to if offered to other students.

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

- Transportation if applicable
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs in career and technical education if applicable
- Programs for gifted and talented students
- School nutrition programs

VII. Inventory

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

VIII. Notice

The School shall list the homeless liaison(s) and contact information for those liaison(s) on its website. The contact information for any employees or persons under contract whose duties include assisting the liaison in completing the liaison's duties shall also be listed.

Adopted:
Amended:

Coversheet

Consider and Vote on the Parent Involvement Policy

Section:	III. Items Scheduled for Information and Potential Action
Item:	K. Consider and Vote on the Parent Involvement Policy
Purpose:	Vote
Submitted by:	
Related Material:	TEACH CA Policy 2113 Parent Involvement.doc

TEACH Public Schools
Federal Law Compliant Parent and Family Engagement Policy
Policy 2113
Adopted:

FEDERAL LAW COMPLIANT PARENT AND FAMILY ENGAGEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the TEACH Prep Elementary School, TEACH Academy of Technologies and TEACH Tech Charter High have adopted this parent and family member engagement policy in order to promote learning and provide a more positive learning experience for the students of its schools. [1] Each school is referred to herein as the LEA. This policy has also been incorporated into the LEA's plan developed pursuant to federal law, and submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting the LEA Plan

Parents and family members of participating children will be involved in the development of the LEA plan required by federal law. Parents will be involved in the development of the LEA plan through participation and feedback at Coffee with the Principal meetings, ELAC meetings and ELPAC meetings. On an annual basis, the LEA will submit the LEA plan to the Parent Council for review and suggested changes before the plan is submitted to the California Department of Education (CDE) with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA plan when it is submitted to the CDE.

III. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent and family member engagement activities to improve student academic achievement and school performance in the following ways: The LEA will distribute 95% of the funds reserved pursuant to federal law to the school for parent involvement activities; The LEA will collaborate with each Principal of each of the schools to devise a timeline for parental involvement activities throughout the school year and follow up with the schools to ensure that the activities occur.

- The LEA will provide its schools with the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

[1] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

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IV. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, the schools, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will seek input from the Parent Council on ways to assist parents to understand the Standards and Requirements.

- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.

- The LEA may hold Family Math and Science nights to introduce parents to the School's curriculum and it's correlation to the State's academic content standards and academic achievement standards.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The LEA may provide parents with access to literacy programs that bond families around reading and using the public library

- The LEA may train parents how to tutor their children in the school.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

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In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the school year):

- **[Optional]** Neighborhood Walk Program **[this may only work in particular charter school communities]**: Faculty, parents and community members will walk door to door to talk about what is important to parents of participating children and seek feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.

- **[Optional]** A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.

- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

V. Coordination with Other Programs

The LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in

activities under federal law. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the activities of schools served under Title I, Part A, the LEA will involve parents of participating students as identified in each school level policy. The LEA will monitor each school quarterly to ensure that the parent involvement policy at its school site is being implemented. A copy of each school level policy is attached hereto for reference.

VI. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following: hold meetings with parents to discuss progress towards IEP goals and to share strategies that can be used at home by parents to optimize learning.

VII. Notices

In accordance with federal law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the parent's right to request information regarding the following:
    - Professional qualifications of the student's classroom teachers;

- The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

- Information regarding any State or LEA policy regarding student participation in any assessments mandated by federal law and by the State and LEA, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.

- The notice regarding language instruction programs.

- Any other notices required by law.

VIII. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

Adopted:

Amended:

Coversheet

CEO Report

Section: III. Items Scheduled for Information and Potential Action
Item: L. CEO Report
Purpose: FYI
Submitted by:
Related Material: Board Report- Directors - Google Docs.pdf

CEO BOARD REPORT
Board Meeting June 14, 2023

Department	Highlights
Maria Pimienta Director of Human Resources	at the schools daily supporting principals on personnel and end of the year activities
Enrique Robles Director of Operations & Data Systems	• Finalizing the bid process for the School Nutrition Program • Preparations for 23-24 w/ Curriculum platforms, etc. • CALPADS End of Year Reporting • Planning w/ After School All Stars for next year
Jacky Leung Director of Technology	• NA
Luis Ramirez Director of Enrollment and Recruitment	• Assisting with final new-TEACH family verifications • Assisting with Summer Bridge enrollments
Beth Bulgeron, Dir of Governance and Compliance	• Working with schools to finalize the LCAPs
Executive Report	