



Accelerating Academics in an Enriching Environment
sycamorevalleyacademy.org | blueoakacademy.org | theacademiescharters.org
award-winning, tuition-free, public charter schools
SVA: 6832 Avenue 280 Visalia, CA 93277 | BOA: 28050 Road 148, Visalia, CA 93291
SVA: (559) 622-3236 | BOA: (559) 730-7422



ATTENDANCE AND PUBLIC COMMENT CHANGES DUE TO COVID-19

The Academies CMO Board of Directors will be conducting its Board meeting on January 21, 2021. Given the current Shelter-in-Place Order covering Tulare County and the Social Distance Guidelines issued by Federal, State, and Local Authorities, The Academies CMO is implementing the following changes for attendance and public comment.

The Academies CMO Board meeting to be held on January 21, 2021 at 6:30 p.m. will **only be accessible via Zoom**. The meeting may be viewed through the following options:

- Zoom: <https://us02web.zoom.us/j/83778165355>

The Academies CMO will also provide links to the streaming option on the TACMO website and on its Facebook page.

Unfortunately, physical attendance by the public cannot be accommodated given the current circumstances and the need to ensure the health and safety of The Academies CMO Board, The Academies CMO staff, and the public as a whole.

If you wish to make a general public comment or public comment on a particular item on the agenda, **you must submit your public comments by e-mail to: dball@theacademiescharters.org**. In the subject line of the e-mail, please state your name and the item you are commenting on. If you wish to submit a public comment on more than one agenda item, please send a separate e-mail for each item you are commenting on. Please be aware that written public comments, including your name, may become public information. Additional requirements for submitting public comments by e-mail are provided below.

General Public Comments & Comments on District Board Business Items

For general public comments and comments regarding specific CMO Board Business Items, all public comments must be received by e-mail no later than 12:00 p.m. on January 21, 2021. Comments received by this time will be read aloud by a staff member during the applicable agenda item, provided that such comments may be read within the normal three (3) minutes allotted to each speaker. Any portion of your comment extending past three (3) minutes may not be read aloud due to time restrictions. If a general public comment or comment on a business item is received after 12:00 p.m., efforts will be made to read your comment into the record. However, staff cannot guarantee that written comments received after 12:00 p.m. will be read. All written comments that are not read into the record will be made part of the meeting minutes, provided that such comments are received prior to the end of The Academies CMO Board meeting.

PLEASE BE AWARE THAT ANY PUBLIC COMMENTS RECEIVED THAT DO NOT SPECIFY A PARTICULAR AGENDA ITEM WILL BE READ ALOUD DURING THE GENERAL PUBLIC COMMENT PORTION OF THE AGENDA.

The Academies CMO thanks you for your cooperation in advance. Our community's health and safety is our highest priority.

Here is quick summary of the basics:

- No public attendance. Public may only observe online.
- All public comments must be submitted by email: dball@theacademiescharters.org
- Subject line of the email should state the commenter's name and the item they are commenting on.
- All general comments or comments on business items must be received by 12:00 p.m.
- Comments will be read aloud by staff (up to 3 minutes) if received on time.

If not timely but received by the end of the meeting, comments will at least be included as part of the minutes for the meeting.



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SVA: (559) 622-3236 | BOA: (559) 730-7422



PUBLIC BOARD MEETING NOTICE & AGENDA

January 21, 2021, 6:30 PM

Meeting Held Virtually - Join Zoom Meeting

<https://us02web.zoom.us/j/83778165355>

In order to ensure that members of the public are provided a meaningful opportunity to address the Board on non-agenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening, many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconferenced meeting shall be by roll call.

1. OPENING BUSINESS

1.1 CALL PUBLIC SESSION TO ORDER

1.2 ADA ACCOMMODATIONS

a. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 730-7422 at BOA forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 730-7422. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

b. If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

1.3 IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.4 PUBLIC COMMENT ON CLOSED SESSION TOPICS

a. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.5 ADJOURN TO CLOSED SESSION

2. CLOSED SESSION (May reconvene after the public meeting, if necessary)

2.1 There are no Closed Session items to discuss this evening.

3. REGULAR SESSION RECONVENED

3.1 CALL PUBLIC SESSION TO ORDER

3.2 REPORT ACTION TAKEN IN CLOSED SESSION (if any)

3.3 General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

4. CONSENT AGENDA

4.1 ADMINISTRATIVE SERVICES

There are no Administrative Services items to include this evening.

4.2 SUPERINTENDENT'S OFFICE

1. Approval of Minutes of the board meetings on December 10, 2020 (Enc. No. 1)
2. Approval of the November 2020 and December 2020 Check Register Reports (Enc. No. 2)
3. Donation Recognition (Enc. No. 3)
4. Monthly Attendance Reports for BOA and SVA (Enc. No. 4)

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

- 5.1 Recognition of Small Group Cohort and Day Camp Staff for Facilitating Instructional Support and Student Supervision during COVID-19 pandemic

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

- 6.1 Program Update: There is no Program Update to include this evening.
- 6.2 Board Development: Results of Board Self Evaluation (Enc. No. 5)

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

- 7.1 Board Member Report
 - a. Board Nominating Committee
- 7.2 Superintendent Report
 - a. Charter Renewal Update
 - b. California's Safe Schools for All Plan (Enc. No. 6)
 - c. Covid-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year (Enc. No. 7)
- 7.3 Principal Report
- 7.4 Operations Director Report
 - a. Operations Update (Enc. No. 8)
- 7.5 Teacher Representative Report
 - a. Curriculum & Instruction Update

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review / Public Hearing/ Public Input / Board Discussion /ACTION (as applicable)

- 8.1 There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA

Review / Public Hearing/ Public Input / Board Discussion /ACTION (as applicable)

- 9.1 Monthly Financial Presentation (Enc. No. 9) ACTION
- 9.2 Resolution 21-001 Approval to Apply for PPP Loan Forgiveness (Enc. No. 10) ACTION
- 9.3 2020 School Accountability Report Card (SARC) for BOA (Enc. No. 11) ACTION
- 9.4 2020 School Accountability Report Card (SARC) for SVA (Enc. No. 12) ACTION
- 9.5 2021-22 Academic Calendar (Enc. No. 13) ACTION
- 9.6 2021-22 Calculation of Instructional Minutes (Enc. No. 14) ACTION
- 9.7 Annual TACMO Governing Board Election (Enc. No. 15) ACTION
- 9.8 Resolution 21-002 Annual Reorganization of Board Offices (Enc. No. 16) ACTION
- 9.9 Resolution 21-003 Authorizing Superintendent to Apply for Grants in 2021 (Enc. No. 17) ACTION
- 9.10 Commercial Lease Agreement between Robert & Stacy Leal and The Academies Charter Management Organization for CMO Office (Enc. No. 18) ACTION

10. ADJOURNMENT

10.1 Request for future Board Agenda items

10.2 The next The Academies CMO board meeting: February 18, 2021 at 6:30 PM via Zoom.

Enc. No. 1

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The Academies Charter Management Organization
Regular Meeting: December 10, 2020, 6:30 PM
Meeting held via live remote video conferencing.

Board Members Present: Harold Rollin, Erin Andersen, Alex Tietjen, Lily Wachter, Craig Wheaton

Board Members Absent: Michelle Phillips

Majority Present: yes

Others Present:

Donya Ball, Superintendent
Allan Benton, SVA Principal
Claudia Van Groningen, Ops. Dir.
John Alvarez, TCOE

Dana Stinson, BOA Principal
Jonna Rasner, SVA VP
Amita Parikh, Ed Tec
Hollis Fernandez

Corey Morse, BOA VP/SpEd Dir.
Cristina Johnson, Teacher rep
Celia Maldonado- Arroyo
Julia Reese, TCOE

1. OPENING BUSINESS

- 1.1 CALL PUBLIC SESSION TO ORDER Rollin called the meeting to order at 6:32PM and read aloud a statement regarding the issue of a waiver to reopen which was addressed in the special meeting held last week.
- 1.2 ADA ACCOMMODATIONS
 - a. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 730-7422 at BOA forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 730-7422. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.
 - b. If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.
- 1.3 IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION - Rollin identified item 2.1
- 1.4 PUBLIC COMMENT ON CLOSED SESSION TOPICS

General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.
- 1.5 ADJOURN TO CLOSED SESSION - Rollin adjourned to closed session at 7:42PM.

2. CLOSED SESSION (May reconvene after the public meeting, if necessary) Rollin moved closed session to the end of the public meeting. Rollin called the closed session to order at 7:43PM.

- 2.1 PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Education Specialist (SVA & BOA), Instructional Aide (SVA).

3. REGULAR SESSION RECONVENED

- 3.1 CALL PUBLIC SESSION TO ORDER - Rollin called public session to order at 8:01PM
- 3.2 REPORT ACTION TAKEN IN CLOSED SESSION

Andersen moved to approve the employment contract for J. Rodriguez, Wheaton seconded,

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approved 5-0. Andersen moved to approve the employment contract for C. Yoshida, Teitjen seconded, approved 5-0.

3.3 GENERAL PUBLIC COMMENT ON ANY SCHOOL RELATED TOPIC

4. CONSENT AGENDA

4.1 ADMINISTRATIVE SERVICES

There are no Administrative Services items to include this evening.

4.2 SUPERINTENDENT'S OFFICE

1. Approval of minutes of board meeting on November 12, 2020 and November 17, 2020 (Enc. No. 1)
 2. Monthly Attendance Reports for BOA and SVA (Enc. No. 3)
- Rollin noted some revisions were made to the minutes and asked if any directors wished to remove any items from the consent agenda. The consent agenda was deemed approved.

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

- 5.1 Recognition of Hollis Fernandez, SVA parent, for Meal Prep & Delivery during COVID-19 pandemic. Rollin presented, acknowledging the ongoing effort and care demonstrated by Hollis. Fernandez in feeding the school community. Fernandez thanked Jonna Rasner for her help in organizing volunteers to get the project started back in March.

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

- 6.1 Program Update: There is no Program Update to include this evening.
- 6.2 Board Development: There are no Board Development items to include this evening.

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1 Board Member Report

a. Board Nominating Committee Report

Andersen reported. She noted that the committee compiled a list of six potential candidates from the community. A letter was drafted and sent last week to the candidates inviting them to apply for the open seat on the board.
Rollin reported.

7.2 Superintendent Report

a. Charter Renewal Update

Ball presented, noting that the first meeting took place this month. The next meeting in January will begin addressing Element A.

b. Planning for Red Tier Reopening of School

Ball reported that although we are not any closer to entering the red tier, she has received a great deal of feedback from administration and staff regarding how to proceed with planning for reopening. Ball reported that the difficult decision was made yesterday to close cohorts and Day Camp at both sites due to an uptick in COVID positive cases.

7.3 Principal Report

a. BOA: Small Group Cohorts Update at BOA

b. SVA: Small Group Cohorts Update at SVA

Ball noted that she relieved the principals of their detailed presentations since the enclosures went out to the board and solicited questions from the board regarding the enclosures pertaining to small group cohorts.

7.4 Operations Director Report

a. Operations Update

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Van Groningen reported. She led participation in the Giving Tuesday event which marked the launch of the end of year fundraising campaign. As anticipated, there was lower participation than normal. Day Camps operated successfully with zero COVID-19 positives for about 4 months serving about 80 families throughout that time. BOA Modernization and growth build-out planning is underway.

7.5 Teacher Representative Report

a. Curriculum & Instruction Update

Johnson reported. She stated that managing emotions and focusing on gratitude has become a theme across grade levels.

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review / Public Hearing/ Public Input / Board Discussion /ACTION (as applicable)

8.1 There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA

Review / Public Hearing/ Public Input / Board Discussion /ACTION (as applicable)

9.1 Monthly Financial Presentation (Enc. No. 7)

Amita Parikh of EdTec presented.

9.2 2020-21 1st Interim Report for Blue Oak Academy (Enc. No. 6) ACTION

9.3 2020-21 1st Interim Report for Sycamore Valley Academy (Enc. No. 7) ACTION

Wachter moved to approve the 1st Interim Report for both schools Wheaton seconded, unanimously 5-0.

9.4 Blue Oak Academy Budget Overview for Parents (Enc. No. 8) ACTION.

9.5 Sycamore Valley Academy Budget Overview for Parents (Enc. No. 9) ACTION

Ball presented noting the LCAP was suspended for the year with this item fulfilling a portion of the new requirements for this year. Andersen moved to approve the Budget Overview for Parents for both schools, Tietjen seconded, approved 5-0.

9.6 2020-21 Trimester 1 Whole School Report Card for Blue Oak Academy (Enc. No. 10) ACTION

9.7 2020-21 Trimester 1 Whole School Report Card for Sycamore Valley Academy (Enc. No. 11) ACTION

Ball commented about potentially including these in the consent agenda in the future. Wachter moved to approve the Whole School Report Cards for both schools, Wheaton seconded, approved 5-0.

9.8 Approval of Independent Auditor's Report for Year Ended June 30, 2020 (Enc. No. 12) ACTION

Wachter questioned the P2 and annual numbers being the same. Ball will investigate. Wheaton moved to approve the Auditor's Report pending clarification on the outstanding question, Teitjen seconded, approved 5-0.

9.9 2020-21 TACMO Salary Schedules update (Enc. No. 13) ACTION

Ball presented noting most changes are due to the increase of minimum wage effective January, except the addition of a schedule for Translation Services which allows additional compensation for staff who perform this service. Teitjen moved to approve the updated Salary Schedules, Wachter seconded, approved 5-0.

9.10 Discussion of Board Self Evaluation template (Enc. No. 14)

Brief discussion, request to include short answer portion. Ball will send to Directors, Board will evaluate data in February.

10. ADJOURNMENT

10.1 Request for future Board Agenda items. Andersen suggested recognition of TACMO front line workers in a future meeting.

10.2 Rollin adjourned the meeting at 8:01PM.

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The next regular meeting of The Academies CMO Board of Directors: January 21, 2021 at 6:30PM via Zoom web conferencing. A Special Meeting will be held January 19, 2021 for Boardable Software training.

Respectfully submitted by Claudia Van Groningen

Enc. No. 2

Combined Board Check Register

School: TACMO

Month: November 2020

				Total Paid By Check:	\$94,621.65
				Total Paid By Credit Card:	\$741.89

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6268	LEAF	11/4/2020	Bill #11172305--Konica Copier Systems due by 11/16/20		351.62
Check	6269	Office Depot	11/4/2020	Bill #514741231001--Office Supplies Bill #127846397001--Office Supplies Bill #130473012001--Supplies Bill #129415582001--Supplies Bill #131221206001--Office Supplies Bill #514741654001--Office Supplies		356.28
Check	6270	Visalia Unified School District	11/4/2020	Bill #704--Custodial Supplies: 07/01 - 09/30/2020		778.29
Check	6271	Waste Management/USA Waste	11/4/2020	Bill #4457978-0165-8--Waste Svc: November 2020		306.37
Check	6272	EdTec	11/10/2020	Bill #20198--EdTec Monthly Back Office Service - November 2020		14,600.00
Check	6273	Allan Benton	11/10/2020	Bill #102320--Reimb: Shredding Service for outdated notes/files		97.02
Check	6274	CALSTRS	11/10/2020	Bill #165928--Monthly Administration Fees: October '20		32.00
Check	6275	CliftonLarsonAllen LLP	11/10/2020	Bill #2667738--Progress Billing for audit services for the year ended 06/30/20		4,200.00
Check	6276	Leila Gates-Wai	11/10/2020	Bill #101220--Reimb: SafeShare.tv subscription Journal #SVAC2675--	Voided	0.00
Check	6277	Miller Brothers Screenprinting	11/10/2020	Bill #20-139--T-shirts & Printing Bill #20-138--T-shirts & Printing		1,053.28
Check	6278	MindPlay, Inc.	11/10/2020	Bill #21132--MindPlay Literacy Reg ED - 100-200 Students - Add on		495.00
Check	6279	Corey Morse	11/10/2020	Bill #110220--Reimb: Door stops for portables and blue tape for small group cohorts		23.65

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6280	Office Depot	11/10/2020	Bill #129332479001--Office Supplies Bill #123292082001--Materials & Supplies Bill #130147600001--Office Supplies Bill #131245593001--Supplies Bill #129333052001--Office Supplies Bill #132943444001--Supplies Bill #132943445001--Supplies Bill #132943355001--Supplies		663.66
Check	6281	PresenceLearning, Inc.	11/10/2020	Bill #INV36348--2020 - Additional Annual Student Administrative Fee Bill #INV37094--SLP Svcs: Evaluation Coordination and Reporting by SLP Collaboration with School Staff Documentation Planning IEP Meeting & Student Absence - October 2020		4,876.06
Check	6282	Gloria Ramos	11/10/2020	Bill #103020--Reimb: Peardeck Premium Teacher Account - 1 Year		149.99
Check	6283	Dana Stinson	11/10/2020	Bill #103020--Reimb: Ventura County - CABE virtual Conference Playworks Virtual Conference & Vinyl Stickers Numbers		142.36
Check	6284	Self-Insured Schools of California	11/17/2020	Bill #November 2020--Billing Period: November 2020		47,290.10
Check	6285	Bloomz, Inc.	11/19/2020	Bill #2385--Schools Premium: 08/01/2020 - 07/31/2021 (Year 2 of 3) Bill #2396--Schools Premium: 08/01/2020 - 07/31/2021 (Year 2 of 3)		4,958.19
Check	6286	Glatfelter Public Practices	11/19/2020	Bill #186248120--Policy Premium Due on 12/31/20		1,666.85
Check	6287	Nancy Fetzer's Literacy Connections, Inc.	11/19/2020	Bill #7931--Books & Materials		258.36
Check	6288	Office Depot	11/19/2020	Bill #132118872001--Office Supplies Bill #132407575001--Materials & Supplies Bill #132234870001--Office Supplies Bill #132070006001--Materials & Supplies Bill #131725530001--Office Supplies Bill #131871826001--Office Supplies Bill #132428709001--Materials & Supplies Bill #132304876001--Supplies Bill #132428789001--Materials & Supplies Bill #132931309001--Materials & Supplies Bill #132428721001--Materials & Supplies Bill #132297346001--Office Supplies Bill #124902771003--Office Supplies		1,667.37

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6289	Renaissance	11/19/2020	Bill #INV5190725--Star Reading/Math Subscription early literacy one -time fee & Subscription		445.50
Check	6290	Lorilee Robinson	11/19/2020	Bill #110120--Reimb: Pear Deck Pro Account & Kahoot! Premium Account		222.35
Check	6291	Keri Santos	11/19/2020	Bill #110420--Reimb: Math Minutes		115.67
Check	6292	Savvas Learning Company LLC	11/19/2020	Bill #4026249887--Books & Supplies Bill #4026245745--Books & Supplies		2,697.97
Check	6293	Teachers' Curriculum Institute	11/19/2020	Bill #INV73066--HA! Ancient World: Student Edition		356.29
Check	6294	Visalia Unified School District	11/19/2020	Bill #703--Custodial Supplies: July - Sept 2020		784.77
Check	6295	Visalia Unified School District	11/19/2020	Bill #118--Custodial Supplies: 07/01 - 09/30/2019		1,246.44
Check	DB110920	Markel	11/9/2020	DB110920 - Worker's Comp 10/31/20 payroll premium & installment fee - see notification attached.		1,884.05
Check	DB111820	Cardmember Service	11/18/2020	DB111820 - November 2020 credit card bill paid		741.89
Check	DB112420	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION CALIFORNIA DEPARTMENT TAX FEE	11/24/2020	DB112420 - 2020 Qtr 3 Use Tax amount due		301.01
Check	DB113020	Markel	11/30/2020	DB113020 - Worker's Comp 10/31/20 payroll premium & installment fee - see notification attached.		1,859.26
Credit Card	9515-8054	Association of California School Administrators	11/16/2020	11/04 - Association of California School Administrators - 2020 ACSA Leadership Summit for Corey Morse, BOA VP		259.00
Credit Card	9515-8054	Association of California School Administrators	11/16/2020	11/04 - Association of California School Administrators - 2020 ACSA Leadership Summit for Jonna Rasner, SVA VP		259.00
Credit Card	9515-8054	Panera Bread	11/16/2020	11/16 - Panera Bread - Staff lunch for socially distanced school photo session on a Saturday		73.82
Credit Card	9515-8054	Paypal "Jeffvega	11/16/2020	10/26 - Paypal "Jeffvega - Replacement wheels for existing IKEA file drawer cabinet + shipping cost		46.30
Credit Card	9515-8054	Paypal "Cynthiajayc	11/16/2020	10/26 - Paypal "Cynthiajayc - Replacement wheel pins for existing IKEA file drawer cabinet + shipping cost		12.13
Credit Card	9515-8054	EIG *Constant Contact	11/16/2020	11/02 - EIG *Constant Contact - Monthly renewal fee for email subscription		50.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Transaction						
Payment Type	Check #/CC Account	Vendor	Date	Description	Void	Amount
Credit Card	9515-8054	Amazon Mktp us	11/16/2020	11/05 - Amazon Mktp us - Photo backdrop for sociallydistanced school photo sessions		28.73
Credit Card	9515-8054	eBay O	11/16/2020	10/26 - eBay O - Replacement wheel pin for existing IKEA file drawer cabinet + shipping cost		12.91

Combined Board Check Register



School: TACMO
Month: December 2020

				Total Paid By Check:	\$107,388.31
				Total Paid By Credit Card:	\$756.81

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6296	SYNCB/Amazon	12/2/2020	Bill #111020--Statement Closing Date: 11/10/20		949.41
Check	6297	American Fidelity	12/2/2020	Bill #1944501A--09/30/2021 Flex Plan Liability Coverage Journal #SVAC2673-- Bill #D237101--11/01 - 11/30/20 Flex Plan Liability Coverage	Voided	0.00
Check	6298	Blick Art Materials	12/2/2020	Bill #4910210--Art Supplies		161.69
Check	6299	Cline's Business Equipment, Inc.	12/2/2020	Bill #170162--Contract overage charge: 10/01 - 10/31/20		317.00
Check	6300	Demco	12/2/2020	Bill #6869067--Books & Supplies		145.83
Check	6301	DreamBox Learning, Inc.	12/2/2020	Bill #DB092077160--Pilot Bundle & 60 Min Webinar		4,500.00
Check	6302	Enerspect Medical Solutions, LLC	12/2/2020	Bill #54404--Adult SMART Pads Cartridge HS1 & Shipping		69.84
Check	6303	Gopher, Inc.	12/2/2020	Bill #9802319--PE Supplies Bill #9801137--PE Supplies		674.74
Check	6304	Office Depot	12/2/2020	Bill #134756702001--Materials & Supplies Bill #134002153001--Office Supplies Bill #135193240001--Office Materials & Supplies Bill #134499019001--Materials & Supplies Bill #134501609001--Materials & Supplies Bill #134570452001--Office Supplies Bill #132438396001--Supplies Bill #134723333001--Materials & Supplies Bill #134756703001--Materials & Supplies		719.75
Check	6305	PresenceLearning, Inc.	12/2/2020	Bill #INV34898--SLP Svcs: Collaboration with School Staff Documentation Planning Language standard Assessment Direct services & Parent Contact - August 2020		3,089.75
Check	6306	School Nurse Supply, Inc.	12/2/2020	Bill #0815194-IN--Non-Contact Infrared Thermometer		241.00
Check	6307	Tulare County Superintendent of Schools	12/2/2020	Bill #210361--20-21 Media Contract		5,958.75

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6308	Visalia Chamber of Commerce	12/2/2020	Bill #74997--Small Business Non Profit Membership 110% Club & Voluntary Contribution		423.00
Check	6309	Keri Santos	12/2/2020	Bill #111220--Reimb: Math Counters Student workbook & Teacher Book		89.02
Check	6310	William V. Macgill & Co.	12/2/2020	Bill #IN0742015--Medical Supplies		156.21
Check	6311	American Fidelity	12/2/2020	Bill #D237101--11/01 - 11/30/20 Flex Plan Liability Coverage		4,874.58
Check	6312	American Fidelity	12/2/2020	Bill #1944501A--09/30/2021 Flex Plan Liability Coverage		1,027.18
Check	6313	Self-Insured Schools of California	12/10/2020	Bill #December 2020--Billing Period: December 2020		47,290.10
Check	6314	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION CALIFORNIA DEPARTMENT TAX FEE	12/11/2020	Bill #112420--4/1/20 - 6/30/20 Use Tax Interest & Penalty		191.45
Check	6315	Amanda Hendrick	12/11/2020	Bill #113020--Reimb: Distance Learning Supplies to Send home w/Students & Printing for Binders to Send Home		297.33
Check	6316	Brooke Jackson	12/11/2020	Bill #120220--Reimb: Christmas Tree for Office		19.99
Check	6317	Titan Safety Products	12/11/2020	Bill #1000641--Disposable 3 Ply Masks: Adult & Children Size		840.45
Check	6318	Waste Management/USA Waste	12/11/2020	Bill #4461842-0165-0--Waste Svc: December 2020		469.10
Check	6319	4imprint, Inc.	12/11/2020	Bill #20501363--Hampton Portfolio Set-Up Charge & 24 hr Rush Service		782.54
Check	6320	Cline's Business Equipment, Inc.	12/11/2020	Bill #171166--Staple Cartridge Bill #170870--Color Desktop Printer Bill #171102--Contract overage charge: 10/12 - 11/11/20 Bill #171087--DK-P05 Copy Desk		3,215.64
Check	6321	LEAF	12/11/2020	Bill #11277617--Konica Copier Systems due by 12/16/20		351.62

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	6322	Office Depot	12/11/2020	Bill #137630611001--Materials & Supplies Bill #137513573001--Materials & Supplies Bill #136623528001--Materials & Supplies Bill #134025535001--Materials & Supplies Bill #137983732001--Materials & Supplies Bill #137626332001--Materials & Supplies Bill #137541217001--Materials & Supplies Bill #136673291001--Materials & Supplies Bill #136670168001--Materials & Supplies Bill #136766110001--Materials & Supplies Bill #136673287001--Materials & Supplies Bill #137626332002--Materials & Supplies Bill #132234870002--Office Supplies		562.58
Check	6323	Pacific Employers	12/11/2020	Bill #5858--Quarterly Membership Dues for HR Services - Quarterly Billing		180.00
Check	6324	EdTec	12/11/2020	Bill #20435--Monthly Data Service		14,600.00
Check	6325	Leila Gates-Wai	12/11/2020	Bill #101220--Reimb: SafeShare.tv subscription		49.99
Check	6326	4imprint, Inc	12/15/2020	Bill #20513497--Nylon Lanyard & Set-Up Charge		373.50
Check	6327	Academic Therapy Publications	12/15/2020	Bill #269074--Books & Supplies		295.13
Check	6328	Association of California School Administrators	12/15/2020	Bill #109369--ACSA - Payroll Period: 12/01 - 12/31/20		447.70
Check	6329	CALSTRS	12/15/2020	Bill #166226--Monthly Administration Fees: November '20		32.00
Check	6330	Cline's Business Equipment, Inc.	12/15/2020	Bill #171783--Staple Cartridge Bill #171558--Contract overage charge: 11/01 - 11/30/20		289.09
Check	6331	LEAF	12/15/2020	Bill #11280850--Konica Copier Systems due by 12/19/20		275.98
Check	6332	Law Offices of Young, Minney & Corr, LLP	12/15/2020	Bill #68483--Legal Svcs thru: 11/30/20 Bill #68163--Legal Svcs thru: 10/31/20		3,408.60
Check	6333	Office Depot	12/15/2020	Bill #136082848001--Office Supplies Bill #136104233001--Office Supplies Bill #136073140001--Office Supplies Bill #136362514001--Office Supplies Bill #138722508001--Materials & Supplies Bill #137467815001--Office Supplies Bill #136468219001--Office Supplies Bill #136689444001--Office Supplies Bill #134203578001--Office Supplies Bill #136104778001--Office Supplies Bill #136478048001--Office Supplies		1,373.26

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

[illegible]

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Enc. No. 3

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DONOR'S NAME: Erin Machado Andersen

AMOUNT DONATED: \$250.00

No goods or services were provided in return for this gift.

*Erin, Thank you
so very much for
this amazing
contribution!*

Received by *Donya Ball* December 1, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

The mission of our schools is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Our school is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

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Thank you so much for your donation!

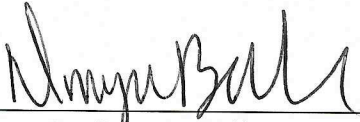
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DONOR'S NAME: Shauna Dolin

AMOUNT DONATED: \$50.00

No goods or services were provided in return for this gift.

*Thank you
so much Shauna!*

Received by  December 1, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Donya Ball

AMOUNT DONATED: \$30.00

No goods or services were provided in return for this gift.

Received by  December 1, 2020
Harold Rollin, Board Chair

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Claudia Van Groningen

AMOUNT DONATED: \$50.00

No goods or services were provided in return for this gift.

*Thank you
Claudia! :)*

Received by *Donya Ball* December 1, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Evelyn Vallarta

AMOUNT DONATED: \$20.00

No goods or services were provided in return for this gift.

*Thank you
Evelyn!*

Received by *Donya Ball* December 1, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Cristina Johnson

AMOUNT DONATED: \$20.00

No goods or services were provided in return for this gift.

*Thank you
Cristina!*

**Monthly Recurring
Donation**

Received by *Dr. Donya Ball* December 1, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Richard de Ocio

AMOUNT DONATED: \$25.00

No goods or services were provided in return for this gift.

*Thank
you
Richard!*

Received by *Donya Ball* December 1, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Lily Parshall Wachter

AMOUNT DONATED: \$200.00

No goods or services were provided in return for this gift.

Received by *Donya Ball* December 13, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Bryan Company

AMOUNT DONATED: \$20.00

No goods or services were provided in return

Received by

Donya Ball

Dr. Donya Ball, Superintendent

The Academies Charter Management Organization

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DONOR'S NAME: Tina Weeaks

AMOUNT DONATED: \$100.00

No goods or services were provided in return for this gift.

Received by  December 31, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Gerald Benton

AMOUNT DONATED: \$200.00

No goods or services were provided in return for this gift.

Received by *Donya Ball* December 28, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Gloria Hernandez

AMOUNT DONATED: \$30.00

No goods or services were provided in return for this gift.

Received by *Donya Ball* December 31, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Robert and Elizabeth Reniers

AMOUNT DONATED: \$3500.00

No goods or services were provided in return for this gift.

Received by  November 18, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: The Blackbaud Giving Fund

AMOUNT DONATED: \$360.00

No goods or services were provided in return for this gift.

Received by _____ December 31, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Central Valley Vietnam Veterans

AMOUNT DONATED: \$775.00

No goods or services were provided in return for this gift.

Received by  November 4, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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DONOR'S NAME: Tulare County Farm Bureau

AMOUNT DONATED: \$500.00

No goods or services were provided in return for this gift.

Received by Dr. Donya Ball November 13, 2020
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

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Enc. No. 4

Attendance Summary By Grade

Blue Oak Academy Charter School 179

Run Date/Time: 1/8/21 8:25 AM

11/30/2020 to 12/25/2020 = 15 days

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attd	ADA	ADA %
0	57	1	0	58	870	0	6	0	34.00	830.00	55.33	96.06%
SubTotal	57	1	0	58	870	0	6	0	34.00	830.00	55.33	96.06%
1	42	0	0	42	630	0	0	0	9.00	621.00	41.40	98.57%
2	45	0	0	45	675	0	0	0	4.00	671.00	44.73	99.41%
3	44	0	0	44	660	0	0	0	21.00	639.00	42.60	96.82%
SubTotal	131	0	0	131	1965	0	0	0	34.00	1931.00	128.73	98.27%
4	43	0	1	42	645	0	5	0	8.00	632.00	42.13	98.75%
5	48	0	0	48	720	0	0	0	0.00	720.00	48.00	100.00%
SubTotal	91	0	1	90	1365	0	5	0	8.00	1352.00	90.13	99.41%
Grand Total	279	1	1	279	4200	0	11	0	76.00	4113.00	274.20	98.19%

To the best of my knowledge,
the above attendance information is correct.

Signed

Date

1/8/21

Report Calculations

((Carry Fwd + Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Ineligible + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E - Days Ineligible)] X 100 = ADA%

Attendance Summary By Grade

Sycamore Valley Academy Charter School

11/30/2020 to 12/25/2020 = 15 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
0	61	2	2	5	58	915	0	18	27.00	870.00	58.00	96.99%
Subtotal	61	2	2	5	58	915	0	18	27.00	870.00	58.00	96.99%
1	42	0	0	2	40	630	0	20	9.00	601.00	40.07	98.52%
2	42	0	0	0	42	630	0	0	7.00	623.00	41.53	98.89%
3	43	0	0	0	43	645	0	0	14.00	631.00	42.07	97.83%
Subtotal	127	0	0	2	125	1905	0	20	30.00	1855.00	123.67	98.41%
4	43	0	0	0	43	645	0	0	15.00	630.00	42.00	97.67%
5	41	0	0	1	40	615	0	8	24.00	583.00	38.87	96.05%
6	48	0	0	0	48	720	0	0	12.00	708.00	47.20	98.33%
Subtotal	132	0	0	1	131	1980	0	8	51.00	1921.00	128.07	97.41%
7	40	0	0	0	40	600	0	0	48.00	552.00	36.80	92.00%
8	36	0	0	0	36	540	0	0	22.00	518.00	34.53	95.93%
Subtotal	76	0	0	0	76	1140	0	0	70.00	1070.00	71.33	93.86%
Grand Total	396	2	2	8	390	5940	0	46	178.00	5716.00	381.07	96.98%

To the best of my knowledge,
the above attendance information is correct.

Signed Tory George
Date 1/7/2021

Report Calculations

$$((\text{Carry Fwd} + \text{Gain} - \text{Mult. Gain}) \times \text{School Days}) = \text{Actual Days}$$

$$\text{Actual Days} - (\text{Off Track} + \text{Days N/E} + \text{Days Absent}) = \text{Days Attd}$$

$$[\text{Days Attd} / (\text{Actual Days} - \text{Off Track} - \text{Days N/E})] \times 100 = \text{ADA\%}$$

[Note: Multiple gains are for students that entered more than one time during the report time span.]

Enc. No. 5

TACMO Board of Directors Self Evaluation 2021	
Conditions of Effective Governance	Ranking
1. Board Unity	
1.1 The board is focused on achievement for all students.	(4) Almost Always, (2) Often
1.2 The board is committed to a common vision.	(6) Almost Always
1.3 The board stays focused on district priorities.	(4) Almost Always, (2) Often
1.4 The board works well together.	(6) Almost Always
1.5 The board commits the time to become informed.	(5) Almost Always, (1) Often
1.6 Individual board members do not undermine board decisions.	(6) Almost Always
1. I think each board member brings valuable knowledge and insight, with a good breadth of knowledge and a strong commitment to staying informed. I think Donya and TACMO have done a great job of keeping us informed and providing us with opportunities for learning - e.g. through conference participation. Board discussions are thorough and productive, with multiple perspectives offered. I think this ultimately strengthens board unity. The board stays focused on priorities - sometimes the meetings are long given the amount of information presented, but I don't think the meetings are unnecessarily long.	
2. Roles and Responsibilities	
2.1 Board members agree on the role and responsibilities of the board and the superintendent.	(6) Almost Always
2.2 Board members follow board agreements regarding speaking for the board.	(6) Almost Always
2.3 Board members keep confidential matters confidential.	(6) Almost Always
2.4 The board gives direction to the superintendent only at board meetings.	(6) Almost Always
2.5 Individual board members do not attempt to direct the superintendent.	(6) Almost Always
1. I think there is a healthy relationship between the board and superintendent. I think Donya does a great job of knowing what to bring to the board for a board-level decision and when to ask for feedback (and she is very clear on when feedback is needed quickly). I trust her to lead the organization, with the board not overstepping into management from governance. I think the board respects the Brown Act and is careful to properly conduct business. I am not aware of any issues with respect to confidential information.	
3. Board Culture	
3.1 The board treats the superintendent with respect.	(6) Almost Always
3.2 The board manages internal conflicts in a productive manner.	(6) Almost Always
3.3 Board members follow agreements on how they will act towards each other.	(6) Almost Always
3.4 Board members treat each other with respect.	(6) Almost Always
3.5 Board members demonstrate they understand other perspectives.	(4) Almost Always, (2) Often
3.6 Board members usually discuss questions about agenda items with the superintendent prior to the board meeting.	(4) Often, (2) Not Sure
1. This past year has brought many challenges and at times differences, however there has never been a time where respect was not front and center of the conversations.	
2. I indicated not sure with respect to discussing agenda items with the superintendent prior to the meeting. I could probably do a better job of reviewing the agenda earlier, and I am not sure whether others are raising questions about the agenda (or if questions about agenda items are regularly arising). Overall, I think the Board displays a high level of respect for one another and willingness to listen to other perspectives. I truly appreciate each individual board member. I don't think we have faced a major internal conflict this year, despite having to make some major decisions.	
3. While we're polite when others share their perspectives, I don't see us demonstrating active listening skills (restating what we've heard, thanking people without adding our own comments on top, etc.). I think we usually discuss questions about the agenda with Donya in advance, but I know I personally could do a better job at this.	
4. Board Operations	
4.1 The board governs within board-adopted policies, bylaws and protocols to manage board operations.	(6) Always
4.2 Board members receive timely information.	(6) Always
4.3 Board members receive adequate information.	(4) Almost Always, (2) Often
4.4 All board members receive the same information.	(4) Almost Always, (2) Often
4.5 Board members follow agreements about how to request clarifying or additional information about agenda items.	(4) Almost Always, (1) Often, (1) Not Sure
4.6 Board members follow agreements on how to bring up new ideas.	(4) Almost Always, (2) Often
4.7 Board members follow agreements on how concerns from the community will be handled.	(5) Almost Always, (1) Often
1. I think the information we receive is thorough - and often voluminous! I appreciate all the detail - the takeaways are clear, and the detail is there for us if we want to reference it. I think everyone respects protocol. I don't think I internalized that there may be official protocols for asking for clarifying information. I think we have handled community feedback well, and I hope that community members, and particularly parents, feel the same way - I hope that those who have given feedback feel that they have been heard and their views respected.	
5. Board Meetings	
5.1 The board agrees on the role of the board president in managing board meetings.	(6) Almost Always
5.2 Board meeting agendas reflect district priorities.	(5) Almost Always, (1) Often
5.3 Board members come to meetings prepared.	(5) Almost Always, (1) Often

5.4	The board effectively uses data in its decision-making.	(5) Almost Always, (1) Often
5.5	The board confines its meetings to a reasonable length of time.	(1) Almost Always, (4) Often, (1) Less Often
5.6	There is a good relationship between how long the board spends on an agenda item and the importance of the item.	(3) Almost Always, (3) Often
5.7	The board effectively manages community input at board meetings.	(6) Almost Always
	<p>1. I think board meetings are generally a reasonable length, although sometimes we do spend a long time on reports before we get to items that need to be approved. I think the information is valuable, and the reports never seemed overly lengthy when we were meeting in person. But, I think that with long zoom meetings, we might want to think about the amount of time spent on reports so that we have sufficient energy to focus on items needing approval. I think we use data well - there is often a lot of data presented, but I think presenters do a good job of focusing the discussion. And I like being able to go through the detailed data on my own.</p> <p>2. I love the amount of data we get in our packets, but I don't know how effective we are (as board members) in analyzing and using it as a board. I think we see it as being "presented" to us, and then we rely on the interpretation and input from the administrative team to act. We have extra long meetings from time to time, but I don't think it's "excessive". We meet for as long as it takes to get the job done, and I think we're efficient yet thorough in our process!</p>	
6. Board Development		
6.1	The board agrees on the process for identifying officers.	(4) Almost Always, (2) Often
6.2	The board plans for the development and training of the board.	(5) Almost Always, (1) Less Often
6.3	The board effectively orients new members.	(6) Almost Always
6.4	The board reviews its governance agreements regularly.	(3) Almost Always, (2) Often, (1) Less Often
	<p>1. I think board training and development has been excellent, and I enjoyed the orientation. I also found the board-related sessions at the charter leadership development conference to be helpful. I imagine we go above and beyond with board training, and I feel that I am now equipped with knowledge of board best practices that I can take anywhere. I don't think I have been on the board long enough to know whether agreements are reviewed with the appropriate frequency, but I think review in 2020 was adequate.</p> <p>2. I don't even know what the process is for identifying officers...it seems like the process is "Who's willing? Okay - you've got the job!", lol. I don't remember over this last year systematically reviewing our individual policies/procedures - is that what's meant by "governance agreements"?</p>	
Board Responsibilities		Ranking
1. Settings Direction		
1.1	The board provides opportunity for community input when developing the district's mission, core beliefs and vision.	(4) Almost Always, (2) Often
1.2	The board adopts long-range priorities.	(4) Almost Always, (2) Often
1.3	The board uses the district's mission, core beliefs and vision to drive district performance.	(5) Almost Always, (1) Often
1.4	The board adopts clear and measurable indicators to assess district performance.	(4) Almost Always, (2) Often
	1. Regarding community input on mission/vision, I didn't put "almost always" because I think we have appropriate limits in place on this... there are times to collect input for mission/vision, and times when it's not available for discussion. "Often enough" is my thought. I think we adopt long-range priorities (Strategic Plan, for example), but it isn't something that's incorporated into our monthly meetings or functioning. I think that's fine, just didn't feel "almost always" was the right answer.	
2. Structure		
2.1	The board adopts a fiscally responsible budget aligned to the district's vision and goals.	(5) Almost Always, (1) Often
2.2	The board regularly monitors the fiscal health of the district.	(6) Almost Always
2.3	The board has an effective process to review, revise and adopt policies.	(5) Almost Always, (1) Less Often
2.4	The board establishes priorities for the district's collective bargaining process that support the district vision and goals.	(4) Almost Always, (2) Not Sure
	<p>1. As we don't have a collective bargaining unit to deal with not sure about the last question.</p> <p>2. Collective bargaining doesn't apply to TACMO, but my answer to that statement is meant to reflect our treatment and dealings with the TACMO staff.</p>	
3. Support		
3.1	The board demonstrates commitment to district priorities and goals.	(5) Almost Always, (1) Often
3.2	The board demonstrates support for the superintendent in carrying out board directives.	(6) Almost Always
3.3	The board is represented at key district events.	(2) Almost Always, (4) Often
3.4	The board celebrates district accomplishments.	(4) Almost Always, (1) Often, (1) Less Often
	1. I think we could be more present for district events that don't directly involve our own children.	
4. Accountability		
4.1	The board monitors student progress against established benchmarks.	(4) Almost Always, (2) Often
4.2	The board monitors progress towards district goals based on established success indicators.	(4) Almost Always, (1) Often, (1) Less Often
4.3	The board monitors the implementation of the adopted budget.	(5) Almost Always, (1) Less Often

4.4	The board monitors the implementation of board policies.	(4) Almost Always, (2) Often
4.5	The board evaluates the performance of the board.	(3) Often, (3) Less Often
4.6	The board evaluates the performance of the superintendent based on established expectations.	(5) Often, (1) Less Often
	<p>1. The last one is often just in recognition that we relaxed the evaluation process this past year. Not a complaint by any means, it was the right thing to do in these times, but would like to get back to formal evals once we all have time to breath (freely) again.</p> <p>2. Before this form, we haven't been consistent in evaluating our own board performance. We've been better about evaluating the superintendent, but still haven't been annually consistent.</p>	
5. Community Leadership:		
5.1	The board uses cohesive messages to communicate district priorities, goals and needs.	(4) Almost Always, (1) Often, (1) Less Often
5.2	The board provides community leadership on educational issues.	(2) Almost Always, (2) Often, (2) Less Often
5.3	The board pursues partnerships to support district efforts.	(2) Almost Always, (2) Often, (2) Less Often
5.4	The board advocates on behalf of students and public education at the local, state and federal levels.	(2) Often, (3) Less Often (1) Not Sure
5.5	The board informs the community on district priorities, progress, needs and opportunities for involvement.	(1) Almost Always, (3) Often, (1) Less Often, (1) Not Sure
	<p>1. I think some of our board members may be much more involved in communication with the community and advocacy than I am - and I really appreciate their efforts. I also appreciate the efforts of the cabinet on communication and advocacy. I think it was clear from the Charter Leadership Development Conference that our leaders are active and respected in the charter school community. I would be curious to hear current feedback from our community on our schools as we enter 2021 - e.g. the community perception of how we stuck to our mission and vision during the pandemic.</p> <p>2. We have room for improvement in this area, for sure. But without specific goals and action items, I don't think this will get better on its own.</p>	

Enc. No. 6



Summary: California's Safe Schools for All Plan

Throughout the course of the COVID-19 pandemic, Governor Newsom has prioritized the health and safety of California's children and schools. As a father of four, Governor Newsom agrees with parents, educators, policymakers, and pediatricians that in-person is the best setting to meet not only the core learning needs of students, but also their mental health and social-emotional needs. It's especially important for our youngest kids, students with disabilities, and those already disproportionately impacted by the pandemic. Resuming in-person instruction is critical for kids, families, and communities throughout the state.

The safety of staff and students is foundational. With growing evidence that the right precautions can effectively stop the spread of COVID-19 in schools—especially in elementary schools—the Administration is committed to doing everything it can to make in-person instruction in schools safe for students and staff. Developed in partnership with the Legislature, the Administration's plan focuses on ensuring careful implementation and building confidence by supporting schools to bring back the youngest children (TK-2) and those who are most disproportionately impacted first, then phasing in other grade levels through the spring, as conditions allow. This phased-in approach recognizes that younger children are at a lower risk of contracting and transmitting COVID-19, with core safety measures in place.

At the same time, distance learning will remain an option for parents and students who choose it and for those whose health status does not allow them to return to school in the near term.

Today, Governor Newsom pledges to advance, with the Legislature, California's Safe Schools for All Plan, built on four pillars:

1. **Funding.** The Budget will propose for immediate action in January, \$2 billion for the safe reopening of schools beginning in February, with a priority for returning the youngest children (TK-2nd grade) and those who are most disproportionately impacted first, then returning other grade levels to in-person instruction through the spring. These funds will provide approximately \$450 per student to school districts offering in-person instruction and will be weighted for districts serving students from low-income families, English learners and foster youth.

2. **Safety & Mitigation.** To further ensure health and safety in the classroom, the Administration will focus on implementation of key measures, including testing, PPE, contact tracing, and vaccinations.
 - a. **Testing.** The Administration will support frequent COVID-19 testing for all school staff and students, including weekly testing at schools in communities with high rates of transmission. For example, any interested public school will be on-boarded to the state-owned Valencia Branch Lab for PCR tests at one-third the market rate and the State will establish a hotline to help schools implement testing.
 - b. **PPE.** All staff and students in schools are required to wear masks. Furthermore, surgical masks will be recommended for school staff, and the Administration will distribute millions of surgical masks to schools at no cost. The Administration has also enabled schools to leverage state-negotiated master contracts for PPE to reduce costs and streamline supply chains.
 - c. **Contact Tracing.** Schools will continue to be on-boarded onto the School Portal for Outbreak Tracking (SPOT) to improve collaboration between school and health officials, and members of the state contact tracing workforce will be deployed to improve communication with schools.
 - d. **Vaccinations.** School staff will be prioritized in the distribution of vaccines through the spring of 2021.
2. **Oversight & Assistance.** Dr. Naomi Bardach, a UCSF pediatrician and expert on COVID-19 transmission in schools, will lead the Safe Schools for All Team, a cross-agency team composed of dedicated staff from CDPH, Cal/OSHA, and educational agencies. The Team will provide hands-on support to help schools develop and implement their COVID-19 Safety Plans. These supports include school visits and walk-throughs as warranted, webinars and training materials, and ongoing technical assistance.
3. **Transparency & Accountability.** A state dashboard will enable all Californians to see their school's reopening status, level of available funding, and data on in-school transmissions. Additionally, a web-based "hotline" will empower school staff and parents to report concerns to the Safe Schools for All Team, which will lead to escalating levels of intervention, starting with technical assistance and ending with legal enforcement.

California's Safe Schools for All Plan provides the support and accountability to establish a clear path to minimize in-school transmissions and enable, first, a phased return to in-person instruction, and then ongoing safe in-person instruction.

####

Enc. No. 7

COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year

January 14, 2021

CALIFORNIA
ALL

Your Actions
Save Lives



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Overview

The California Department of Public Health (CDPH) developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. This document is rooted in the [scientific evidence](#) available to date and supports twin goals: **safe** and **successful** in-person instruction.

Understanding and evidence about the transmission and epidemiology of SARS-CoV-2, the virus that causes COVID-19, has evolved significantly over the course of the pandemic. Schools throughout the state are now in various stages of instruction including fully distance learning, fully in-person learning, and hybrid instruction based on local conditions.

Key mitigation strategies, studied in multiple settings and used successfully in schools nationally and internationally, allow for safe in-person instruction. The thoughtful implementation of mitigation strategies, specific to school context, provides a careful and effective pathway forward as community transmission rates fluctuate.

Information about the latest science of COVID-19 transmissions, including evidence regarding the lower risk of transmission for elementary aged students compared to middle and high-school aged students, is available [here](#) as an evidence summary. However, new evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly.

Recommendations regarding in-person school reopening and closure should be based on the latest available evidence as well as state and local disease trends and we will update this guidance as needed to reflect new evidence.

This document is intended to provide an update to the *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020)* guidance. This document also provides a consolidation of content from other CDPH COVID-19 and school-related guidance and supersedes previous CDPH COVID-19 and Cal/OSHA school guidance.

AUTHORITY

This guidance is a public health directive that applies to all public and private schools operating in California. Under operative [executive orders](#) and provisions of the California Health and Safety Code, schools must comply with orders and guidance issued by the California Department of Public Health and relevant

local health departments (LHDs) to limit the spread of COVID-19 and protect public health.

Governmental and non-governmental entities at all levels have issued guidance and directives relating to the safe reopening of schools for in-person instruction. Schools may comply with guidance from other federal, state, local, and non-governmental sources, to the extent those guidelines are not weaker than or inconsistent with state and local public health directives.

This updated directive also incorporates two other public health directives issued January 14, 2021, related to: (1) reporting details of any positive case of a person who has been on campus to LHDs and (2) reporting to CDPH whether and to what degree all public and private schools have reopened to serve students in-person on campus. These directives are attached as Appendices 3 and 4.

SUMMARY OF CHANGES AND ADDITIONS

CDPH developed this comprehensive framework to support school communities as they determine how to implement in-person instruction for the remainder of the 2020-2021 school year.

This document is intended to consolidate and update prior state public health guidance and orders related to schools. Specifically, this document supersedes the following guidance, orders, and frequently asked questions:

- *COVID-19 Industry Guidance: Schools and School-Based Programs* (first published in May 2020; last updated August 3, 2020).
- *The COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020).
- The Elementary Education Waiver process and the associated School Waiver Letter and Cover Form and Local Health Officer Waiver Notice Form (all issued on August 3, 2020).
- CDPH Schools Frequently Asked Questions (first issued August 3, 2020; last updated October 20, 2020).

This update provides both K-12 schools and LHDs additional guidance for providing in-person instruction, including:

1. Criteria and processes for school reopenings under the [Blueprint for a Safer Economy](#) framework.
2. Considerations intended to help school community leaders plan for and prepare to resume in-person instruction including steps to take when a

- student or staff member is found to have COVID-19 symptoms during the school day and while participating in before and after school programs.
3. Response to confirmed COVID-19 infections when:
 - a. a case of COVID-19 is confirmed in a student or staff member; and
 - b. a cluster or outbreak of COVID-19 at a school is being investigated.
 4. Physical distancing in classrooms.
 5. Implementation of stable groups of students and staff.

This document does not modify or supersede the [Guidance Related to Cohorts for Children and Youth](#) (first issued on August 25, 2020; last updated September 4, 2020), which applies to groups of children and youth in controlled, supervised, and indoor environments. The Cohort Guidance continues to allow schools that are not permitted to reopen under state or local public health directives and schools (and any grades at schools) that have not yet reopened if permitted to do so to serve students in-person in small, stable cohorts, as specified in the Cohort Guidance.

DEFINITIONS

Schools and Local Educational Agencies (LEAs): As used throughout this document, refer to county offices of education or their equivalent, school districts, charter schools, and the governing authorities of private schools (including nonpublic nonsectarian schools).

Transitional Kindergarten: Means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. As used throughout this document, “kindergarten” is inclusive of transitional kindergarten.

Cohorts: In this document, “cohorts” has a specific meaning, which are groups of students who are meeting for targeted supports and intervention services, under the direction of an LEA, while the school is closed to in-person instruction and in addition to distance learning. Sometimes these groups are also called “learning hubs” or “pods.” Regardless of the name, all of the provisions in the [Cohorting Guidance](#) must be followed for such cohorts to meet, whether they are operated by LEAs, non-profits, or other providers, as a maximum of 16 individuals (students and staff). In this document, “cohort” does not refer to the more general “stable groups” that are described in the Stable Group Guidance section below.

Reopen for in-person instruction:

What does it mean to be “open” or “reopened”? The term “open” or “reopen” refers to operations for at least one grade at the school that are permitted only

if the county satisfies the eligibility requirements for schools to “open” or “reopen.” Specifically, the school must have given all students in at least one grade the option to return for in-person instruction for at least part of the school-week to be considered to “open” or “reopen.” This includes a school that has offered all students in at least one grade the option of receiving in-person instruction for only certain days during the week (commonly referred to as a “hybrid” model). Schools that were operating only in the manner permitted under the Cohorting Guidance are therefore not “open” or “reopened.”

In addition, if only some students were being served in-person in a school in a county in the Red Tier or lower (e.g., only students with disabilities) and all students in at least one grade did **not** have the option to return in-person as described above, the school has not “opened” or “reopened.” In such circumstances, if the school is located in a county that shifts to the Purple Tier, the school may continue serving the students in-person as it did while in the Red Tier, but it may not bring additional students back for in-person instruction and services, unless it adheres to the Cohort Guidance for the students newly brought back in-person.

Is a school “reopened” if it was previously permitted to reopen but became ineligible to reopen before actually reopening? No. Schools must have actually reopened for in-person instruction (using the definition above) while the county was in the Red Tier in order to remain open if the county moves back to Purple Tier. If the county is in the Purple Tier on the day the school plans to reopen for in-person instruction, the school must wait until it is eligible again.

If a school was implementing a phased reopening (e.g., only opened grades 9-10 for in-person instruction with set plans to phase in grades 11 and 12) while the county was in the Red Tier, the school site may continue their phased reopening if the county reverts back to the Purple Tier, if authorized by local health officer (LHO). This is only applicable to individual school sites. If a school district has a phased reopening of their schools, the schools in that district that did not open for in-person instruction may not re-open until the county meets the reopening criteria.

This also applies to schools subject to the updated Elementary Reopening Process (see below) applicable to the Purple Tier. Even if the school previously received a waiver under the former Elementary Education Waiver Process or meets the conditions to reopen under the updated Elementary Reopening Process, if it has not yet reopened and the county case rate (CR) exceeds the criteria described below, the school must delay reopening until the county case rate drops below the threshold.

In-Person School Reopening

The two subsections below describe the requirements for all schools, including those that have already reopened and those that have not. The Blueprint for a Safer Economy continues to inform the school reopening process. The Blueprint for a Safer Economy is based on Tiers, defined using the CR, the 7-day average of daily COVID-19 cases per 100,000 population, and the test positivity in a county. This Schools Framework uses the adjusted case rate, as described in the Blueprint.

Under this updated guidance, all schools must complete and post to their website homepages a COVID-19 Safety Plan (CSP), described below in COVID-19 Safety Plan for In-person Instruction section (page 10) prior to reopening for in-person instruction. Schools that have already reopened are required to post their CSPs by February 1, 2021. The CSP is intended to consolidate requirements to develop written plans pursuant to CDPH guidance first issued in May 2020 and the Cal/OSHA Emergency Temporary Standards finalized in November 2020.

Of note, the Cal/OSHA Emergency Temporary Standards require a written plan called the Cal/OSHA COVID-19 Prevention Program (CPP) (see the COVID-19 Safety Plan for In-person Instruction for more information); therefore, schools are expected to have already created this written plan. In order to align with Cal/OSHA standards and minimize burden to schools, the CPP for the school is the first component of the CSP.

As described below, under the updated Elementary Reopening Process, schools must also submit a copy of the CSP to the LHD and the State Safe Schools for All Team before they reopen elementary schools if they are operating within a jurisdiction or county that is in the Purple Tier.

REQUIREMENTS FOR SCHOOLS THAT HAVE ALREADY REOPENED

The *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020 Framework) permitted schools to reopen for in-person instruction at all grades if they are located in counties in the Red, Orange, or Yellow Tiers under the Blueprint for a Safer Economy. Operations for schools that are already open must adhere to the School Reopening Guidance section below.

Schools that have already reopened for in-person instruction must, by February 1, 2021, complete and post a COVID-19 Safety Plan (CSP) to their website homepage or, in the case of schools that do not maintain websites, in another

publicly accessible manner, to continue operating in-person instruction, as described in the Covid-19 Safety Plan for In-Person Instruction section.

Schools that have reopened are not required to close if the county moves to the Purple Tier or goes over a CR of 25 per 100,000 population. See School Closure Determinations below for more information.

CRITERIA TO REOPEN FOR IN-PERSON INSTRUCTION

Red, Orange, and Yellow Tiers. Consistent with the July 17 Framework, schools may reopen at all grades if they are located in counties in the Red, Orange or Yellow Tiers under the Blueprint for a Safer Economy. Operations once reopened must adhere to the updated Sector Guidance for School and School-Based Program reflected in this document (see below). Schools that reopen under this paragraph must complete and post a CSP to their website homepage before reopening for in-person instruction, as described in the CSP Posting and Submission Requirements for In-Person Instruction [section](#).

Purple Tier. Schools may not reopen for grades 7-12 if the county is in Purple Tier. Subject to the limitation in the bullet immediately below, schools serving grades K-6 may reopen for in-person instruction in the Purple Tier, including during a State of California Regional Stay at Home Order, if they complete and post a CSP to their website homepage and submit the CSP to their local health officer (LHO) and the State Safe Schools for All Team and there are no identified deficiencies, as described in the Covid-19 Safety Plan (CSP) Posting and Submission Requirements for In-Person Instruction [section](#) below.

- **K-6 schools in counties in Purple Tier with CR>25:** Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day. They may post and submit a CSP, but they are not permitted to resume in-person instruction until the adjusted CR has been less than 25 per 100,000 population per day for at least 5 consecutive days. This case rate reflects [recommendations](#) from the Harvard Global Health Institute analysis of safe school reopening policy. Please find additional information on how the adjusted CR is calculated [here](#). Recognizing that re-opening for in-person instruction takes time to routinize and improve safety, and that some schools may have already been conducting in-person learning successfully and had time to optimize all their policies and procedures to support minimal disease transmission on-site and detect new cases, schools who have already opened, as defined above, with minimal or no in-school transmission, may remain open and may consider increasing testing per CDPH supported testing [framework](#).

These new criteria and the requirements below replace the Elementary Education Waiver (issued August 3) that allowed LHOs to grant a waiver to school applicants for grades K-6 if specific criteria were satisfied. All waivers approved prior to this date remain valid.

COVID-19 SAFETY PLAN (CSP) FOR IN-PERSON INSTRUCTION

The COVID-19 Safety plan (CSP) consists of two parts: (1) the Cal/OSHA COVID-19 Prevention Program (CPP) and (2) the COVID-19 School Guidance Checklist.

Cal/OSHA Prevention Program (CPP)

On December 1, 2020, Cal/OSHA's Emergency Temporary Standards requiring employers to protect workers from hazards related to COVID-19 went into effect. The regulations require that employers, including schools, establish and implement a written CPP to address COVID-19 health hazards, correct unsafe or unhealthy conditions, and provide face coverings. Employers can also create a written CPP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OSHA has posted FAQs and a one-page fact sheet on the regulation, as well as a model COVID-19 prevention program.

- Cal/OSHA [Frequently Asked Questions](#)
- Cal/OSHA [Fact Sheet](#)
- Cal/OSHA Prevention Program Template - [Example](#)

COVID-19 School Guidance Checklist

In addition to the CPP, a COVID-19 School Guidance Checklist must be included and be posted online and submitted as outlined below.

COVID-19 SAFETY PLAN (CSP) POSTING AND SUBMISSION REQUIREMENTS FOR IN-PERSON INSTRUCTION

The Tiers from the Blueprint for a Safer Economy Framework inform the process needed for submission of CSPs for maintaining and/or resuming in-person instruction as described below and in Table 1.

Yellow (Tier 4/Minimal), Orange (Tier 3/Moderate), and Red (Tier 2/Substantial):

- For schools that have already reopened and are located in a county that is in the Yellow, Orange, or Red Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- For those schools that have not reopened, and the county has been in the Purple Tier, the county must be in the Red Tier for 5 consecutive days before the school may reopen.
- For schools that have not reopened, the LEA must complete and post the CSP publicly on its website homepage at least 5 days prior to providing in-person instruction.
- While developing and prior to posting a CSP, it is strongly recommended that the LEA (or equivalent) consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services, or provide family support.

Purple (Tier 1/Widespread):

- For schools that have already reopened and are located in a county or LHD that is in the Purple Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- Schools serving grades K-6 not already open, may reopen for in-person instruction if the LEA completes and posts a CSP to its website homepage and submits the CSP to their LHD and the State Safe Schools for All Team and does not receive notification of a finding that the CSP is deficient within 7 business days of submission. Under these circumstances, schools serving grades K-6 may only reopen for their K-6 grade students, even if their school serves non-K-6 grade students (e.g., a 6-8 school).
 - While developing and prior to submitting a CSP, the LEA must consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services or provide family support.
 - The COVID-19 School Guidance Checklist requires that the LEA provide evidence of consultation with labor, parent, and community organizations.
 - The LEA must sign an attestation confirming the names and dates that the organizations were consulted. If school staff are not represented by a labor organization, then the applicant must describe the process by which it consulted with school staff.

- The LEA must confirm publication of the CSP on the website of the LEA.
- The LEA must submit the CSP on behalf of all schools within their direct administrative authority, with site-specific precautions noted within the CSP to address considerations unique to specific school sites, as applicable. For example, a school district must submit a consolidated CSP for every school under its direct administrative authority, and must outline site-specific precautions insofar as there are features unique to the site that raise greater risks of COVID-19 transmission.
- If a group of private, faith-based, or charter schools within a single county are subject to the same governing authority (e.g., an archdiocese, charter management organization, etc.), the governing authority may submit the CSP on behalf of those schools, but must address site-specific considerations consistent with the bullet above. Otherwise, independent, private, faith-based, or charter schools that are affiliated with a broader network should post and submit the CSP for each school.
- LHDs and the State Safe Schools for All Team have 7 business days to provide feedback to the LEA regarding deficiencies in the CSP.
- The school may reopen on the eighth business day after submitting the CSP if the LHD and/or State Safe Schools for All Team do not provide notification that the CSP is unsafe within 7 business days of submission.
- If the LHD and/or State Safe Schools for All Team identify any deficiencies during the 7-business-day review period, the LEA will receive feedback on what they need to improve in order to be able to reopen for in-person instruction.
- After the LEA responds to feedback and re-submits the plan, the entity that identified the deficiency will have 7 business days to review revisions.
- If the LHD has noted a deficiency in a submitted CSP and has required a response prior to opening for in-person instruction, the LHD must notify the State Safe Schools for All Team.
- The school may reopen on eighth business day after submitting the revisions if the LHD and the State Safe Schools for All Team do not provide additional feedback.
- As noted above, schools serving grades K-6 may not reopen for in-person instruction in jurisdictions with CR above 25 cases per 100,000 population per day.

Table 1. School reopening actions for in-person instruction, by Tier

Yellow CR <1.0* TP <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7* TP >8%
- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction. - Must be in Red 5 days prior to reopening.	- <u>Already reopened</u> : CSP posted publicly by 02/01/21. - <u>Not previously open</u> : - CSP posted publicly for K-6, and submitted concurrently to LHD and State Safe Schools for All Team. - 7 business days for review. - 7 th -12 th grade reopening not permitted if CR >7*. - K-6 th grade reopening not permitted if CR >25*, though CSP can be posted and submitted for review. - Note: Targeted in-person instruction may be offered pursuant to the Cohorting Guidance.

*Adjusted case rate.

While not required, LEAs are strongly encouraged to post on their website, along with the CSP, the detailed plans describing how they will meet the requirements outlined in the CSP elements. This can provide transparency to school community members making decisions about participation in in-person learning.

The email address for submission of the CSP to the State Safe Schools for All Team is: K12csp@cdph.ca.gov.

Cohorting Guidance for Specialized Services

This updated guidance does not modify or supersede the applicability of the [Cohorting Guidance](#) to school settings. More information regarding the minimum health and safety guidelines that must be followed to provide in-person services and supervision to children and youth in cohorts is set forth in the Cohorting Guidance, which applies across multiple sectors serving youth, including childcare and schools that are not reopened for in-person instruction.

The stable groups described in the Cohorting Guidance, and described below in the Stable Group Guidance decreases opportunities for exposure to or transmission of the virus; reduces the numbers of exposed individuals if COVID-19

is introduced into the cohort; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a single cohort instead of potential schoolwide closures in the event of a positive case or cluster of cases.

The Cohorting Guidance provides a way for schools not yet permitted to reopen under state and local public health directives or that have not yet reopened even though permitted to reopen to provide in-person supervision, instruction, targeted support services, and facilitation of distance learning for some students, especially high-need student groups and students who may not be able to benefit fully from distance learning offerings.

Existing state law requires public schools to provide in-person instruction to the greatest extent possible (Education Code section 45304(b)). State law further requires that distance learning ensure access to connectivity and devices that allow students to participate in the educational program and complete assigned work. In addition, state law requires that students with disabilities and English learners receive educational and related services to which they are entitled under the law, among other requirements (Education Code section 45303(b) (1), (4) & (5)). The Cohorting Guidance therefore provides an important avenue for schools that have not yet reopened under this guidance to provide supervision, instruction and support to small cohorts of students to ensure students receive necessary services even while students are generally participating in distance learning.

ADDITIONAL REOPENING CONSIDERATIONS

Availability of Distance Learning for Students Who Request It. Schools should continue to offer distance learning for students who request it.

Thoughtful, Phased Implementation. K-12 school sites should employ a phased-in model as a part of their reopening plan. Phased reopening plans for in-person instruction may include, but are not limited to:

- Shifting from a full distance learning model to hybrid.
- Gradually allowing for specified grades and/or a percentage of each grade to resume in-person learning, beginning with the youngest and most disproportionately impacted students.
- Allowing for a gradual number of students, at a specified capacity, per grade or school site.

If a school with a phased-in model has opened for in-person instruction, and the county changes to the Purple Tier or to a CR>25, the school may continue the phased reopening.

Staff Access to Campus if Not Reopened for In-Person Instruction. Teachers, school and support staff, and administrators may return to work physically without students on site while counties are not open for in-person instruction, provided that those on site follow the school's COVID-19 Safety Plan consistent with Cal/OSHA regulations.

Boarding Schools. Residential components of boarding schools are to remain closed (with the exception of residential components of boarding schools that are currently operating with the permission of local health authorities, and those serving wards or dependents of the juvenile courts) regardless of the Tier status of their county until further guidance is issued. The non-residential components of boarding schools (e.g., in-person instruction for day students) are governed by the same guidelines as other K-12 schools.

School Reopening Guidance

All guidance, as schools plan and prepare to resume in-person instruction, should be implemented as outlined in the In-Person School Reopening section, including the development of a CSP.

LAYERS OF SAFETY: INFECTION MITIGATION STRATEGIES

A key goal for safe schools is to reduce or eliminate in-school transmission. A helpful conceptual framing as schools plan for and implement safety measures for in-person instruction, is the layering of mitigation strategies. Each strategy (face coverings, stable groups, distancing, etc.) decreases the risk of in-school transmission; but no one layer is 100% effective. It is the combination of layers that are most effective and have been shown to decrease transmissions.

As schools plan for reopening for in-person instruction and as they continue to work on operations once open, it may be helpful to understand the mitigation strategies with stronger evidence supporting their use. We have ordered the list below such that the interventions known at this time to be more effective in reducing the risk of transmission appear before the ones that are helpful but may have a potentially smaller effect or have less evidence of efficacy. Of note, though scientific comparative assessments are limited, the top three items are likely of similar importance:

1. Face coverings.
2. Stable groups.
3. Physical distancing.
4. Adequate ventilation.
5. Hand hygiene.

6. Symptom and close contact exposure screening, with exclusion from school for staff or students with symptoms or with confirmed close contact.
7. Surveillance or screening testing.

Frequent disinfection, which was thought at the beginning of the pandemic to be a key safety component, can pose a health risk to children and students due to the chemicals used and has proven to have limited to no impact on COVID-19 transmission. Disinfection with specified products (see [Cleaning and Disinfection section](#)), is recommended for schools after a case has been identified in the school, in the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator's office if an administrator). Please see [Cleaning and Disinfection section](#) for additional details.

Of note, adults (>18 years old) appear to be more infectious overall than children, making staff-to-staff transmission an important focus for safety efforts. A specific situation that has resulted in exposure and transmission among staff in multiple schools is eating and drinking indoors without being physically distant (for instance, in break rooms or common areas). Specific messaging and support to staff to prevent this scenario are strongly recommended.

The following sections outline specific actions school sites should take to keep students and staff safe.

GENERAL MEASURES

Establish and continue communication with local and state authorities to determine current disease levels and control measures in your community. For example:

- Consult with your LHO, or designated public health staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
- Collaborate with other schools and school partners in your region, including the county office of education.
- Access State Technical Assistance resources available for schools and for LHDs to support safe and successful in-person instruction, available on the [Safe Schools for All Hub](#).
- Regularly review updated guidance from state agencies, including [CDPH](#) and [California Department of Education](#).

Per Cal/OSHA requirements noted above, establish a written CPP at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.

FACE COVERINGS

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines.

- Information contained in the [CDPH Guidance for the Use of Face Coverings](#) should be provided to staff and families of students. The face covering guidance applies to all settings, including schools. The guidance discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices employers have adopted to ensure the use of face coverings.
- Teach and reinforce use of [face coverings](#), or in limited instances, [face shields with drapes](#).
- Students and staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
- Information should be provided to all staff and families in the school community on [proper use, removal, and washing of cloth face coverings](#).
- Training should also include policies on how people who are exempted from wearing a face covering will be addressed.
- **Students in all grade levels K-12 are required to wear face coverings at all times, while at school, unless [exempted](#).**
 - A cloth face covering or face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student's name and date, until it needs to be put on again.
- Participants in youth and adult sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- The face covering guidance recognizes that there are some people who cannot wear a face covering for a number of different reasons. People are exempted from the requirement if they are under age 2, have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering, those with a communication disability, or when it would inhibit communication with a person who is hearing impaired. Those with communication disabilities or caregivers of those with communication disabilities can consider wearing a clear mask or cloth mask with a clear panel when appropriate.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

- Schools must develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- Schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under [CDPH guidelines](#) and refuse to wear one provided by the school.
- Employers must provide and ensure staff use face coverings and all other required personal protective equipment in accordance with CDPH guidelines.
- The California Governor's Office of Emergency Services (CalOES) and CDPH are and will be working to support procurement and distribution of face coverings and needed personal protective equipment to schools. Additional information can be found [here](#).
- The Department of General Services negotiated statewide master contracts, which LEAs may leverage to reduce costs and secure supply chains. Additional information can be found [here](#).
- Face covering policies apply on school buses and any vehicle affiliated with the LEA used to transport students, staff, or teachers to and/or from a school site.
- Classrooms, school buses, and shared school office spaces used by persons who cannot tolerate face coverings are less safe for others who share that environment. Schools may want to consider notifying others who share spaces with unmasked or sub-optimally masked individuals about the environment. Also consider employing several additional mitigation strategies (or fortifying existing mitigation strategies) to optimize safety. These may include increasing the frequency of asymptomatic tests offered to unmasked or sub-optimally masked individuals, employing longer social distances, installing clear physical barriers, reducing duration of time in shared environments, and opting for either outdoor or highly-ventilated indoor educational spaces, as possible.

Staff

- All staff must use face coverings in accordance with [CDPH guidelines](#) unless Cal/OSHA standards require respiratory protection.
- For staff who come into routine contact with others, CDPH recommends the use of disposable 3-ply surgical masks, which are more effective than cloth face coverings.

- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

STABLE GROUP GUIDANCE CONSIDERATIONS BY GRADE LEVEL

Stable groups provide a key mitigation layer in schools. A stable group is a group with fixed membership that stays together without mixing with any other groups for any activities.

Guidance from other agencies, including the federal Centers for Disease Control and Prevention (CDC), sometimes refers to them as “cohorts”¹ or “pods.”

Implementing stable groups of students and staff reduces the numbers of exposed individuals if COVID-19 is introduced into the group, decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a small group instead of potential schoolwide closures in the event of a positive case or cluster of cases.

How can an elementary school create stable groups?

- Students can be placed into stable groups that stay together all day with their core teacher (and any aide or student teacher who is present). If there are counselors or teachers of electives, they should ideally be assigned to only one group or conduct their classes / counseling virtually.

¹ The CDC's use of the term is different from the use of “cohort” within California's guidance. “Cohort” is specifically defined in the Cohort Guidance as a group no larger than 16 individuals. To avoid any confusion, this guidance uses “stable group” instead of “cohort” for this concept.

- Students should eat lunch and go to recess with their group at times that are staggered and separated from other groups.
- There are different approaches to organizing stable groups. Students can be divided into smaller groups that attend school in person on a rotating schedule. Here are a few examples:
 - A group of students comes to school for in-person instruction on Monday and Tuesday. Another attends on Thursday and Friday.
 - On the alternating days, they learn remotely.
 - Some LEAs or schools have students attend school in-person during alternating weeks.
 - Other LEAs or schools have one group of students attend school in person in the morning and another group attend school in person in the afternoon.

These approaches create even smaller groups that stay together and do not mix with one another. Electives or counseling can be conducted virtually to limit the number of staff in direct contact with any given stable group.

How can a middle or high schools school create stable groups?

- Students can be placed into groups that remain together all day during in-person instruction. Middle or high school groups are often larger than elementary school groups. Because middle and high school curricula differ from elementary school curricula, teachers are not usually assigned to one stable group of students, creating an opportunity for mixing across stable groups or students. The following guidance provides examples of approaches to minimizing crossover of staff across stable groups of students.
- The CDC guidance notes that schools may keep a single group together in one classroom and have educators rotate between groups, or have smaller groups move together in staggered passing schedules to other rooms they need to use (e.g., science labs) without allowing students or staff to mix with others from distinctive groups.
- Teachers and supports staff from different content areas can work in teams that share students, preferably in a dedicated space, separate from others. For example: math, science, English, and history teachers might work as a team with a set group of students they share.
- When combined with block schedules that reduce the number of courses students take in any one day, the number of educators and students who interact can be minimized further.
- It is also possible to keep students in one stable group that stays together with one or two instructors who teach them directly part of the day and

support their instruction from others who teach them virtually during other parts of the day.

- Electives can be offered virtually or organized so that no group of students takes more than one elective in a term and the elective teachers do not work with more than one or two groups.
- Stable groups could switch schedules or even membership after a break at the quarter, trimester, or semester in ways that support students being able to take additional classes without substantial group mixing.
- The school year can be divided into even smaller time units – 4 to 8 weeks for example – in which students study one or two subjects intensively, completing all of the work they might normally have completed in a semester or a year. They stay in stable groups with only 1 or 2 teachers during this time. At the end of unit, they switch schedules and groups to take 1 or 2 other courses, and so on throughout the year.
- Additional examples of approaches to creating stable groups of students that limit the risk of transmission across large groups of students are available [here](#).

OTHER CONSIDERATIONS:

- **Schedule for Access and Inclusion:** The construction of stable groups can increase or decrease equity or segregation across the school campus, so consider how to support inclusion and access for all student populations as you organize students for learning.
- **Schedules as Tools for Physical Distancing:** To the extent possible, schools should think about how to reconfigure the use of bell schedules to streamline foot traffic and maintain practicable physical distancing during passing times and at the beginning and end of the school day. Create staggered passing times when students must move between rooms minimize congregated movement through hallways as much as is practicable.
- **Restructure Electives:** Elective teachers who move in and out of stable groups can become points of exposure for themselves and the students they work with. Some models have made elective teachers part of middle and high school stable groups, while others have used them only for remote instruction. Other options include ensuring elective teachers maintain longer distance from students (e.g., 12 feet).

IMPLEMENTING DISTANCING INSIDE AND OUTSIDE THE CLASSROOM

Arrival and Departure

- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. Two windows on a bus should be opened fully at a minimum.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
- Stagger arrival and drop off-times and locations as consistently as practicable to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact between people as much as practicable.
- Ensure each school bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.

Classroom Space

- Maximize space between seating and desks. Distance teacher and other staff desks at least 6 feet away from student and other staff desks.



Figure 1. Classroom with adequate spacing between students

Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made. Upon request by the local health department and/or State Safe Schools Team, the superintendent should be prepared to demonstrate that good-faith effort, including an effort to consider all outdoor/indoor space options and hybrid learning models. Please reference Figures 1 and 2 for examples of adequate and inadequate spacing. Under no circumstances should distance between student chairs be less than 4 feet. If 6 feet of distance is not possible, it is recommended to optimize ventilation and consider using other separation techniques such as



Figure 2. Classroom without adequate spacing between students

partitions between students or desks, or arranging desks in a way that minimizes face-to-face contact.

- Short-term exposures of less than 6 feet between students and staff are permitted (e.g., a teacher assisting a student one-on-one), but the duration should be minimized and masks must be worn.
- Consider redesigning activities for smaller groups and rearranging

furniture and play spaces to maintain separation.

- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Prioritize the use and maximization of outdoor space for activities where possible.
- Activities where there is increased likelihood for transmission from contaminated exhaled aerosols such as band and choir practice and performances are permitted outdoors only, provided that precautions such as physical distancing and use of face coverings are implemented to the maximum extent (see below in Non-classroom spaces).
- Consider using cleanable privacy boards or clear screens to increase and enforce separation between staff and students.

Non-Classroom Spaces

- Limit nonessential visitors, volunteers and activities involving other groups at the same time. School tours are considered a non-essential activity and increase the risk of in-school transmission.
- Limit communal activities. Alternatively, stagger use, properly space occupants and clean in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and use visual reminders on the floor

that students can follow to enable physical distancing while passing and waiting in line. In addition, schools can consider eliminating the use of lockers, which can become congregating areas.

- Serve meals outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. Where cafeterias or group dining rooms must be used, keep students together in their stable groups, ensure physical distancing, hand hygiene before and after eating, and consider assigned seating. If indoor meal times are paired with recess or outdoor time, consider having half of a stable group of students eat while the other half is outdoors and then switch. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by group.
- School athletic activities and sports should follow the [CDPH Outdoor and Indoor Youth and Adult Recreational Guidance](#). Note that risk of infection transmission increases for indoor activities; indoor sports are higher risk than outdoor sports due to reduced ventilation. And transmission risk increases with greater exertion levels; greater exertion increases the rate of breathing and the quantity of air that is inhaled and exhaled with every breath.
- Outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask wearing are implemented to the maximum extent possible. Playing of wind instruments (any instrument played by the mouth, such as a trumpet or clarinet) is strongly discouraged. School officials, staff, parents, and students should be aware of the increased likelihood for transmission from exhaled aerosols during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities.

VENTILATION

- Ensure sufficient ventilation in all school classrooms and shared workspaces per American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) [guidance](#) on ventilation.
 - Contact a mechanical engineer, heating, ventilation, and air conditioning (HVAC) design professional, or mechanical contractor in order to evaluate your ventilation system in regards to the ASHRAE guidance.
 - If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons in the

- facility, consider alternatives. For example, maximize central air filtration for HVAC systems by using filters with a minimum efficiency reporting value (MERV) of at least 13.
- Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.
 - If not able to properly ventilate indoor instructional spaces, outdoor instruction is preferred (use caution in poor air quality conditions).
 - Ventilation considerations are also important on school buses; use open windows as much as possible to improve airflow.
 - Specific practices to avoid:
 - Classrooms or buses with no ventilation.
 - Classrooms or buses with increased airflow across occupants (e.g., air conditioners or fans blowing into the classroom or overhead fans creating air currents across occupants).

PROMOTE HEALTHY HAND HYGIENE PRACTICES

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
 - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze into a tissue or their elbow.
 - Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
 - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
 - Staff should model and practice handwashing. For example, use bathroom time in lower grade levels as an opportunity to reinforce healthy habits and monitor proper handwashing.
 - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into

- hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
- Isopropyl alcohol-based hand sanitizers are more toxic when ingested or absorbed into skin.
- Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed.
 - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout the school site and near classrooms to minimize movement and congregating in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

CLEANING AND DISINFECTION

The section below provides recommendations for cleaning and disinfection. “Cleaning” involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks. “Disinfection” kills germs on surfaces using specific agents (see below for those approved for use). If a case has been identified, the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator’s office if an administrator) should be disinfected. Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a case has been identified.

- Staff should clean frequently-touched surfaces at school and on school buses daily.
- Buses should be thoroughly cleaned daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided cleaning materials, including but not limited to wipes and disposable gloves, to support cleaning of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
 - Sink handles.

- Shared tables, desks, or chairs.
 - If a school has morning and afternoon stable groups, the desks and tables are considered shared and should be cleaned before the next group arrives.
 - Desks or chairs do not need daily cleaning if only used by one individual during the day.
- Door handles.
- Shared technology and supplies.
- If used, outdoor playgrounds/natural play areas only need routine maintenance. Make sure that children wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.
- When choosing disinfection products after an in-school COVID-19 case has been identified (see “What to do if there is a case of COVID-19 in a School”), use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)- approved list “N”](#) and follow product instructions.
 - To [reduce the risk of asthma](#) and other health effects related to disinfection, programs should select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - Avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthmatic attacks.
 - Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer’s directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
 - Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper personal protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of the reach of children and stored in a space with restricted access.
 - Establish a cleaning schedule in order to avoid both under- and over-use of cleaning products.
- Ensure safe and correct application of disinfectant and keep products away from students.

- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible for example by opening windows where practicable. When disinfecting, air out the space before students arrive; disinfection should be done when students are not present.
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.

CHECK FOR SIGNS, SYMPTOMS AND EXPOSURES

- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement symptom and exposure screening for all staff and students at home each day before leaving for school.
- Students or staff exhibiting symptoms of COVID-19 at school (fever of 100.4 degrees or higher, cough, difficulty breathing, or other [COVID-19 symptoms](#)) must be immediately isolated in a private area until they can leave school or be picked up by a parent or guardian. Ill students and staff should be recommended to be tested for COVID-19 as soon as possible.
- Policies should not penalize students for missing class.

Symptom and Exposure Screening

Daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent some people with COVID-19 from coming to school while infectious, thus preventing in-school transmission. Screening does not prevent asymptomatic cases from being at school and spreading SARS-CoV2, the virus that causes COVID-19.

CDPH recommends that:

1. Parents be provided with the list of [COVID-19 symptoms](#) and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
2. Staff members be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.

Note: If a student or staff member has chronic allergic or asthmatic

symptoms (e.g., cough or runny nose), then a change in their symptoms from baseline would be considered a positive symptom.

Implementation of home symptom and exposure screening

- There are several implementation options, each with benefits and challenges. Implementing a daily reminder system for home screening, such as a text message or through an online screening application, can support families and staff to review the symptom list each day before leaving for school and confirm that they do not have symptoms of COVID-19 and have not had close contact with a known case. This is likely the easiest and most effective approach, but families or staff may not all have technology access to support this. For those who do not, a list of screening questions on paper can be provided for daily review at home. Schools do not need to monitor compliance with home screening.

Symptoms at School

- Identify an isolation room or area to separate anyone who exhibits 1 or more symptoms of COVID-19 while at school.
- Staff and students should self-monitor throughout the day for signs of illness; staff should observe students for signs or symptoms of illness to support students who are less able to self-monitor or less likely to self-report.
- Any students or staff exhibiting 1 or more symptoms should be required to wait in the previously identified isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- If a student is exhibiting 1 or more symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Unless the LHD recommends otherwise, there is no need to exclude asymptomatic contacts (students or staff) of the symptomatic individual from school until test results for the symptomatic individual are known.

Return to school after exclusion for symptoms at home or in school:

- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Testing of symptomatic students and staff can be conducted through local health care delivery systems or other testing resources, as fits the context of the local health jurisdiction. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met [CDPH criteria](#) to discontinue home isolation for those with symptoms:

- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- Other symptoms have improved; and
- They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

STAFF-TO-STAFF INTERACTIONS

- Ensuring staff maintain physical distancing of six feet from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with [CDPH guidelines](#) and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a distance learning context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, outside, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings. Try to provide space outside whenever possible.

LIMIT SHARING

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Limit use and sharing of objects and equipment, items such as electronic devices, clothing, toys, games, and art supplies to the extent practicable, or limit use of supplies and equipment to one group of children at a time and clean between uses.
 - Cleaning shared objects between uses (for example with microfiber cloths or baby wipes) can help to physically remove germs on surfaces.
 - Ensure adequate supplies to minimize sharing of high-touch materials.

- Keep each student's individual belongings separated and in individually labeled storage containers, cubbies or areas.

TRAIN ALL STAFF AND EDUCATE FAMILIES

- Train all staff and provide educational materials to families in the following safety actions:
 - [Proper use, removal, and washing of face coverings.](#)
 - Physical distancing guidelines and their importance.
 - Symptoms screening practices.
 - COVID-19 specific [symptom](#) identification.
 - How COVID-19 is spread.
 - Enhanced sanitation practices.
 - The importance of staff and students not coming to work they have symptoms, or if they or someone they live with or they have had close contact with has been diagnosed with COVID-19.
 - For staff, COVID-19 specific [symptom](#) identification and when to seek medical attention.
 - The employer's plan and procedures to follow when staff or students become sick at school.
 - The employer's plan and procedures to protect staff from COVID-19 illness.

Consider conducting the training and education virtually, or, if in-person, outdoors, and ensure a minimum of six-foot distancing is maintained.

MAINTAIN HEALTHY OPERATIONS

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor symptoms among your students and staff on school site to help isolate people with symptoms as soon as possible.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Other staff should know who the liaisons are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposures, in order to notify local health officials, staff and families in a prompt and responsible manner. This will support local health department contact tracing efforts.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining confidentiality, as required by

FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#).

- Consult with [CDPH K-12 School Testing Guidance](#) if routine testing is being considered by a LEA.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as distance learning.

What to do if there is a Confirmed or Suspected Case of COVID-19 in a School

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

Table 2. Actions to take if there is a confirmed or suspected case of COVID-19 in a school

	Student or Staff with:	Action	Communication with school community
1.	COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening: per CDC Symptom of COVID-19 .	<ul style="list-style-type: none"> • Send home if at school. • Recommend testing (If positive, see #3, if negative, see #4). • School/classroom remain open. 	<ul style="list-style-type: none"> • No action needed.
2.	Close contact (†) with a confirmed COVID-19 case.	<ul style="list-style-type: none"> • Send home if at school. • Exclude from school for 10 days from last exposure, per CDPH quarantine recommendations. • Recommend testing 5-7 days from last exposure (but will not shorten 10-day exclusion if negative). • School/classroom remain open. 	<ul style="list-style-type: none"> • Consider school community notification of a known exposure. No action needed if exposure did not happen in school setting.
3.	Confirmed COVID-19 case infection.	<ul style="list-style-type: none"> • Notify the LHD. • Exclude from school for 10 days from symptom onset date or, if asymptomatic, for 10 days from specimen collection date. • Identify school contacts (†), inform the LHD of identified contacts, and exclude 	<ul style="list-style-type: none"> • School community notification of a known case. • Notification of persons with

		<p>contacts (possibly the entire stable group (††)) from school for 10 days after the last date the case was present at school while infectious.</p> <ul style="list-style-type: none"> • Recommend testing asymptomatic contacts 5-7 days from last exposure and immediate testing of symptomatic contacts (negative test results will not shorten 10-day exclusion). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open. 	<p>potential exposure if case was present in school while infectious</p>
4.	<p>Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.</p>	<ul style="list-style-type: none"> • May return to school after 24 hours have passed without fever and symptoms have started improving. • School/classroom remain open. 	<ul style="list-style-type: none"> • Consider school community notification if prior awareness of testing.

(†) A contact is defined as a person who is within 6 feet from a case for more than 15 minutes cumulative within a 24-hour period, regardless of face coverings. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire stable group, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) See Stable Group Guidance for definition of a stable group. In some situations, (e.g., when seating charts are used, face covering is well adhered to, and teachers or staff have observed students adequately throughout the day), contact tracing and investigation may be able to determine more precisely whether each stable group member has been exposed. In this situation, those who were not close contacts could continue with in-person instruction.

CONFIRMED COVID-19 CASE

Although the LHD may know of a confirmed or probable case of COVID-19 in a student or staff member before the school does, it is possible that the school may be made aware of a case before the LHD via a parent or staff member report.

The following are the interim COVID-19 case definitions from the Council of State and Territorial Epidemiologists'.

Confirmed case: Meets confirmatory laboratory evidence (detection of SARS-CoV-2 RNA in a clinical or autopsy specimen using a molecular amplification test).

Probable case: Meets clinical criteria AND epidemiologic linkage(‡) with no confirmatory lab testing performed for SARS-CoV-2; OR meets presumptive laboratory evidence (detection of SARS-CoV-2 by antigen test in a respiratory specimen); OR meets vital records criteria with no confirmatory laboratory evidence for SARS-CoV-2.

(‡) Epidemiologically-linked cases include persons with close contact with a confirmed or probable case of COVID-19 disease; OR a member of a risk stable group as defined by public health authorities during an outbreak. This includes persons with identifiable connections to each other such as sharing a defined physical space e.g., in an office, facility section or gathering, indicating a higher likelihood of linked spread of disease than sporadic community incidence.

Local Health Department Actions

1. Interview the case to identify the infectious period and whether case was infected while at school; identify household and community close contacts, particularly any close contacts at school.
2. It may be necessary to consider the entire class or members of the case's stable group exposed, as it can be challenging to determine who may have had contact with the case within 6 feet for at least 15 cumulative minutes in a 24-hour period. In some situations, case investigations may be able to determine individual members of a stable group are close contacts, and allow those who are not identified as close contacts to continue in-person instruction.
3. Notify the school COVID-19 coordinator or point person at the school that a case of COVID-19 in a student or staff member has been reported and provide guidance to identify and generate a line list of close contacts at the school.
4. Notify all close contacts at the school and instruct them to follow [CDPH COVID-19 Quarantine Guidance](#). (or follow LHO orders, if relevant and/or more stringent).
5. Recommend that all close contacts be tested; symptomatic contacts should be prioritized for immediate testing, and asymptomatic contacts should be recommended to be tested 5-7 days from last exposure.
6. Contacts who test negative must still complete the required quarantine as defined in the [CDPH guidance](#).
7. Contacts who test positive are required to isolate until at least 10 days

have passed since symptom onset; and at least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and other symptoms have improved. If asymptomatic, cases should be isolated for 10 days after the specimen collection date of their positive test.

8. Investigate COVID-19 cases in school students and staff to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of infection. Assist schools to update protocols as needed to prevent additional cases.

School Actions

1. Schools must adhere to required reporting requirements and notify, as indicated, the LHD of any newly reported case of COVID-19 in a student or staff member if the LHD has not yet contacted them about the case.
2. If the case is present at school at the time the school is notified, the case must go home and be excluded from school for at least 10 days from symptom onset date or, if asymptomatic, 10 days from the date the specimen was collected for the positive test.
3. Send a notice, developed in collaboration with the LHD, to parents and staff to inform them that a case of COVID-19 in a student or staff member has been reported and that the school will work with the LHD to notify exposed people. (see sample notification #1 in Appendix 2).
4. Arrange for cleaning and disinfection of the classroom and primary spaces where case spent significant time (see Cleaning and Disinfection above for recommendations). This does not need to be done until students and staff in the area have left for the day.
5. Implement online/distance learning for student cases if they are well enough to participate.

School closure determinations should be made in consultation with the LHO according to the section “School Closure Determinations.” A school with confirmed cases and even a small cluster of COVID-19 cases can remain open for in-person education as long as contact tracing identifies all school contacts for exclusion and testing in a timely manner, any small cluster is investigated and controlled rapidly, and the LHO agrees that the school can remain open.

MEASURES FOR WHEN A CLUSTER OR OUTBREAK IS BEING INVESTIGATED AT A SCHOOL

When either a school or LHD is aware that an [outbreak](#) may be underway, the LHD should investigate, in collaboration with the school, to determine whether

these cases had a common exposure at school (e.g., a common class or staff member, bus ride, or other common exposures outside of school).

CDPH defines a school [outbreak](#) as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically-linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting).

The objectives of a school outbreak investigation are to identify and isolate all cases and to identify, quarantine, and test contacts to prevent further transmission of COVID-19 at the school. In addition, the investigation will attempt to ascertain whether the cases had a common exposure at school (e.g., a common class or teacher, bus ride, or other common exposures in the school setting). The investigation may also reveal common exposures outside of the school setting.

As noted above, an outbreak investigation is also an opportunity to understand the circumstances that may have allowed for transmission in the school setting. It is recommended that investigations determine whether there is adherence to key mitigation strategies to prevent school transmission. If gaps are identified, schools should take steps to strengthen strategies to prevent future outbreaks.

Local Health Department Actions

1. Review interviews (or re-interview as needed) of clustered cases to identify common exposures and determine whether the cluster suggests an outbreak with transmission at the school. If data suggest an outbreak, then notify the school about starting an investigation.
2. Provide the school with guidance on identifying and creating a line list of all school cases and contacts, including illness onset date, symptoms, date tested, test results, etc. (see sample data collection notification in Appendix 2).
3. Consult with CDPH as needed for technical assistance, testing, and other resources.
4. Form an outbreak investigation team with a lead investigator and including one or more school staff members to assist with the investigation.
5. Identify all potential exposures and close contacts and implement testing of contacts, prioritizing symptomatic contacts for testing.
6. Testing may be recommended for those who were not identified as close contacts but could potentially have been exposed; the fastest pathway to get test results rapidly should be used.
7. All symptomatic contacts should be considered probable cases and be

interviewed to identify prioritized close contacts and exposures while awaiting their test results.

8. Implement isolation of all cases and symptomatic contacts and quarantine of all asymptomatic contacts of confirmed and probable cases.
9. Investigate to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of transmission. Assist schools to update and strengthen protocols as needed to prevent additional cases.
10. Determine, in collaboration with the school, whether the school meets closure criteria. See School Closure Determinations (page 36).
11. Determine, in collaboration with the school, when the school should be closed for 14 days even if the conditions outlined in School Closure Determinations below have not been reached. This may be when: 1) the investigation shows that cases or symptomatic students or staff members continue to be identified and school-based transmission of SARS-CoV2 is likely ongoing despite implementation of prevention and control measures; or 2) other local epidemiologic data support school closure.

School Actions

1. Notify parents/guardians and school staff of a cluster/outbreak investigation related to the school and encourage them to follow public health recommendations (see sample notification #2 in Appendix 3).
2. Identify, as part of the CSP, one or more school staff member who can liaise with the LHD regarding the cluster/outbreak investigation by confirming which classes and stable groups included confirmed cases or symptomatic students and staff members, and if recent events or gatherings involved any cases or symptomatic persons.
3. Identify absenteeism among those in affected classes or stable groups, and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.
4. Coordinate with the LHD to share a line list of cases and contacts with dates present at or absent from school.
5. Arrange for cleaning and disinfection of classrooms or other areas where cases or symptomatic students or staff members spend significant time.
6. Coordinate with the LHD on notifications to the school community, including specific notifications of stable groups or classrooms regarding their exclusion status and instructions.
7. Coordinate with the LHD on whether and when the school should be

closed and reopened.

8. Notify the school community if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community, and repeat recommendations for prevention and control measures (see sample notification #3 in Appendix 2).
9. Implement online/distance teaching and learning during school closure.
10. Arrange for cleaning and disinfection of entire school before reopening in the case of closure.

School Closure Determinations

What are the criteria for closing a school to in-person learning?

Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring. Closure should be done in consultation with the LHO. Situations that may indicate the need for school closure:

- Within a 14-day period, an [outbreak](#) has occurred in 25% or more stable groups in the school.
- Within a 14-day period, at least three [outbreaks](#) have occurred in the school AND more than 5% of the school population is infected.
- The LHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Length of closure: 14 days, or according to a decision made in consultation with the LHO.

The State Safe Schools for All Technical Assistance teams (TA teams), comprised of experts across multiple state agencies, will be available to assist schools with disease investigation for those with outbreaks that cannot find resources to investigate the outbreaks. The TA teams will also be available to help schools that close in order to identify and address any remediable safety issues.

If a school is closed, when may it reopen?

Schools may typically reopen after 14 days and if the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the LHD

What are the criteria for closing a LEA?

A school district should close if 25% or more of schools in a district have closed due to COVID-19 within a 14-day period and in consultation with the LHD.

If a LEA is closed, when may it reopen?

LEAs may typically reopen after 14 days, in consultation with the LHD.

K-12 School Testing

OVERVIEW

Used in conjunction with other mitigation strategies, testing for SARS-CoV-2 provides an additional tool to support safe and successful K-12 in-person instruction. Testing can allow for early identification of cases and exclusion from school to prevent transmission. However, it should not be used as a stand-alone approach to prevent in-school transmission. A negative test provides information only for the moment in time when the sample is collected. Individuals can become infectious shortly after having a negative test, so it is important to maintain all other mitigation strategies even if a recent negative test has been documented.

There are several circumstances under which a student or staff member might undergo testing. Below, we outline these circumstances and considerations for testing implementation in K-12 schools.

DEFINITIONS

Symptomatic testing: This testing is used for individuals with symptoms of COVID-19, either at home or at school. In this situation, the school guidance requires that these individuals stay home and isolate in case they are infectious. The Guidance includes the possibility of return to school in the case of a negative test for SARS-CoV-2 and 24 hours after fever is resolved and symptoms are improving.

Response testing: This testing is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.

Asymptomatic testing: This testing can be used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than

surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission. Screening testing is indicated for situations associated with higher risk (higher community transmission, individuals at higher risk of transmission (e.g., adults and high school students transmit more effectively than elementary aged students).

TESTING STRATEGY APPROACH

Asymptomatic testing considerations

The science regarding the extent to which asymptomatic testing will achieve the goal of safe and successful schools is still under development. Empirically, schools that have successfully implemented the core mitigation strategies outlined in the School Guidance are operating safely, with limited or no in-school transmission, under a range of asymptomatic testing approaches. The approaches range from no additional asymptomatic [testing](#), to testing a sample of staff and students [monthly](#), to testing all students and staff [every other week](#). Modeling studies show that masking alone and cohorting alone can decrease symptomatic infections more than weekly testing of students and school staff. Taken together, these data suggest that a range of potential testing approaches can be considered for implementation as part of a comprehensive safety strategy.

The state of California has put into place support for the testing cadences in Table 3, through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement.

The increased levels of testing in the higher Tiers in Table 3 reflect the higher likelihood that someone in the school community might be infected due to higher levels of circulating virus in the surrounding community.

Table 3. Testing Cadences with Support from the State of California for K-12 schools

	Yellow CR <1.0* TP <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7-13.9* TP >8%	CR >14*
Staff	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing +	Symptomatic and response testing +	Symptomatic and response testing + Weekly asymptomatic

			Every 2 weeks asymptomatic testing.	Every 2 weeks asymptomatic testing.	(PCR or twice weekly antigen testing)**.
Students K-12	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**.

TP = test positivity

* The case rates above are adjusted case rates.

** Weekly asymptomatic testing assumes the use of a PCR test. If antigen testing is used, testing should be at a twice weekly cadence.

Students or staff who have tested positive for active infection with SARS-CoV-2 virus within the last 90 days are exempt from asymptomatic testing.

Any school currently open is subject to the minimum testing requirement standards established by [Cal/OSHA](#). These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to Cal/OSHA [guidance](#) for complete details.

Vaccines for K-12 Schools

CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity. Currently, people under 16 are not eligible for the vaccine since trials for that group are still underway.

In addition to vaccines required for school entry, CDPH strongly recommends that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:

- Protect the school community.
- Reduce demands on health care facilities.
- Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

Because vaccine implementation for schools is rapidly evolving, we are providing a separate vaccine guidance document that will be available on the Safe Schools for All Hub [here](#).

Appendix 1: Resources

SCHOOL RESOURCE LINKS

- [Safe Schools for All Hub](#)
- [Testing Guidance](#)

Appendix 2: Sample Notifications

SCHOOL EXPOSURE TO A CASE OF COVID-19 NOTIFICATION

K-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians,

We would like to inform you that we have been notified about a confirmed case of COVID-19 (Coronavirus Disease 2019) in a member of our school community. The individual who tested positive (the “case”) was last on school premises on [DATE]. All school areas where the case spent time will be cleaned and disinfected before they are in use again.

Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with the case and will reach out to all persons who are identified as having had close contact with the case to recommend home quarantine and COVID-19 testing. If you or your child are not contacted, it means that you or your child were not identified as exposed to the case.

Please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills

- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

COVID-19 SCHOOL OUTBREAK NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We would like to inform you that we are working with the [LOCAL HEALTH DEPARTMENT] on their investigation of a COVID-19 outbreak in our school community. Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with all cases and symptomatic contacts to identify all exposed persons and recommend home quarantine and testing. If you or your child are not contacted, it means that you or your child were not exposed to either a case or a symptomatic contact.

If you are a parent/guardian, please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

SCHOOL CLOSURE DUE TO COVID-19 NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We are informing you that we are closing our school, starting on [DATE] due to the ongoing COVID-19 outbreak and likely continuing transmission at our school. In consultation with the [LOCAL HEALTH OFFICER], we have been advised that the school should be closed for 14 days to prevent further transmission of COVID-19 and to clean and disinfect the school before reopening on [DATE].

During school closure, the school will switch to online teaching to continue our classes; please see attached information sheet on how students can sign in to continue their schoolwork online. The [LOCAL HEALTH DEPARTMENT] will also

continue to follow-up with cases and contacts during school closure to ensure isolation and quarantine and testing.

If upon school reopening, your child is feeling ill or having a fever or symptoms of COVID-19, even if symptoms are very minor, please do not send your child to school and consider getting your ill child tested for COVID-19. If your child is well without any symptoms, please remind your child before going back to school to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds. School staff should call in sick and stay home if having any symptoms of COVID-19 and consider getting tested.



Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

Appendix 3: Public Health Directive

REPORTING DETAILS OF POSITIVE CASES

Required COVID-19 Case Reporting By Schools

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health ("CDPH") developed the "COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year" (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Public and private K-12 schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission coupled with the experiences of schools both nationally and internationally demonstrates that schools, particularly elementary schools, can operate in-person instruction safely with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for K-12 schools (including public, private, and charter) to support school re-openings and safe implementation of in-person instruction for students and staff.

Under current guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools are expected to reopen under the forthcoming K-12 school guidance. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, a comprehensive and coordinated approach for the secure sharing of vital data and information regarding COVID-19 infections among school employees and students is necessary, especially in light of current epidemiological conditions.

The sharing of identified case information data with public health professionals is therefore necessary to ensure that state and local public health experts can respond to confirmed cases of COVID-19 who have been present at a school site, to track and understand the extent of disease transmission within the state,

and to support communities with appropriate prevention strategies and support. Accordingly, to monitor and prevent the spread of COVID-19, it is necessary for CDPH and local health jurisdictions to have accurate information about COVID-19 infections among school employees and students. Specifically, the prompt, secure, and confidential sharing of information about individuals within the school community who have tested positive for COVID-19 is critical to ensure that public health authorities can rapidly respond by:

1. Instituting necessary case investigation and contact tracing;
2. Focusing public health resources to effectively provide comprehensive support to the affected schools related to further investigation, mitigation strategies, and operational plans;
3. Assessing and monitoring the practices and activities that may have led to the infection or transmission of COVID-19;
4. Taking appropriate measures to protect the health of both the school community and population-at-large; and
5. Ensuring that CDPH and local health jurisdictions have the information necessary to accurately assess the impact of school reopening on COVID-19 transmission and case rates to effectively update operative public health guidance and directives as necessary.

Schools are authorized under the Family Educational Rights and Privacy Act (FERPA) to disclose personally identifiable information without parental consent to local health departments regarding COVID-19 testing and cases. (20 USC § 1232g(b)(1)(I).) In response to the COVID-19 pandemic, California has been under a State of Emergency since March 4, 2020. California continues to see the dire effects of this pandemic through limited ICU capacities and new cases and deaths each day. The COVID-19 pandemic poses an extreme threat to the health and safety of all Californians. Even with protocols in place to mitigate the transmission of COVID-19, the presence of an individual who has tested positive of COVID-19 on a K-12 public or private school campus is an emergency that poses a risk to health or safety of students and employees present on the campus. Reporting to the local health officer the presence of a positive case of COVID-19 in an individual who is or has been present on a K-12 public or private school campus is necessary to protect the health and safety of students and employees present on the campus. California law (17 C.C.R. section 2508) also requires anyone in charge of a K-12 public or private school kindergarten to report at once to the local health officer the presence or suspected presence of any of the communicable disease, which includes COVID-19.

Accordingly:

- Effective immediately, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify its local health officer of any known case of COVID-19 among any student or employee who was present on a K-12 public or private school campus within the 10 days preceding a positive test for COVID-19. Specifically, the local educational agency or private school shall report the following information:
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - The full name, address, and telephone number of the person making the report.
- This information shall be reported to the local health officer by telephone within twenty-four hours from the time an individual within the local educational agency or private school is first made aware of a new case.
- This reporting shall continue until this directive is modified or rescinded.

Information reported to the local health officer pursuant to this directive shall not be disclosed except to (1) the California Department of Public Health; (2) to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19, including with health officers in other jurisdictions as necessary to monitor, investigate, prevent, and/or control the spread of COVID-19; (3) if required by state or federal law; or (4) with the written consent of the individual to whom the information pertains or the legal representative of the individual.

This reporting does not replace or supersede any other statutory or regulatory requirements that require reporting of COVID-19 cases and/or outbreaks to other entities or institutions, such as Cal/OSHA.

Appendix 4: Public Health Directive

REPORTING DETAILS OF IN-PERSON INSTRUCTION



Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (CDPH) developed the “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission and experience nationally and internationally demonstrate that schools, particularly elementary schools, can operate safely for in-person instruction with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for public and private K-12 schools to support school reopenings and safe implementation of in-person instruction for students and staff.

Under the guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools will reopen through the early spring. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, it is necessary for CDPH and local health jurisdictions to have accurate information about which school sites are serving students in-person and to which degree such in-person services are being provided, especially in light of evolving epidemiological conditions.

This information will assist public health authorities maintain awareness of possible locations where case transmission may occur and can rapidly respond to any confirmed positive cases of individuals who have been on-site at schools offering in-person instruction and services. It is also necessary to focus public health resources to support schools, including COVID-19 testing support, contact tracing, and technical assistance related to mitigation strategies and operational plans, to make the most efficient and effective use of those resources. Finally, this information will assist CDPH and local health jurisdictions to accurately assess the impact of school reopening on COVID-19 and update operative public health guidance and directives as necessary.

Accordingly:

- Beginning January 25, 2021, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify the California Department of Public Health whether it is serving students in-person. Specifically, the local educational agency or private school shall report the following information:
 - In-person instruction is provided full-time, including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction is provided only part-time (hybrid model), including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction and services are provided only pursuant to the Guidance Related to Cohorts issued by the California Department of Public Health.
 - No in-person instruction and services are provided (distance learning only).
- This reporting shall continue every other Monday (or the Tuesday immediately following, if the Monday is a state holiday) until this directive is modified or rescinded.
- This information shall be reported via a web form that will be made available by the California Department of Public Health.
- The California Department of Public Health will provide this information to local health officers and, once the information is processed, will make this information publicly available on the Safe Schools For All Hub website.

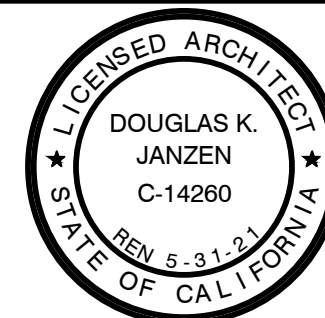
Enc. No. 8

ADMINISTRATION & CLASSROOM WING
FOR
BLUE OAK ACADEMY
VISALIA UNIFIED SCHOOL DISTRICT
AT
28050 ROAD 148 VISALIA, CA. 93292
TULARE COUNTY

NOT FOR CONSTRUCTION



1736 S. Central Street., Suite A
Visalia, CA 93277
P: 559.738.0309 • info@dkjarchitects.com



DRAWN BY: DA
DATE: 1/7/2021
REVISED:

ADMINISTRATION & CLASSROOM WING
BLUE OAK ACADEMY
VISALIA UNIFIED SCHOOL DISTRICT
28050 ROAD 148 VISALIA, CA. 93292
TULARE COUNTY

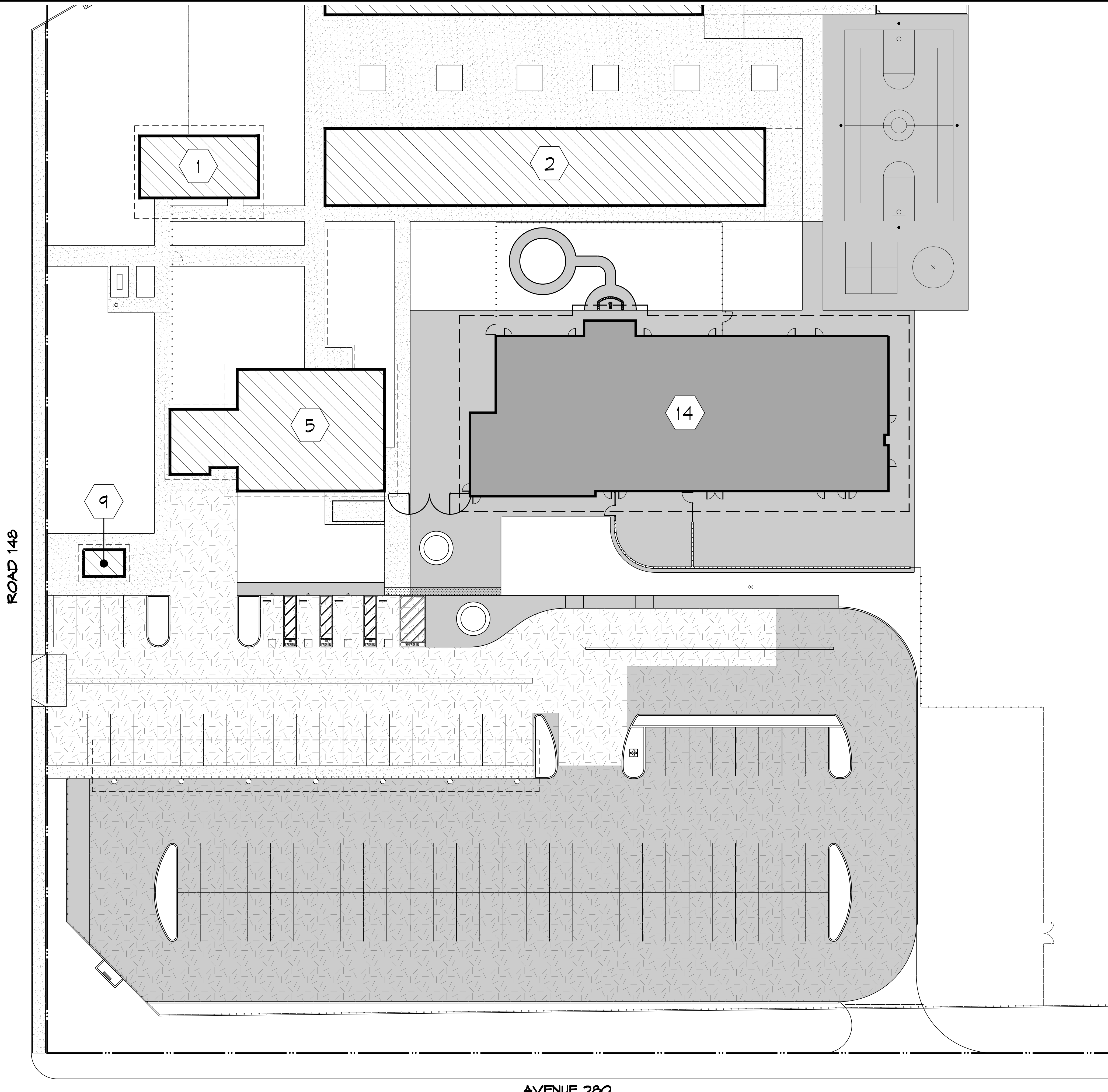
PROJECT NUMBER: 202017

DRAWING TITLE

COVER SHEET

DRAWING NUMBER

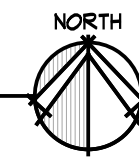
CO



ROAD 148

AVENUE 280

ENLARGED NEW SITE PLAN
SCALE : 1"=20'-0"



KEYNOTES

LEGEND

- PROPOSED BUILDING
- EXISTING BUILDINGS
- CONCRETE WALKWAYS
- EXISTING ASPHALT PAVING
- NEW ASPHALT PAVING
- CMU WALL, SEE STRUCTURAL DRAWINGS

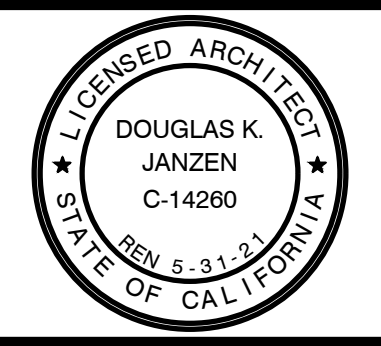
- FH INDICATES LOCATION OF FIRE HYDRANT. (HYDRANTS ON PLAN ARE SHOWN EXAGGERATED IN SIZE FOR CLARITY).
- INDICATES LOCATION OF PROPERTY LINE
- INDICATES LOCATION OF (E) CHAIN LINK FENCING

NOTES

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DRAWN BY: DA
DATE: 1/13/2021
REVISED:

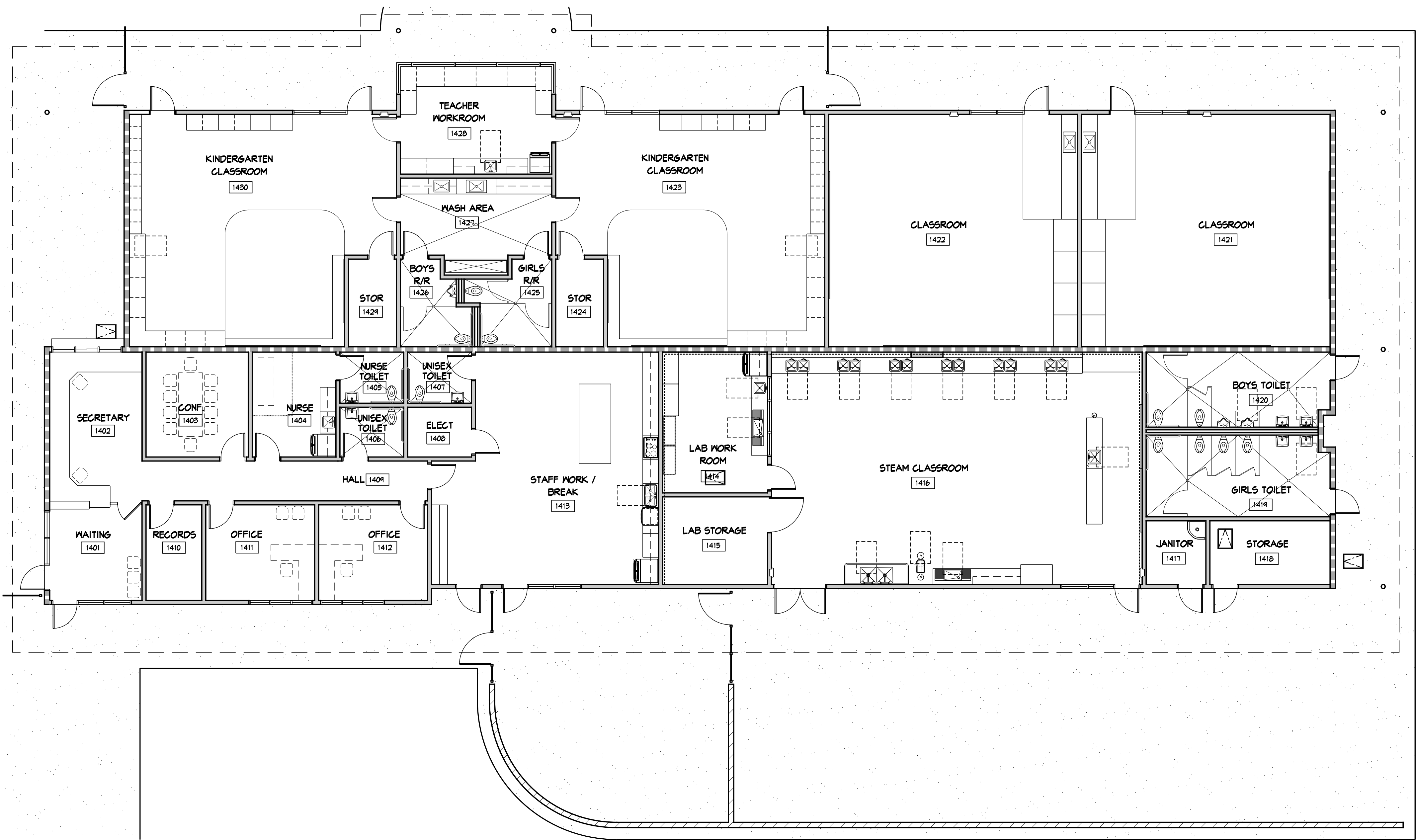
ADMINISTRATION & CLASSROOM WING
BLUE OAK ACADEMY
VISALIA UNIFIED SCHOOL DISTRICT
28050 ROAD 148 VISALIA, CA. 93292
TULARE COUNTY

PROJECT NUMBER: 202017
DRAWING TITLE

NEW SITE PLAN

DRAWING NUMBER

AS4



FLOOR PLAN
SCALE: 1/8" = 1'-0"



KEYNOTES

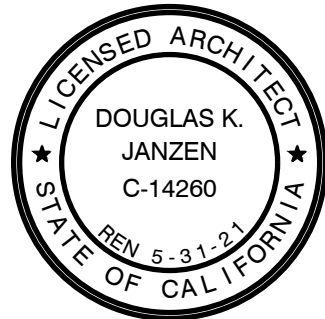
LEGEND

NOTES

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DRAWN BY: DA
DATE: 1/13/2021
REVISED:

ADMINISTRATION & CLASSROOM WING
BLUE OAK ACADEMY
VISALIA UNIFIED SCHOOL DISTRICT
28050 ROAD 148 VISALIA, CA 93292
TULARE COUNTY

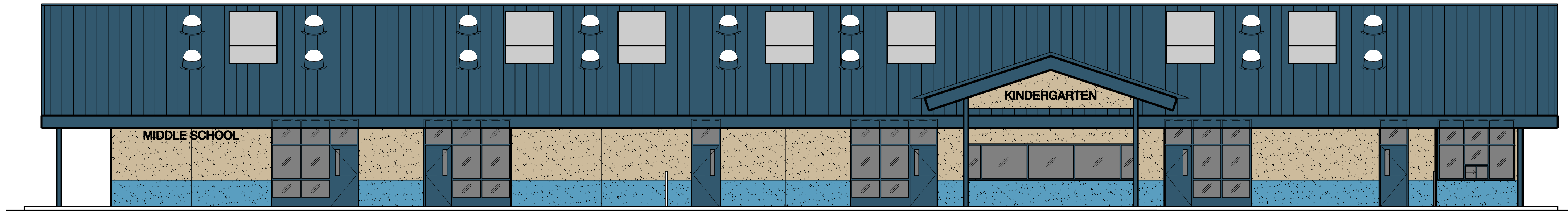
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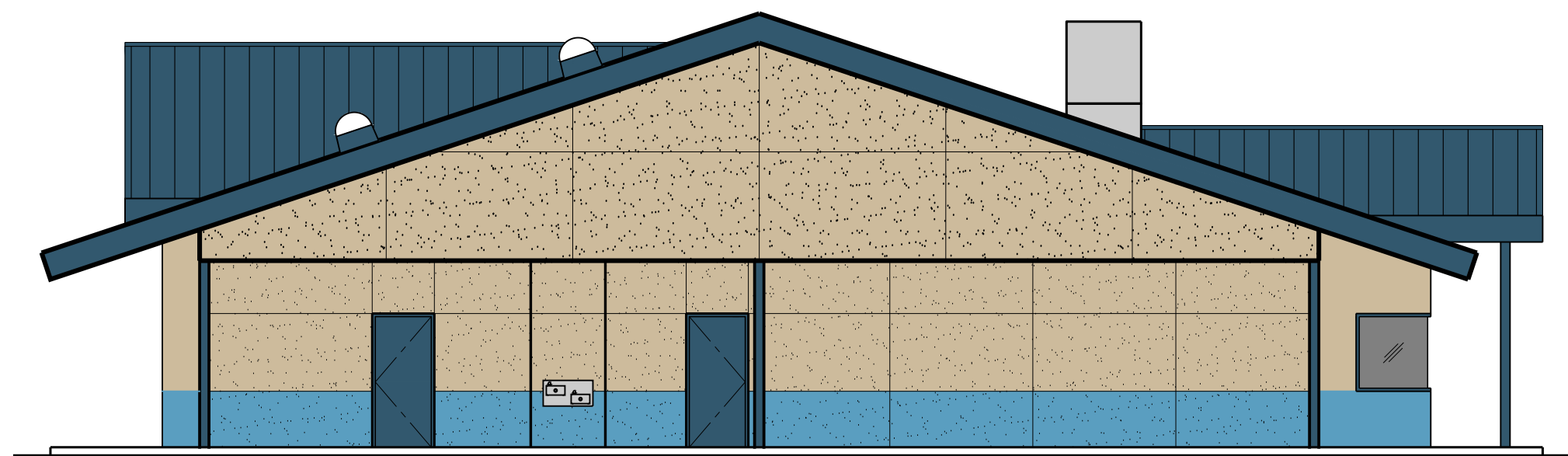
FLOOR PLAN

DRAWING NUMBER

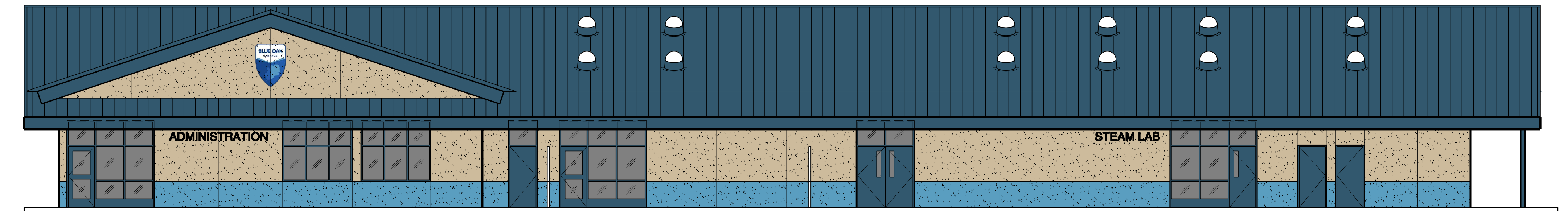
A1



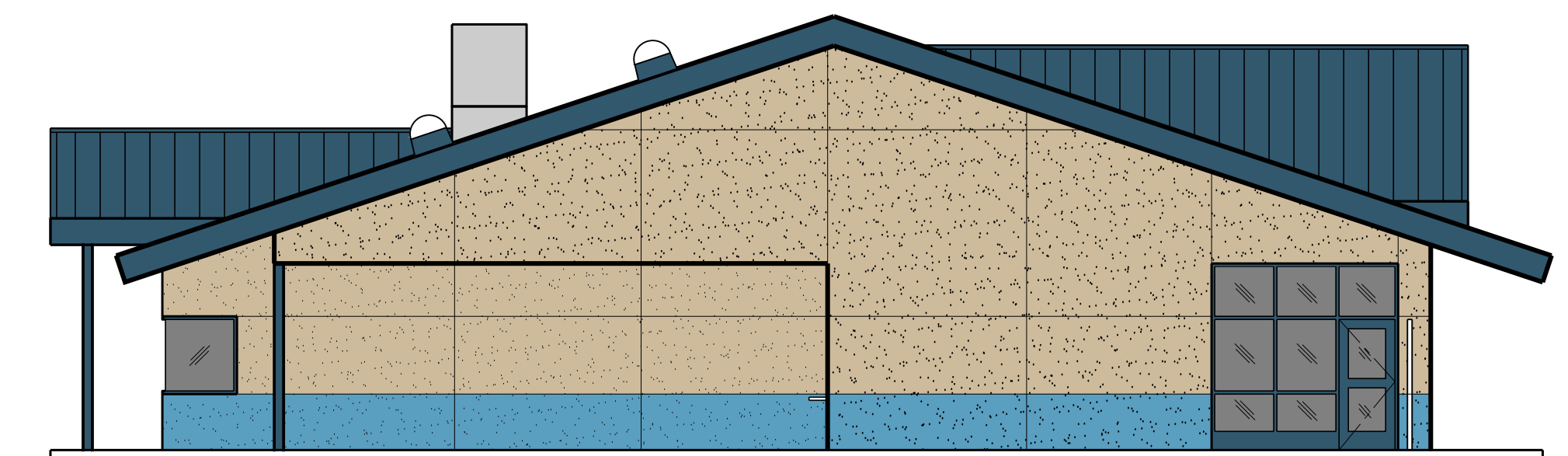
NORTH ELEVATION



EAST ELEVATION



SOUTH ELEVATION



WEST ELEVATION

EXTERIOR ELEV

SCALE : 1/32" = 1'-0"

KEYNOTES

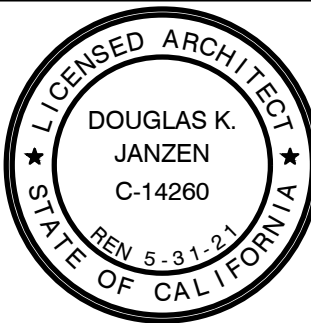
LEGEND

NOTES

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DRAWN BY: DA
DATE: 1/7/2021
REVISED:

ADMINISTRATION & CLASSROOM WING
BLUE OAK ACADEMY
VISALIA UNIFIED SCHOOL DISTRICT
28050 ROAD 148 VISALIA, CA. 93282
TULARE COUNTY

PROJECT NUMBER: 202017

DRAWING TITLE
EXTERIOR ELEVATIONS

DRAWING NUMBER
A6

Enc. No. 9

The Academies CMO Board Financial Update

AMITA PARIKH

JAN. 2020



FY2020-21 Forecast Summary



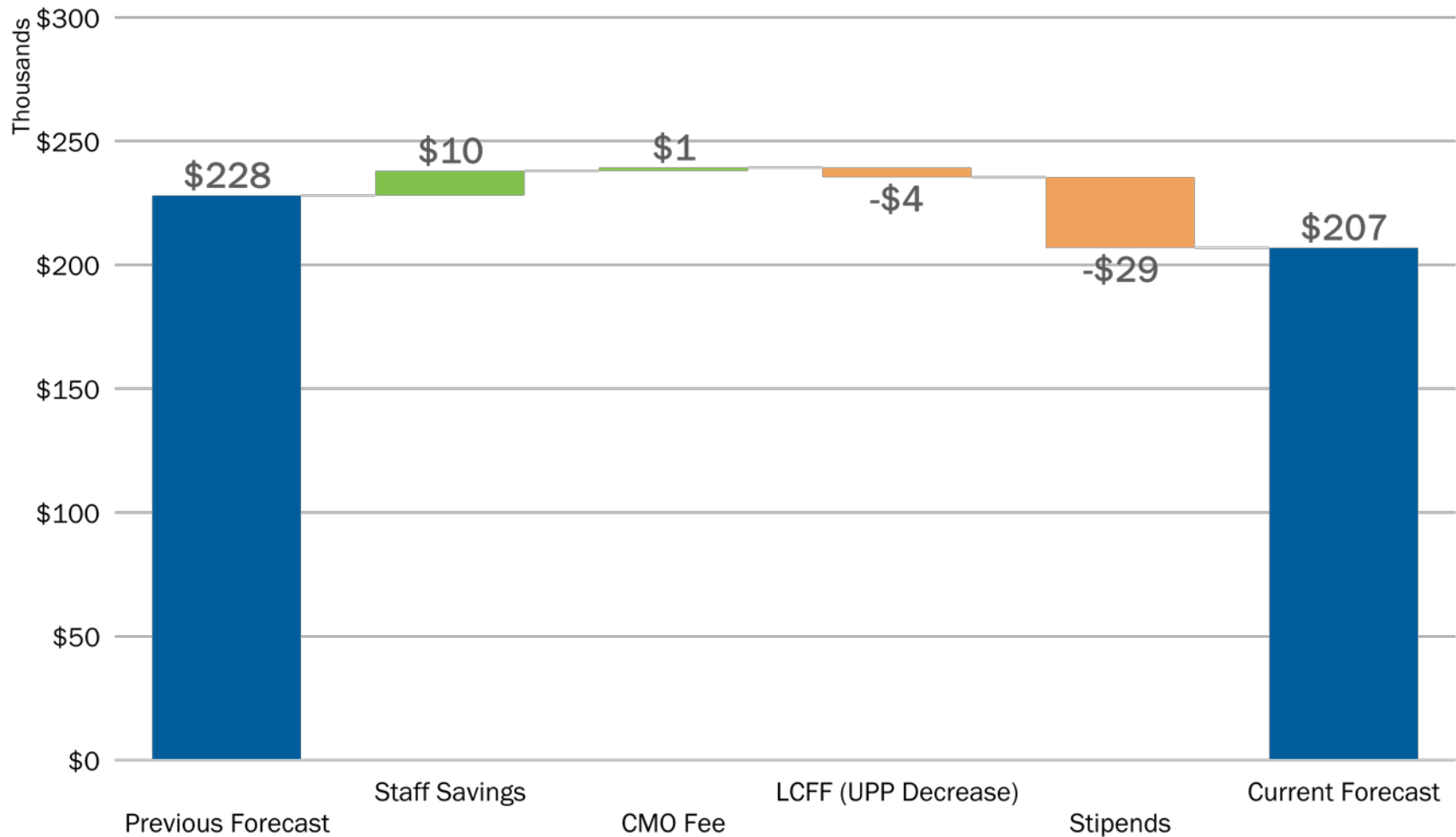
Total Operating Income forecasted \$564k more than Budget

		SVA	BOA	Total	CMO
Total Revenue	Approved Budget	3,513,875	2,588,699	6,102,574	834,115
	Current Forecast	3,891,946	2,828,597	6,720,543	851,663
	Increase (decrease)	378,071	239,898	617,969	17,548
Expenses	Approved Budget	3,621,994	2,667,446	6,289,440	834,115
	Current Forecast	3,684,985	2,658,783	6,343,768	851,663
	Decrease (Increase)	(62,991)	8,663	(54,328)	(17,548)
Operating Income	Approved Budget	(108,119)	(78,747)	(186,866)	(0)
	Current Forecast	206,961	169,814	376,775	0
	Increase (decrease)	315,080	248,561	563,641	0
Fund Balance	Beg. Balance (Unaudited)	1,058,464	184,157	1,242,621	0
	Operating Income (Loss)	206,961	169,814	376,775	0
	Ending Fund Balance (Current Forecast)	1,265,425	353,971	1,619,396	0
Ending Fund Balance as % of Expenses		34%	13%	26%	

FY2020-21 Forecast Update - SVA



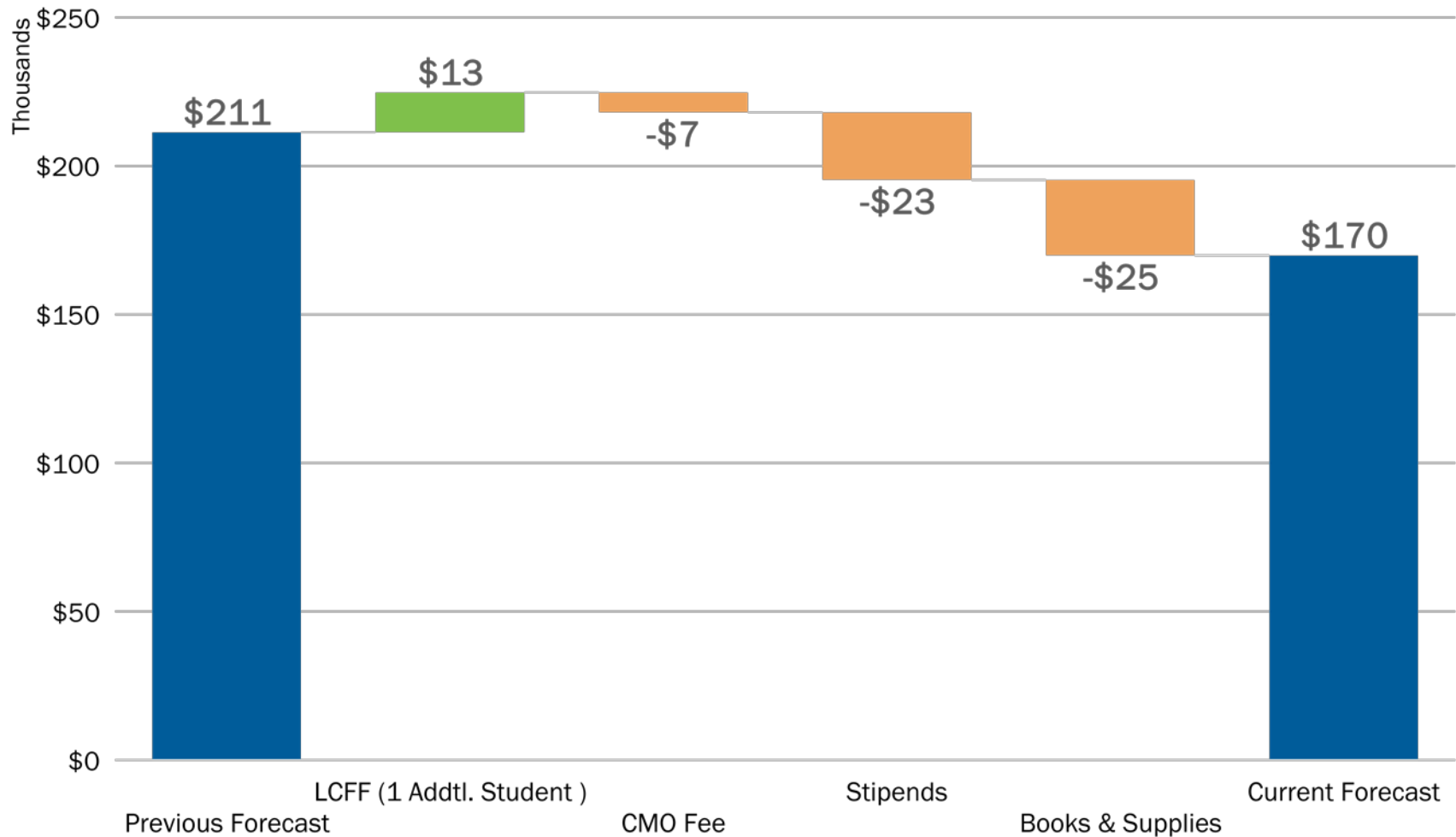
Operating Income at \$207k, \$21k lower than Previous Forecast



FY2020-21 Forecast Update - BOA



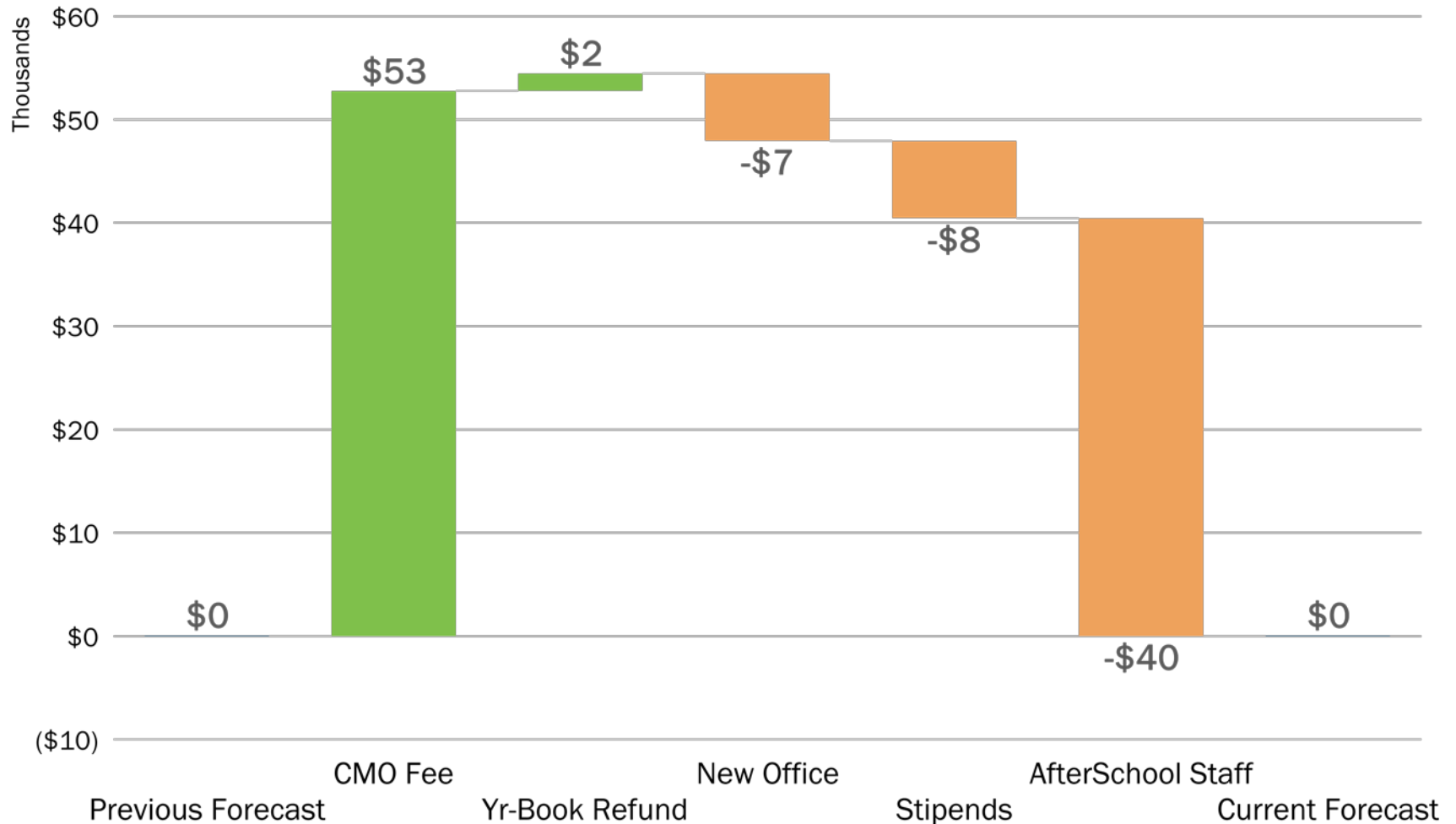
Operating Income at \$170k, \$41k lower than Previous Forecast



FY2020-21 Forecast Update - CMO



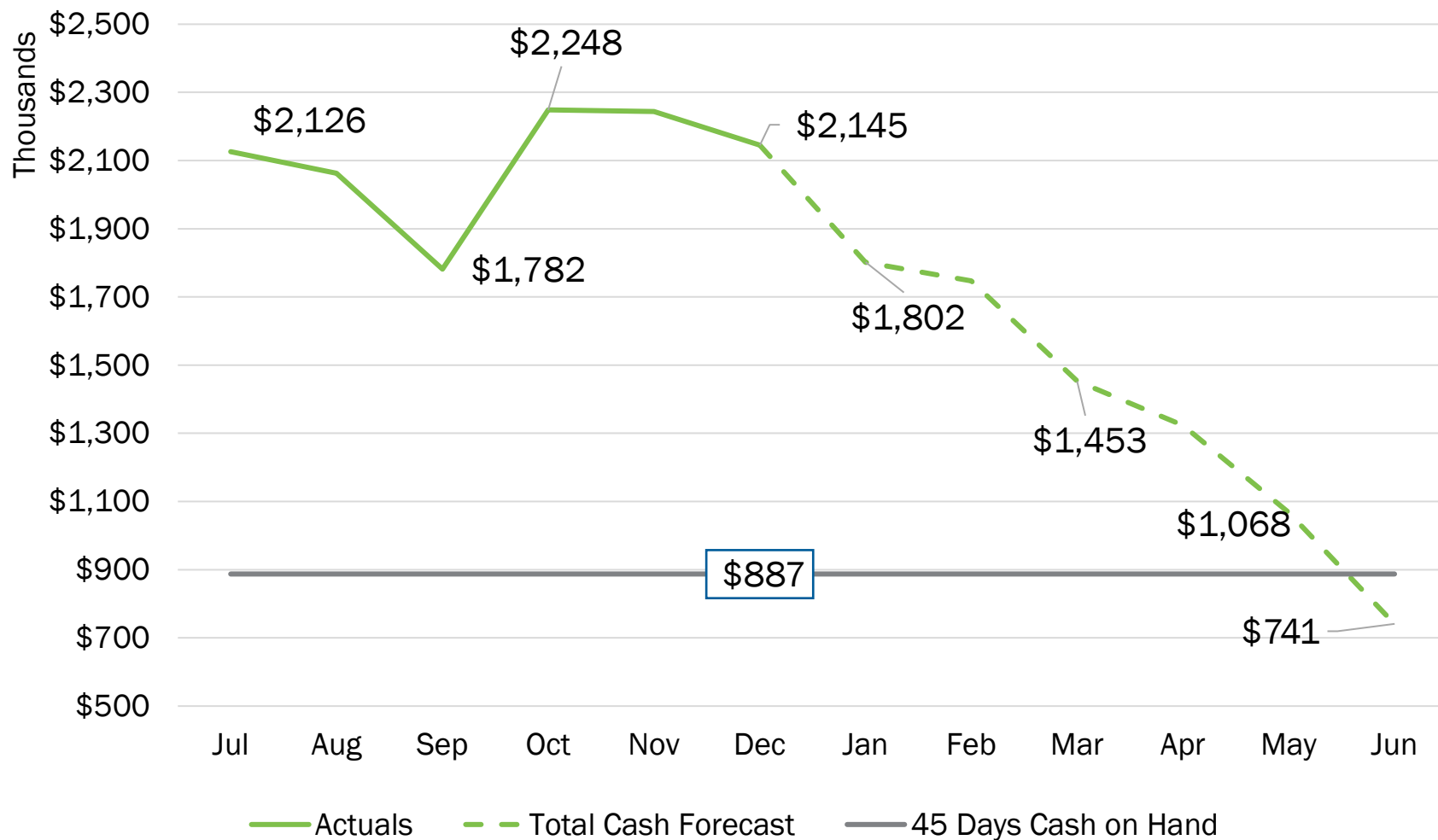
No Operating Income change from Previous Forecast



FY2020-21 Monthly Cash Balance



As of December, 365 days cash on hand





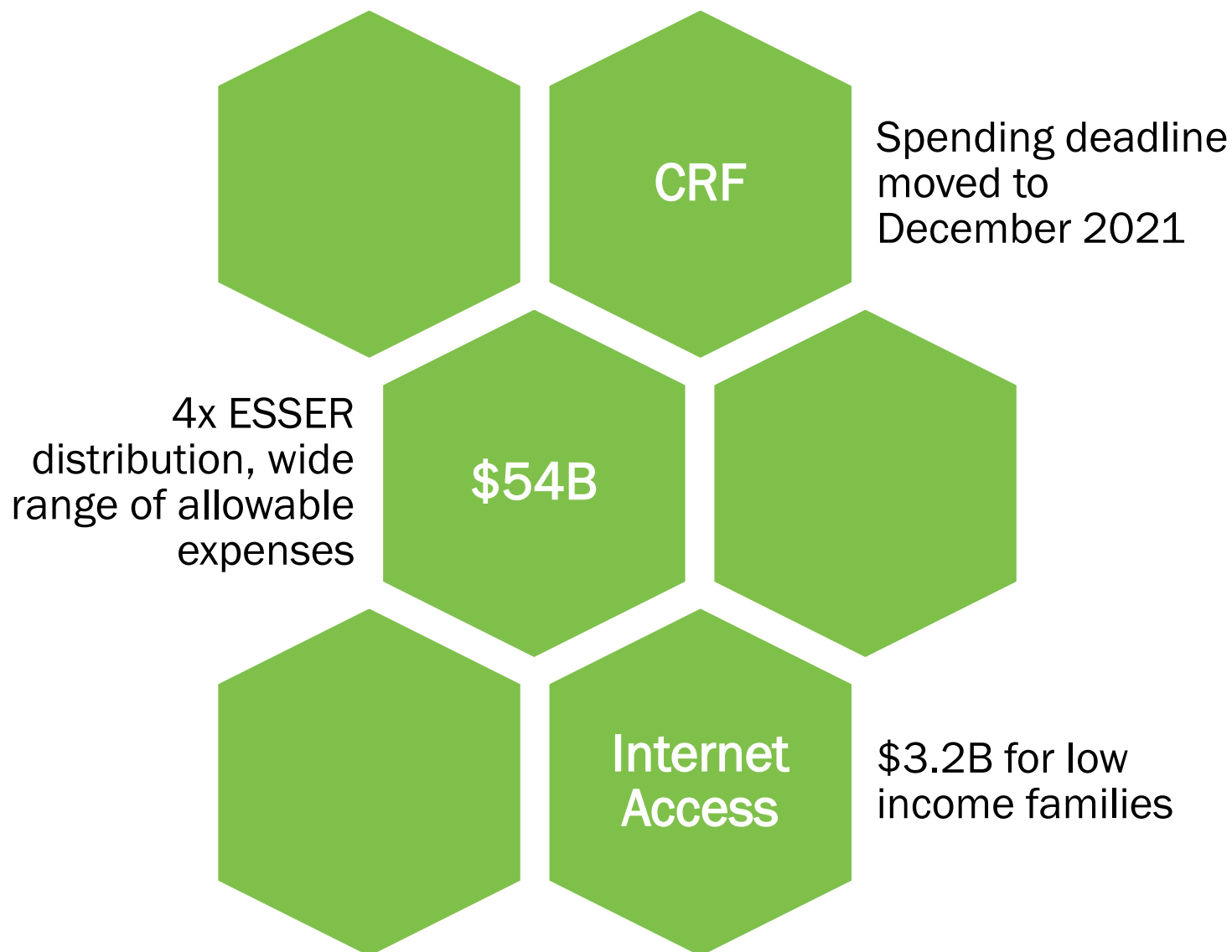
\$0

61+ Days

State Budget Updates



Federal Stimulus Package December 2020



Governor's January Budget: Spending on FY21



Big COVID-related funds: New In-Person Instruction & Expanded Learning Grants

IN-PERSON INSTRUCTION GRANT

- Available for TK – 6th grade
- Requires safety plan submitted to County Office of Ed; current in-person schools do not need to create new plan
- Must certify students at home have online access
- Two timelines: Round 1 - Plan submitted by 2/1, continuous instruction must begin by 2/16; Round 2 – Plan by 3/1, instruction begins by 3/15
- Round 1 eligible for \$450/ADA base, with add-ons like LCFF; Round 2 rate drops to \$338/ADA base
- Use is flexible; spend through 12/31/21

EXPANDED LEARNING TIME AND ACADEMIC INTERVENTION

- \$4.6B in one-time funding (2.3x reopening grant!)
- Targeted for low-income, ELL, foster & homeless youth
- Extended school year & academic interventions
- Very limited detail but mention of flexibility

Governor's January Budget: Proposal for FY22



Overall positive outlook on funding, expecting to return to “normal”

COLA

- 3.84% for LCFF (incl. 2.3% reinstated from FY21 and new 1.5%)
- 1.5% COLA for other state funding streams like SpEd

Deferrals

- No plans yet to walk back currently scheduled FY21 deferrals
- Pay \$7.3B of \$11B in deferrals in FY22; only June deferral remains

ADA

- In-person instruction expected as default mode
- No “hold harmless” or growth caps; normal ADA tracking expected

STRS/PERS

- School STRS contribution down to 15.92% from 16%
- School PERS contribution expected to hold at 23%

Other Funds

- \$545M for teacher training & development; distribution TBD
- Other smaller funds mentioned, details scarce so far

Exhibits

November and December Financials



SVA
Income Statement
As of Dec FY2021

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	410,740	219,943	219,943	1,080,014	3,083,255	3,236,603	3,232,368	(4,235)	149,113	2,152,354	33%
Federal Revenue	162,483	16,615	-	212,718	196,827	369,548	369,548	-	172,721	156,830	58%
Other State Revenues	34,144	12,652	-	46,970	139,770	196,108	196,532	424	56,762	149,562	24%
Local Revenues	1,782	2,120	298	7,482	73,523	77,398	78,498	1,100	4,975	71,016	10%
Fundraising and Grants	602	246	4,438	5,890	20,500	15,000	15,000	-	(5,500)	9,110	39%
Total Revenue	609,751	251,576	224,678	1,353,074	3,513,875	3,894,658	3,891,946	(2,712)	378,071	2,538,872	35%
Expenses											
Compensation and Benefits	235,991	230,780	233,344	1,195,436	2,661,047	2,697,082	2,688,788	8,294	(27,741)	1,493,352	44%
Books and Supplies	5,610	9,639	1,977	33,989	45,421	74,331	74,680	(350)	(29,259)	40,692	46%
Services and Other Operating Expenditures	24,438	30,505	22,579	143,808	905,467	885,106	911,457	(26,351)	(5,990)	767,649	16%
Depreciation	-	-	5,030	5,030	10,059	10,059	10,059	-	-	5,029	50%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	266,039	270,924	262,930	1,378,263	3,621,994	3,666,578	3,684,985	(18,407)	(62,991)	2,306,722	37%
Operating Income	343,712	(19,348)	(38,251)	(25,189)	(108,119)	228,080	206,961	(21,118)	315,080	232,150	
Fund Balance											
Beginning Balance (Unaudited)					1,058,464	1,110,647	1,111,406				
Operating Income					(108,119)	228,080	206,961				
Ending Fund Balance					950,345	1,338,727	1,318,367				
Fund Balance as a % of Expenses					26%	37%	36%				

SVA
Income Statement
As of Dec FY2021

KEY ASSUMPTIONS

Enrollment Summary

K-3

4-6

7-8

Total Enrolled

ADA %

K-3

4-6

7-8

Average ADA %

ADA

K-3

4-6

7-8

Total ADA

Actual			YTD	Budget						
Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				185	178	179	1	(6)		
				140	131	131	-	(9)		
				72	75	75	-	3		
				397	384	385	1	(12)		
				95.5%	95.5%	95.5%	0.0%	0.0%		
				95.3%	95.5%	95.5%	0.0%	0.2%		
				94.5%	95.5%	95.5%	0.0%	1.0%		
				95.3%	95.5%	95.5%	0.0%	0.2%		
				177.06	169.99	170.95	0.95	(6.11)		
				133.48	125.11	125.11	-	(8.38)		
				68.04	71.63	71.63	-	3.58		
				378.58	366.72	367.68	0.95	(10.90)		

SVA
Income Statement
As of Dec FY2021

Actual				YTD	Budget									
					Approved	Previous	Current	Previous	Approved	Current	% Current			
					Budget v1	Forecast	Forecast	Forecast vs.	Budget v1 vs.	Forecast	Forecast			
								Current	Current	Remaining	Spent			
				Actual YTD										
Oct	Nov	Dec												
REVENUE														
LCFF Entitlement														
8011	Charter Schools General Purpose Entitlement - State Aid	178,428	178,428	178,428	733,539	2,077,385	2,018,042	2,010,634	(7,409)	(66,751)	1,277,095	36%		
8012	Education Protection Account Entitlement	170,040	-	-	170,040	467,189	691,206	693,007	1,800	225,818	522,967	25%		
8096	Charter Schools in Lieu of Property Taxes	62,271	41,514	41,514	176,436	538,681	527,354	528,728	1,373	(9,954)	352,292	33%		
SUBTOTAL - LCFF Entitlement				410,740	219,943	219,943	1,080,014	3,083,255	3,236,603	3,232,368	(4,235)	149,113	2,152,354	33%
Federal Revenue														
8181	Special Education - Entitlement	-	-	-	-	56,442	56,442	56,442	-	-	56,442	0%		
8291	Title I	-	11,943	-	11,943	50,555	47,771	47,771	-	(2,784)	35,828	25%		
8292	Title II	-	2,172	-	2,172	8,913	8,687	8,687	-	(226)	6,515	25%		
8294	Title IV	-	2,500	-	2,500	10,000	10,000	10,000	-	-	7,500	25%		
8296	SRSA Grant	-	-	-	33,620	29,284	33,620	33,620	-	4,336	-	100%		
8299	CARES Act	162,483	-	-	162,483	41,633	213,028	213,028	-	171,395	50,545	76%		
SUBTOTAL - Federal Revenue				162,483	16,615	-	212,718	196,827	369,548	369,548	-	172,721	156,830	58%
Other State Revenue														
8319	Other State Apportionments - Prior Years	-	-	-	174	-	174	174	-	174	(0)	100%		
8381	Special Education - Entitlement (State	7,029	12,652	-	19,681	51,836	87,279	87,507	227	35,671	67,826	22%		
8550	Mandated Cost Reimbursements	-	-	-	-	6,084	6,084	6,084	-	-	6,084	0%		
8560	State Lottery Revenue	-	-	-	-	81,850	75,456	75,652	196	(6,197)	75,652	0%		
8590	All Other State Revenue	27,115	-	-	27,115	-	27,115	27,115	-	27,115	-	100%		
SUBTOTAL - Other State Revenue				34,144	12,652	-	46,970	139,770	196,108	196,532	424	56,762	149,562	24%
Local Revenue														
8634	Food Service Sales	-	-	-	-	36	36	-	(36)	(36)	-	-		
8660	Interest	42	729	42	940	1,298	1,298	1,298	-	-	358	72%		
8689	FUA Reimbursement	-	-	-	-	69,124	69,124	69,124	-	-	69,124	0%		
8693	Field Trips	-	-	-	100	-	100	100	-	100	0	100%		
8699	All Other Local Revenue	1,835	1,361	255	6,412	3,065	6,840	7,946	1,106	4,881	1,534	81%		
8702	School Library	-	30	-	30	-	-	30	30	30	-	100%		
SUBTOTAL - Local Revenue				1,782	2,120	298	7,482	73,523	77,398	78,498	1,100	4,975	71,016	10%
Fundraising and Grants														
8801	Donations - Parents	-	-	3,500	3,500	10,000	10,000	10,000	-	-	6,500	35%		
8802	Donations - Private	120	-	888	1,308	3,500	1,500	1,500	-	(2,000)	192	87%		
8803	Fundraising	482	246	50	1,082	7,000	3,500	3,500	-	(3,500)	2,418	31%		
SUBTOTAL - Fundraising and Grants				602	246	4,438	5,890	20,500	15,000	15,000	-	(5,500)	9,110	39%
TOTAL REVENUE														
				609,751	251,576	224,678	1,353,074	3,513,875	3,894,658	3,891,946	(2,712)	378,071	2,538,872	35%

SVA
Income Statement
As of Dec FY2021

Actual			YTD	Budget						
Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	104,175	100,563	110,484	524,411	1,150,394	1,152,259	1,159,476	(7,217)	(9,082)	635,065 45%
1101 Teacher - Stipends	-	-	-	-	11,625	11,625	11,625	-	-	11,625 0%
1103 Teacher - Substitute Pay	1,216	1,290	2,689	6,235	20,690	20,690	20,690	-	-	14,455 30%
1111 Teacher - Specialist	14,685	14,034	13,060	64,005	139,917	138,699	140,850	(2,152)	(934)	76,845 45%
1148 Teacher - Special Ed	11,189	11,189	10,666	57,920	123,074	123,074	121,173	1,901	1,901	63,253 48%
1150 Teacher - Intervention	6,866	6,051	5,666	26,929	46,632	46,632	47,471	(838)	(838)	20,541 57%
1300 Certificated Supervisor & Administrator Salaries	17,489	17,489	18,989	106,434	209,867	209,867	213,015	(3,148)	(3,148)	106,581 50%
SUBTOTAL - Certificated Salaries	155,620	150,616	161,553	785,933	1,702,199	1,702,846	1,714,300	(11,454)	(12,101)	928,367 46%
Classified Salaries										
2100 Classified Instructional Aide Salaries	17,696	17,542	17,993	71,821	192,877	214,954	192,869	22,085	8	121,048 37%
2103 Classified - Special Education	1,639	2,634	1,426	7,842	71,602	47,833	48,042	(210)	23,560	40,200 16%
2400 Classified Clerical & Office Salaries	7,892	7,524	6,623	40,358	78,205	78,205	79,378	(1,173)	(1,173)	39,020 51%
2930 Other Classified - Maintenance/grounds	3,258	3,110	3,258	19,836	37,760	37,760	38,327	(566)	(566)	18,491 52%
2935 Other Classified - Substitute	-	-	-	-	595	595	595	-	-	595 0%
SUBTOTAL - Classified Salaries	30,485	30,811	29,299	139,857	381,040	379,347	359,211	20,135	21,828	219,354 39%
Employee Benefits										
3100 STRS	22,585	21,693	21,585	113,185	255,278	255,580	257,878	(2,299)	(2,600)	144,693 44%
3300 OASDI-Medicare-Alternative	5,206	5,514	2,732	23,434	61,366	61,171	59,624	1,547	1,742	36,190 39%
3400 Health & Welfare Benefits	20,018	20,001	16,949	122,352	228,448	265,232	265,232	-	(36,784)	142,880 46%
3500 Unemployment Insurance	157	181	239	1,302	13,409	13,610	13,320	289	88	12,019 10%
3600 Workers Comp Insurance	1,902	1,947	969	9,297	18,085	18,076	18,000	75	84	8,703 52%
3900 403b contribution	18	18	18	76	1,222	1,222	1,222	-	-	1,146 6%
SUBTOTAL - Employee Benefits	49,886	49,353	42,492	269,646	577,808	614,889	615,277	(388)	(37,469)	345,631 44%
Books & Supplies										
4100 Approved Textbooks & Core Curricula Materials	1,562	1,208	-	2,771	1,000	10,000	10,000	-	(9,000)	7,229 28%
4200 Books & Other Reference Materials	-	4,112	295	4,428	5,038	5,038	5,038	0	0	610 88%
4300 Materials & Supplies	-	842	374	1,535	665	4,665	4,665	-	(4,000)	3,130 33%
4320 Educational Software	999	50	-	6,093	1,423	6,629	6,629	-	(5,206)	535 92%
4325 Instructional Materials & Supplies	-	340	-	1,306	6,500	6,500	6,500	-	-	5,194 20%
4326 Art	307	203	-	1,822	2,000	2,000	2,000	-	-	178 91%
4330 Office Supplies	348	1,088	521	3,474	12,322	12,322	12,322	-	-	8,848 28%
4335 PE Supplies	-	788	214	1,001	1,000	1,000	1,000	-	-	(1) 100%
4346 Teacher Supplies	1,144	616	574	6,619	8,200	15,000	15,000	-	(6,800)	8,381 44%
4410 Classroom Furniture, Equipment & Supplies	908	-	-	3,235	1,000	4,235	4,235	-	(3,235)	1,000 76%
4420 Computers: individual items less than \$5k	-	-	-	92	5,000	5,000	5,000	-	-	4,908 2%
4430 Non Classroom Related Furniture, Equipment & Supplies	341	350	-	1,570	550	1,220	1,570	(350)	(1,020)	0 100%
4720 Other Food	-	43	-	43	723	723	723	-	-	680 6%
SUBTOTAL - Books and Supplies	5,610	9,639	1,977	33,989	45,421	74,331	74,680	(350)	(29,259)	40,692 46%
Services & Other Operating Expenses										
5210 Conference Fees	-	-	-	-	179	179	179	-	-	179 0%
5215 Travel - Mileage, Parking, Tolls	-	-	-	-	1,000	-	-	-	1,000	-
5220 Travel and Lodging	-	-	-	-	1,000	-	-	-	1,000	-
5225 Travel - Meals & Entertainment	-	-	-	-	400	-	-	-	400	-
5515 Janitorial, Gardening Services & Supplies	-	2,025	-	2,950	4,101	4,101	4,101	-	0	1,150 72%
5525 Utilities - Waste	-	306	469	1,485	11,016	11,016	11,016	-	-	9,531 13%

SVA
Income Statement
As of Dec FY2021

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5610	Rent	16,748	16,748	16,748	100,489	208,979	208,979	208,979	-	-	108,489	48%
5615	Repairs and Maintenance - Building	-	-	-	-	5,000	5,000	5,000	-	-	5,000	0%
5809	Banking Fees	-	-	-	-	677	677	677	-	-	677	0%
5824	District Oversight Fees	-	-	-	-	30,833	32,366	32,324	42	(1,491)	32,324	0%
5830	Field Trips Expenses	-	-	-	-	6,462	6,462	-	6,462	6,462	-	-
5833	Fines and Penalties	-	-	-	-	149	149	149	-	-	149	0%
5836	Fingerprinting	-	-	-	-	273	273	273	-	-	273	0%
5839	Fundraising Expenses	-	567	-	567	6,447	6,447	6,447	-	-	5,880	9%
5845	Legal Fees	-	-	-	-	3,060	3,060	3,060	-	-	3,060	0%
5848	Licenses and Other Fees	-	-	-	-	3,515	-	-	-	3,515	-	-
5851	Marketing and Student Recruiting	81	17	-	98	1,791	1,791	1,791	-	-	1,693	5%
5854	Consultants - CALPADS	425	425	425	2,550	5,100	5,100	5,100	-	-	2,550	50%
5857	Payroll Fees	369	458	541	2,668	6,514	6,514	6,514	-	-	3,845	41%
5858	CMO Services	-	-	-	-	431,657	409,405	439,260	(29,855)	(7,603)	439,260	0%
5860	Printing and Reproduction	953	352	3,638	6,373	16,523	16,523	16,523	-	-	10,150	39%
5861	Prior Yr Exp (not accrued)	-	-	-	38	-	38	38	-	(38)	0	100%
5863	Professional Development	875	259	-	1,134	15,820	15,820	15,820	-	-	14,686	7%
5869	Special Education Contract Instructors	2,739	5,918	-	10,513	20,100	20,100	23,100	(3,000)	(3,000)	12,587	46%
5875	Staff Recruiting	-	-	-	-	918	918	918	-	-	918	0%
5877	Student Activities	-	-	-	-	5,000	5,000	5,000	-	-	5,000	0%
5878	Student Assessment	-	-	-	7,492	4,536	7,492	7,492	-	(2,956)	(0)	100%
5880	Student Health Services	330	467	453	1,786	3,927	13,927	13,927	-	(10,000)	12,142	13%
5881	Student Information System	-	-	-	19	-	19	19	-	(19)	-	100%
5887	Technology Services	-	-	-	-	510	510	510	-	-	510	0%
5893	Transportation - Student	-	-	-	-	93,848	93,848	93,848	-	-	93,848	0%
5898	Bad Debt Expense	-	-	-	0	-	-	-	-	-	(0)	-
5910	Communications - Internet / Website Fees	1,720	2,908	29	4,859	12,985	6,246	6,246	-	6,740	1,387	78%
5915	Postage and Delivery	197	55	275	786	1,148	1,148	1,148	-	-	362	68%
5920	Communications - Telephone & Fax	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
SUBTOTAL - Services & Other Operating Exp.		24,438	30,505	22,579	143,808	905,467	885,106	911,457	(26,351)	(5,990)	767,649	16%
Capital Outlay & Depreciation												
6900	Depreciation	-	-	5,030	5,030	10,059	10,059	10,059	-	-	5,029	50%
SUBTOTAL - Capital Outlay & Depreciation		-	-	5,030	5,030	10,059	10,059	10,059	-	-	5,029	50%
Other Outflows												
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		266,039	270,924	262,930	1,378,263	3,621,994	3,666,578	3,684,985	(18,407)	(62,991)	2,306,722	37%

SVA
Monthly Cash Forecast
As of Dec FY2021

	2020-21													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	976,880	1,027,846	943,329	890,284	1,295,085	1,338,913	1,315,915	1,269,548	1,228,140	1,061,295	1,044,367	927,394		
REVENUE														
LCFF Entitlement	-	99,127	130,263	410,740	219,943	219,943	389,983	219,943	128,017	288,720	71,087	71,087	3,232,368	983,518
Federal Revenue	-	-	33,620	162,483	16,615	-	27,115	16,615	16,784	-	16,615	-	369,548	79,702
Other State Revenue	174	-	-	34,144	12,652	-	2,061	33,679	-	-	35,840	-	196,532	77,982
Other Local Revenue	2,594	331	357	1,782	2,120	298	1,286	121	121	121	69,246	121	78,498	-
Fundraising & Grants	10	579	15	602	246	4,438	1,518	1,518	1,518	1,518	1,518	1,518	15,000	-
TOTAL REVENUE	2,778	100,037	164,254	609,751	251,576	224,678	421,963	271,876	146,440	290,359	194,306	72,726	3,891,946	1,141,202
EXPENSES														
Certificated Salaries	17,489	142,387	158,268	155,620	150,616	161,553	153,824	153,546	153,546	151,140	153,546	162,765	1,714,300	-
Classified Salaries	7,023	12,768	29,472	30,485	30,811	29,299	37,645	37,266	37,266	34,956	37,266	34,956	359,211	-
Employee Benefits	28,167	48,636	51,111	49,886	49,353	42,492	81,910	52,985	52,985	51,734	52,319	53,699	615,277	-
Books & Supplies	1,552	7,851	7,359	5,610	9,639	1,977	10,641	6,010	6,010	6,010	6,010	6,010	74,680	-
Services & Other Operating Expenses	21,443	23,064	21,780	24,438	30,505	22,579	131,427	74,740	74,740	74,710	73,401	302,067	911,457	36,564
Capital Outlay & Depreciation	-	-	-	-	-	5,030	838	838	838	838	838	838	10,059	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	75,675	234,706	267,990	266,039	270,924	262,930	416,285	325,385	325,385	319,388	323,380	560,335	3,684,985	36,564
Operating Cash Inflow (Outflow)	(72,896)	(134,669)	(103,736)	343,712	(19,348)	(38,251)	5,678	(53,510)	(178,945)	(29,029)	(129,074)	(487,609)	206,961	1,104,638
Revenues - Prior Year Accruals	581,606	-	29,451	41,612	27,419	2,500	3,473	-	-	-	-	-	-	
Other Assets	3,325	-	-	-	(267)	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	5,030	838	838	838	838	838	838	838	
Expenses - Prior Year Accruals	(139,931)	8,527	(20,084)	11,736	11,736	11,736	(1,228)	-	-	-	-	(70,413)	-	
Accounts Payable - Current Year	(255,536)	24,267	29,365	(4,200)	13,389	(15,494)	(66,390)	-	-	-	-	-	-	
Summerholdback for Teachers	(70,359)	12,601	7,202	7,184	6,142	6,725	6,505	6,505	6,505	6,505	6,505	6,505	-	
Other Liabilities	4,757	4,757	4,757	4,757	4,757	4,757	4,757	4,757	4,757	4,757	4,757	4,757	-	
Ending Cash	1,027,846	943,329	890,284	1,295,085	1,338,913	1,315,915	1,269,548	1,228,140	1,061,295	1,044,367	927,394	381,473		

BOA
Income Statement
As of Dec FY2021

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	186,146	164,018	164,018	687,874	2,294,258	2,396,257	2,408,854	12,597	114,596	1,720,980	29%
Federal Revenue	99,028	12,793	-	129,819	117,392	208,182	208,182	-	90,790	78,363	62%
Other State Revenues	19,479	5,970	-	25,531	96,462	136,078	136,925	847	40,463	111,394	19%
Local Revenues	163	489	163	1,239	63,586	63,636	63,636	-	50	62,397	2%
Fundraising and Grants	-	583	388	971	17,000	11,000	11,000	-	(6,000)	10,029	9%
Total Revenue	304,816	183,853	164,569	845,434	2,588,699	2,815,153	2,828,597	13,444	239,899	1,983,163	30%
Expenses											
Compensation and Benefits	158,523	170,062	160,719	834,277	1,896,129	1,836,668	1,843,090	(6,422)	53,039	1,008,813	45%
Books and Supplies	11,004	11,055	1,282	47,000	54,288	61,668	87,163	(25,495)	(32,876)	40,163	54%
Services and Other Operating Expenditures	37,159	28,654	30,649	180,674	715,623	704,152	727,123	(22,971)	(11,500)	546,449	25%
Depreciation	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	785	130	103	1,018	1,407	1,407	1,407	-	-	389	72%
Total Expenses	207,471	209,901	192,753	1,062,969	2,667,446	2,603,895	2,658,783	(54,888)	8,663	1,595,814	40%
Operating Income	97,346	(26,048)	(28,184)	(217,535)	(78,747)	211,259	169,814	(41,444)	248,561	387,349	
Fund Balance											
Beginning Balance (Unaudited)					184,157	245,802	245,802				
Operating Income					(78,747)	211,259	169,814				
Ending Fund Balance					105,410	457,061	415,616				
Fund Balance as a % of Expenses					4%	18%	16%				

BOA
Income Statement
As of Dec FY2021

KEY ASSUMPTIONS

Enrollment Summary

K-3

4-6

Total Enrolled

ADA %

K-3

4-6

Average ADA %

ADA

K-3

4-6

Total ADA

Actual			YTD	Budget						
Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				190	185	187	2	(3)		
				94	90	90	-	(4)		
				284	275	277	2	(7)		
				96.0%	95.5%	95.5%	0.0%	-0.5%		
				96.0%	95.5%	95.5%	0.0%	-0.5%		
				96.0%	95.5%	95.5%	0.0%	-0.5%		
				182.21	176.68	178.59	1.91	(3.62)		
				90.24	85.95	85.95	-	(4.29)		
				272.45	262.63	264.54	1.91	(7.91)		

BOA
Income Statement
As of Dec FY2021

Actual				YTD	Budget							
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
Oct Nov Dec				Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast					
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	140,342	140,342	140,342	576,962	1,852,099	1,966,069	1,975,538	9,468	123,438	1,398,576	29%
8012	Education Protection Account Entitlement	10,290	-	-	10,290	54,490	52,525	52,907	382	(1,583)	42,617	19%
8096	Charter Schools in Lieu of Property Taxes	35,514	23,676	23,676	100,622	387,669	377,663	380,409	2,747	(7,260)	279,787	26%
SUBTOTAL - LCFF Entitlement		186,146	164,018	164,018	687,874	2,294,258	2,396,257	2,408,854	12,597	114,596	1,720,980	29%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	32,189	32,189	32,189	-	-	32,189	0%
8291	Title I	-	8,796	-	8,796	29,823	35,185	35,185	-	5,362	26,389	25%
8292	Title II	-	1,497	-	1,497	5,143	6,000	6,000	-	857	4,503	25%
8294	Title IV	-	2,500	-	2,500	10,000	10,000	10,000	-	-	7,500	25%
8296	SRSA Grant	-	-	-	17,998	15,677	17,998	17,998	-	2,321	-	100%
8299	CARES Act	99,028	-	-	99,028	24,560	106,810	106,810	-	82,250	7,782	93%
SUBTOTAL - Federal Revenue		99,028	12,793	-	129,819	117,392	208,182	208,182	-	90,790	78,363	62%
Other State Revenue												
8319	Other State Apportionments - Prior Years	0	-	-	82	-	-	-	-	-	(82)	
8381	Special Education - Entitlement (State	3,317	5,970	-	9,287	37,033	62,505	62,959	455	25,926	53,672	15%
8550	Mandated Cost Reimbursements	-	-	-	-	3,470	3,470	3,470	-	-	3,470	0%
8560	State Lottery Revenue	-	-	-	-	55,959	53,941	54,334	392	(1,625)	54,334	0%
8590	All Other State Revenue	16,162	-	-	16,162	-	16,162	16,162	-	16,162	-	100%
SUBTOTAL - Other State Revenue		19,479	5,970	-	25,531	96,462	136,078	136,925	847	40,463	111,394	19%
Local Revenue												
8660	Interest	-	326	-	326	1,003	1,003	1,003	-	-	677	32%
8689	FUA Reimbursement	-	-	-	-	60,382	60,382	60,382	-	-	60,382	0%
8693	Field Trips	-	-	-	50	-	50	50	-	50	(0)	100%
8699	All Other Local Revenue	163	163	163	864	2,201	2,201	2,201	-	-	1,338	39%
SUBTOTAL - Local Revenue		163	489	163	1,239	63,586	63,636	63,636	-	50	62,397	2%
Fundraising and Grants												
8801	Donations - Parents	-	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
8802	Donations - Private	-	-	388	388	6,000	2,500	2,500	-	(3,500)	2,112	16%
8803	Fundraising	-	558	-	558	5,000	2,500	2,475	(25)	(2,525)	1,917	23%
8804	Fundraising - Fund Development	-	25	-	25	-	-	25	25	25	-	100%
SUBTOTAL - Fundraising and Grants		-	583	388	971	17,000	11,000	11,000	-	(6,000)	10,029	9%
TOTAL REVENUE												
		304,816	183,853	164,569	845,434	2,588,699	2,815,153	2,828,597	13,444	239,899	1,983,163	30%

BOA
Income Statement
As of Dec FY2021

Actual			YTD	Budget						
Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	64,642	72,519	64,093	340,368	757,208	751,091	763,739	(12,648)	(6,531)	423,371 45%
1101 Teacher - Stipends	-	-	-	-	7,000	15,000	15,000	-	(8,000)	15,000 0%
1103 Teacher - Substitute Pay	600	210	60	1,470	10,980	10,980	10,980	-	-	9,510 13%
1111 Teacher - Specialist	3,958	3,282	3,128	15,102	49,310	28,780	29,277	(496)	20,034	14,174 52%
1148 Teacher - Special Ed	9,279	9,279	8,757	45,874	102,074	102,074	99,858	2,216	2,216	53,984 46%
1150 Teacher - Intervention	5,025	5,025	6,150	26,252	55,280	55,280	56,109	(829)	(829)	29,857 47%
1300 Certificated Supervisor & Administrator Salaries	17,489	17,489	17,489	105,934	209,867	209,867	213,015	(3,148)	(3,148)	107,081 50%
SUBTOTAL - Certificated Salaries	100,994	107,805	99,677	535,001	1,191,719	1,173,072	1,187,978	(14,906)	3,741	652,977 45%
Classified Salaries										
2100 Classified Instructional Aide Salaries	10,881	14,279	15,381	53,833	138,540	147,488	135,575	11,913	2,965	81,742 40%
2103 Classified - Special Education	1,653	2,140	1,331	7,512	50,274	30,895	31,107	(213)	19,167	23,596 24%
2400 Classified Clerical & Office Salaries	5,767	5,383	4,942	27,360	56,146	56,146	57,085	(939)	(939)	29,724 48%
2905 Other Classified - After School	91	91	(182)	(0)	-	-	-	-	-	0
2930 Other Classified - Maintenance/grounds	3,101	2,960	3,101	18,828	35,945	35,945	36,484	(539)	(539)	17,656 52%
2935 Other Classified - Substitute	-	-	-	-	1,991	1,991	1,991	-	-	1,991 0%
SUBTOTAL - Classified Salaries	21,493	24,853	24,574	107,532	282,895	272,464	262,242	10,222	20,654	154,710 41%
Employee Benefits										
3100 STRS	16,169	17,260	18,006	87,961	189,803	188,345	190,753	(2,407)	(950)	102,791 46%
3300 OASDI-Medicare-Alternative	3,445	4,043	4,084	18,760	39,943	38,278	37,712	566	2,231	18,952 50%
3400 Health & Welfare Benefits	14,955	14,574	13,497	77,440	167,625	141,457	141,457	-	26,168	64,017 55%
3500 Unemployment Insurance	105	133	183	933	10,989	10,150	10,006	145	983	9,072 9%
3600 Workers Comp Insurance	1,353	1,385	689	6,615	12,801	12,549	12,590	(41)	212	5,974 53%
3900 403b contribution	8	8	8	34	353	353	353	-	-	319 10%
SUBTOTAL - Employee Benefits	36,035	37,404	36,468	191,744	421,514	391,132	392,870	(1,738)	28,644	201,126 49%
Books & Supplies										
4100 Approved Textbooks & Core Curricula Materials	60	6,883	-	17,205	9,596	10,322	35,322	(25,000)	(25,726)	18,117 49%
4200 Books & Other Reference Materials	-	1,847	-	7,062	7,620	7,560	7,560	-	60	498 93%
4300 Materials & Supplies	-	-	-	43	2,300	2,300	2,300	-	-	2,257 2%
4320 Educational Software	7,115	495	-	7,610	400	7,115	7,610	(495)	(7,210)	0 100%
4325 Instructional Materials & Supplies	227	882	-	3,523	5,600	5,600	5,600	-	-	2,077 63%
4326 Art	-	-	-	-	400	400	400	-	-	400 0%
4330 Office Supplies	52	410	453	1,831	7,339	7,339	7,339	-	-	5,508 25%
4335 PE Supplies	-	-	-	-	400	400	400	-	-	400 0%
4346 Teacher Supplies	356	469	377	2,557	5,200	5,200	5,200	-	-	2,643 49%
4355 Science	-	-	-	-	400	400	400	-	-	400 0%
4356 Recess Supplies	-	-	-	-	1,200	1,200	1,200	-	-	1,200 0%
4410 Classroom Furniture, Equipment & Supplies	1,411	-	-	1,539	3,000	3,000	3,000	-	-	1,461 51%
4420 Computers: individual items less than \$5k	1,730	-	432	4,136	6,000	6,000	6,000	-	0	1,864 69%
4430 Non Classroom Related Furniture, Equipment & Supplies	54	38	20	1,464	2,000	2,000	2,000	-	(0)	536 73%
4710 Student Food Services	-	-	-	-	2,027	2,027	2,027	-	-	2,027 0%
4720 Other Food	-	31	-	31	806	806	806	-	(0)	775 4%
SUBTOTAL - Books and Supplies	11,004	11,055	1,282	47,000	54,288	61,668	87,163	(25,495)	(32,876)	40,163 54%
Services & Other Operating Expenses										
5215 Travel - Mileage, Parking, Tolls	-	-	-	-	600	-	-	-	600	-
5220 Travel and Lodging	-	-	-	-	2,500	-	-	-	2,500	-

BOA
Income Statement
As of Dec FY2021

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5225	Travel - Meals & Entertainment	-	-	-	-	370	-	-	-	370	-	
5515	Janitorial, Gardening Services & Supplies	69	785	61	1,928	3,326	3,326	3,326	-	-	1,399	58%
5525	Utilities - Waste	-	-	-	-	3,313	3,313	3,313	-	-	3,313	0%
5610	Rent	22,168	22,168	22,168	133,008	274,015	274,015	274,015	-	-	141,008	49%
5615	Repairs and Maintenance - Building	-	-	-	180	5,000	5,000	5,000	-	-	4,820	4%
5824	District Oversight Fees	-	-	-	-	22,943	23,963	24,089	(126)	(1,146)	24,089	0%
5830	Field Trips Expenses	-	-	-	-	6,000	6,000	-	6,000	6,000	-	
5836	Fingerprinting	-	-	-	-	372	372	372	-	(0)	372	0%
5839	Fundraising Expenses	-	486	-	486	3,565	3,565	3,565	-	-	3,079	14%
5845	Legal Fees	-	-	-	-	3,060	3,060	3,060	-	-	3,060	0%
5848	Licenses and Other Fees	-	-	-	-	30	30	30	-	(0)	30	0%
5851	Marketing and Student Recruiting	59	12	-	71	1,872	1,872	1,872	-	-	1,802	4%
5854	Consultants - CALPADS	425	425	425	2,550	5,100	5,100	5,100	-	-	2,550	50%
5857	Payroll Fees	383	347	352	1,990	4,299	4,299	4,299	-	(0)	2,309	46%
5858	CMO Services	-	-	-	-	310,647	293,194	316,039	(22,845)	(5,392)	316,039	0%
5860	Printing and Reproduction	594	317	495	3,238	9,440	9,440	9,440	-	-	6,202	34%
5861	Prior Yr Exp (not accrued	-	-	-	2,140	500	2,140	2,140	-	(1,640)	-	100%
5863	Professional Development	9,713	387	783	11,657	13,000	18,713	20,713	(2,000)	(7,713)	9,056	56%
5869	Special Education Contract Instructors	1,984	2,048	5,925	11,300	21,090	21,090	24,090	(3,000)	(3,000)	12,790	47%
5875	Staff Recruiting	-	-	-	-	571	571	571	-	(0)	571	0%
5877	Student Activities	-	1,658	-	1,658	3,260	3,260	4,260	(1,000)	(1,000)	2,602	39%
5878	Student Assessment	-	-	-	7,737	3,072	7,737	7,737	-	(4,665)	0	100%
5880	Student Health Services	115	-	420	748	1,842	10,842	10,842	-	(9,000)	10,094	7%
5881	Student Information System	-	-	-	19	-	19	19	-	(19)	-	100%
5893	Transportation - Student	-	-	-	-	412	412	412	-	-	412	0%
5910	Communications - Internet / Website Fees	1,575	21	21	1,764	11,165	1,722	1,722	-	9,444	(42)	102%
5915	Postage and Delivery	74	-	-	202	1,096	1,096	1,096	-	-	895	18%
5920	Communications - Telephone & Fax	-	-	-	-	3,160	-	-	-	3,160	-	
SUBTOTAL - Services & Other Operating Exp.		37,159	28,654	30,649	180,674	715,623	704,152	727,123	(22,971)	(11,500)	546,449	25%
Capital Outlay & Depreciation												
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	-	-	-	-	-	
Other Outflows												
7438	Long term debt - Interest	785	130	103	1,018	1,407	1,407	1,407	-	-	389	72%
SUBTOTAL - Other Outflows		785	130	103	1,018	1,407	1,407	1,407	-	-	389	72%
TOTAL EXPENSES		207,471	209,901	192,753	1,062,969	2,667,446	2,603,895	2,658,783	(54,888)	8,663	1,595,814	40%

BOA
Monthly Cash Forecast
As of Dec FY2021

	2020-21													
	Actuals & Forecast													Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
Beginning Cash	503,985	478,347	416,867	394,923	538,582	547,413	533,356	253,671	240,829	153,240	76,560	(23,678)		
REVENUE														
LCFF Entitlement	-	77,968	95,725	186,146	164,018	164,018	174,308	164,018	128,758	128,931	75,037	75,037	2,408,854	974,891
Federal Revenue	-	-	17,998	99,028	12,793	-	-	12,796	-	-	12,796	-	208,182	52,771
Other State Revenue	82	-	-	19,479	5,970	-	1,965	18,180	-	-	19,264	-	136,925	71,984
Other Local Revenue	96	164	163	163	489	163	311	341	341	341	341	60,723	63,636	-
Fundraising & Grants	-	-	-	-	583	388	1,646	1,671	1,671	1,671	1,671	1,671	11,000	25
TOTAL REVENUE	179	78,132	113,886	304,816	183,853	164,569	178,230	197,007	130,770	130,943	109,110	137,432	2,828,597	1,099,671
EXPENSES														
Certificated Salaries	18,489	108,291	99,745	100,994	107,805	99,677	124,491	103,573	103,573	103,383	103,573	114,383	1,187,978	-
Classified Salaries	6,472	8,633	21,507	21,493	24,853	24,574	27,338	26,032	26,032	24,638	26,032	24,638	262,242	-
Employee Benefits	16,932	32,014	32,890	36,035	37,404	36,468	34,188	33,358	33,358	32,717	32,858	34,647	392,870	-
Books & Supplies	12,708	3,508	7,443	11,004	11,055	1,282	8,254	5,976	5,976	5,976	5,976	8,003	87,163	-
Services & Other Operating Expenses	29,580	28,429	26,203	37,159	28,654	30,649	226,178	55,672	55,672	55,672	55,672	60,706	727,123	36,879
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	785	130	103	212	-	177	-	-	-	1,407	-
TOTAL EXPENSES	84,181	180,875	187,788	207,471	209,901	192,753	420,661	224,611	224,788	222,386	224,111	242,377	2,658,783	36,879
Operating Cash Inflow (Outflow)	(84,002)	(102,743)	(73,902)	97,346	(26,048)	(28,184)	(242,431)	(27,605)	(94,018)	(91,443)	(115,001)	(104,946)	169,814	1,062,792
Revenues - Prior Year Accruals	197,979	10,146	22,685	25,964	7,529	-	28,254	-	-	-	-	-	-	-
Other Assets	10,400	-	-	-	(154)	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	7,973	9,935	(8,767)	9,935	9,935	9,935	(390)	-	-	-	-	(59,609)	-	-
Accounts Payable - Current Year	(130,093)	8,806	21,110	1,818	9,316	(5,134)	(56,214)	-	-	-	-	-	-	-
Summerholdback for Teachers	(39,965)	306	4,861	4,860	4,516	5,589	3,859	3,859	3,859	3,859	3,859	3,859	-	-
Loans Payable (Long Term)	-	-	-	(8,333)	(8,333)	(8,333)	(16,666)	-	(8,333)	-	-	-	-	-
Other Liabilities	12,070	12,070	12,070	12,070	12,070	12,070	3,903	10,903	10,903	10,903	10,903	10,903	-	-
Ending Cash	478,347	416,867	394,923	538,582	547,413	533,356	253,671	240,829	153,240	76,560	(23,678)	(173,469)		

CMO
Income Statement
As of Dec FY2021

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
SUMMARY											
Revenue											
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	13,304	16,394	10,083	48,156	833,115	796,187	850,663	54,477	17,548	802,507	6%
Fundraising and Grants	150	-	-	150	1,000	1,000	1,000	-	-	850	15%
Total Revenue	13,454	16,394	10,083	48,306	834,115	797,187	851,663	54,477	17,548	803,357	6%
Expenses											
Compensation and Benefits	63,329	56,029	54,260	299,518	549,894	537,223	585,168	(47,945)	(35,274)	285,650	51%
Books and Supplies	297	153	-	2,633	14,860	15,160	15,160	-	(300)	12,527	17%
Services and Other Operating Expenditures	26,521	18,858	18,289	128,568	269,361	244,803	251,335	(6,532)	18,026	122,767	51%
Depreciation	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	90,147	75,040	72,549	430,719	834,115	797,187	851,663	(54,477)	(17,548)	420,944	51%
Operating Income	(76,693)	(58,646)	(62,466)	(382,413)	-	-	-	-	-	382,413	
Fund Balance											
Beginning Balance (Unaudited)					0	0	0				
Operating Income					-	-	-				
Ending Fund Balance					0	0	0				
Fund Balance as a % of Expenses					0%	0%	0%				

CMO
Income Statement
As of Dec FY2021

KEY ASSUMPTIONS

Enrollment Summary
 Total Enrolled

ADA %
 Average ADA %

ADA
 Total ADA

Actual			YTD	Budget						
Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				-	-	-	-	-		
				-	-	-	-	-		

CMO
Income Statement
As of Dec FY2021

Actual				YTD	Budget									
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent			
Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast								
REVENUE														
LCFF Entitlement														
SUBTOTAL - LCFF Entitlement				-	-	-	-	-	-	-				
Federal Revenue														
SUBTOTAL - Federal Revenue				-	-	-	-	-	-	-				
Other State Revenue														
SUBTOTAL - Other State Revenue				-	-	-	-	-	-	-				
Local Revenue														
8676	After School Program Revenue	13,294	14,618	10,083	43,603	90,811	90,811	90,811	-	-	47,208	48%		
8699	All Other Local Revenue	10	1,776	-	4,553	-	2,777	4,553	1,776	4,553	0	100%		
8721	CMO Fees Revenue	-	-	-	-	742,304	702,599	755,299	52,701	12,995	755,299	0%		
SUBTOTAL - Local Revenue				13,304	16,394	10,083	48,156	833,115	796,187	850,663	54,477	17,548	802,507	6%
Fundraising and Grants														
8802	Donations - Private	150	-	-	150	1,000	1,000	1,000	-	-	850	15%		
SUBTOTAL - Fundraising and Grants				150	-	-	150	1,000	1,000	1,000	-	-	850	15%
TOTAL REVENUE				13,454	16,394	10,083	48,306	834,115	797,187	851,663	54,477	17,548	803,357	6%

CMO
Income Statement
As of Dec FY2021

Actual			YTD	Budget						
Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	-	-	970	-	-	-	-	-	(970)	
1150 Teacher - Intervention	1,675	1,675	2,050	8,751	18,427	18,703	(276)	(276)	9,952	47%
1300 Certificated Supervisor & Administrator Salaries	11,588	11,588	11,588	70,525	141,050	143,136	(2,086)	(2,086)	72,611	49%
SUBTOTAL - Certificated Salaries	13,263	13,263	13,638	80,245	159,477	161,839	(2,362)	(2,362)	81,593	50%
Classified Salaries										
2100 Classified Instructional Aide Salaries	(195)	-	174	-	-	-	-	-	(174)	
2400 Classified Clerical & Office Salaries	13,796	13,656	13,171	80,292	161,799	164,226	(2,427)	(2,427)	83,934	49%
2905 Other Classified - After School	24,877	19,220	18,015	88,845	118,821	119,145	(38,509)	(38,833)	68,810	56%
SUBTOTAL - Classified Salaries	38,386	32,877	31,186	169,311	280,621	321,881	(40,936)	(41,260)	152,570	53%
Employee Benefits										
3100 STRS	2,142	2,142	2,202	13,129	25,594	25,975	(381)	(381)	12,847	51%
3300 OASDI-Medicare-Alternative	1,447	1,406	1,376	7,446	23,842	23,867	(25)	(25)	19,587	28%
3400 Health & Welfare Benefits	5,972	4,210	3,723	21,850	48,400	35,364	13,036	13,036	13,515	62%
3500 Unemployment Insurance	44	46	59	344	4,410	4,424	(14)	(14)	4,803	7%
3600 Workers Comp Insurance	2,069	2,079	205	5,300	3,821	3,823	(22)	(22)	(1,101)	126%
3900 403b contribution	6	6	1,871	1,893	3,730	3,730	-	-	1,837	51%
SUBTOTAL - Employee Benefits	11,680	9,889	9,436	49,961	109,797	96,802	(12,995)	(12,995)	51,486	49%
Books & Supplies										
4330 Office Supplies	61	153	-	706	1,500	1,250	250	250	544	56%
4352 After School Program	236	-	-	1,473	1,704	2,004	(300)	(300)	531	73%
4420 Computers: individual items less than \$5k	-	-	-	250	-	250	-	(250)	0	100%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	-	906	906	-	-	906	0%
4710 Student Food Services	-	-	-	-	10,369	10,369	-	-	10,369	0%
4720 Other Food	-	-	-	205	381	381	-	-	177	54%
SUBTOTAL - Books and Supplies	297	153	-	2,633	14,860	15,160	(300)	(300)	12,527	17%
Services & Other Operating Expenses										
5215 Travel - Mileage, Parking, Tolls	-	-	-	-	900	-	-	900	-	
5220 Travel and Lodging	-	-	-	-	4,162	-	-	4,162	-	
5225 Travel - Meals & Entertainment	-	-	-	-	474	-	-	474	-	
5305 Dues & Membership - Professional	527	423	448	2,712	5,400	5,400	-	-	2,688	50%
5400 Insurance	(1,647)	-	-	13,275	23,637	26,701	(3,064)	(3,064)	13,426	50%
5515 Janitorial, Gardening Services & Supplies	-	-	-	-	20	20	(440)	(440)	460	0%
5535 Utilities - All Utilities	-	-	-	-	-	756	(756)	(756)	756	0%
5610 Rent	-	-	-	-	-	5,336	(5,336)	(5,336)	5,336	0%
5803 Accounting Fees	1,063	4,200	-	5,263	12,915	12,915	-	-	7,652	41%
5809 Banking Fees	-	301	191	1,092	1,326	1,326	-	-	234	82%
5812 Business Services	13,750	13,750	13,750	82,500	165,000	165,000	-	-	82,500	50%
5820 Consultants - Non Instructional - Custom 1	-	-	180	1,695	8,500	4,103	-	4,397	2,408	41%
5833 Fines and Penalties	-	-	-	-	17	17	-	-	17	0%
5836 Fingerprinting	-	-	-	-	536	536	-	-	536	0%
5845 Legal Fees	162	-	3,409	4,496	5,100	5,100	-	-	604	88%
5851 Marketing and Student Recruiting	-	-	-	71	763	817	-	(54)	747	9%
5857 Payroll Fees	8,184	129	212	8,934	9,466	9,466	-	-	532	94%
5860 Printing and Reproduction	-	-	-	-	1,049	1,049	-	-	1,049	0%
5861 Prior Yr Exp (not accrued)	(47)	-	-	(47)	7	(47)	-	54	0	100%

CMO
Income Statement
As of Dec FY2021

		Actual			YTD	Budget						
									Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
5863	Professional Development	-	-	100	2,461	6,000	2,915	2,915	-	3,085	454	84%
5875	Staff Recruiting	-	-	-	1,149	2,000	2,000	2,000	-	-	851	57%
5880	Student Health Services	-	-	-	-	19,544	544	544	-	19,000	544	0%
5899	Miscellaneous Operating Expenses	-	-	-	20	191	191	191	-	-	171	10%
5910	Communications - Internet / Website Fees	4,447	-	-	4,647	1,815	6,211	6,211	-	(4,397)	1,565	75%
5915	Postage and Delivery	83	55	-	300	538	538	538	-	-	239	56%
SUBTOTAL - Services & Other Operating Exp.		26,521	18,858	18,289	128,568	269,361	244,803	251,335	(6,532)	18,026	122,767	51%
Capital Outlay & Depreciation												
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	-	-	-	-	-	
Other Outflows												
SUBTOTAL - Other Outflows		-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		90,147	75,040	72,549	430,719	834,115	797,187	851,663	(54,477)	(17,548)	420,944	51%

CMO
Monthly Cash Forecast
As of Dec FY2021

	2020-21													Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
Beginning Cash	684,165	620,244	566,401	496,522	414,715	357,188	295,669	278,269	277,832	238,249	202,058	163,867		
REVENUE														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	3,418	195	4,762	13,304	16,394	10,083	68,533	71,265	71,265	71,265	71,265	448,914	850,663	-
Fundraising & Grants	-	-	-	150	-	-	445	145	-	-	261	-	1,000	-
TOTAL REVENUE	3,418	195	4,762	13,454	16,394	10,083	68,978	71,409	71,265	71,265	71,526	448,914	851,663	-
EXPENSES														
Certificated Salaries	12,986	14,881	12,216	13,263	13,263	13,638	15,280	13,263	13,263	13,263	13,263	13,263	161,839	-
Classified Salaries	12,756	17,987	36,118	38,386	32,877	31,186	30,075	30,501	30,501	28,351	30,501	2,642	321,881	-
Employee Benefits	6,288	6,077	6,590	11,680	9,889	9,436	13,711	8,611	8,611	7,770	7,960	4,823	101,448	-
Books & Supplies	384	1,356	443	297	153	-	726	196	625	222	144	245	15,160	10,369
Services & Other Operating Expenses	24,092	18,936	21,872	26,521	18,858	18,289	19,366	19,374	20,708	20,708	20,708	21,902	251,335	-
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	56,507	59,237	77,239	90,147	75,040	72,549	79,158	71,944	73,707	70,314	72,576	42,876	851,663	10,369
Operating Cash Inflow (Outflow)	(53,089)	(59,042)	(72,477)	(76,693)	(58,646)	(62,466)	(10,180)	(535)	(2,442)	951	(1,050)	406,039	-	(10,369)
Other Assets	1,634	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(168)	-	-	-	-	-	1,838	-	-	-	-	-	-	-
Accounts Payable - Current Year	(9,274)	5,198	2,485	(5,231)	1,012	820	(9,155)	-	-	-	-	-	-	-
Summerholdback for Teachers	(3,023)	-	115	116	107	128	98	98	98	98	98	98	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	(37,239)	(37,239)	(37,239)	(37,239)	-	-
Ending Cash	620,244	566,401	496,522	414,715	357,188	295,669	278,269	277,832	238,249	202,058	163,867	532,765		

CMO
Balance Sheet
As of Dec FY2021

	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
	Jun FY2020	Jun FY2020	Jun FY2020	Jun FY2020	Dec FY2021	Dec FY2021	Dec FY2021	Dec FY2021
ASSETS								
Cash Balance	976,880	503,985	684,165	2,165,031	1,315,915	533,356	295,669	2,144,940
Accounts Receivable	760,560	292,557	-	1,053,117	77,973	28,254	-	106,227
Prepays	3,325	10,400	1,634	15,358	267	154	-	421
Fixed Assets, Net	108,977	-	-	108,977	103,947	-	-	103,947
TOTAL ASSETS	1,849,742	806,942	685,799	3,342,483	1,498,102	561,764	295,669	2,355,535
LIABILITIES & EQUITY								
Accounts Payable	394,472	126,762	3,174	524,408	71,117	60,523	(1,838)	129,802
Due to Others	62,551	-	-	62,551	62,551	-	-	62,551
Current Loans and Other Payables	281,313	284,375	12,325	578,013	278,217	347,969	9,621	635,806
Long-Term Loans and Other Liabilities	-	150,004	670,300	820,304	-	125,005	670,300	795,305
Beginning Net Assets	1,042,750	335,932	(0)	1,378,682	1,111,406	245,802	0	1,357,208
Net Income (Loss) to Date	68,656	(90,130)	-	(21,474)	(25,189)	(217,535)	(382,413)	(625,137)
TOTAL LIABILITIES & EQUITY	1,849,742	806,942	685,799	3,342,483	1,498,102	561,764	295,670	2,355,535

Enc. No. 10



**RESOLUTION OF THE BOARD OF TRUSTEES
The Academies Charter Management Organization
A California Public Benefit Corporation**

Board Resolution #21-001

**APPROVAL TO APPLY FOR PAYCHECK PROTECTION PROGRAM LOAN
FORGIVENESS**

WHEREAS, The Academies Charter Management Organization (TACMO) received a loan from the Small Business Administration (“SBA”) Paycheck Protection Program (“PPP loan”) in the amount of \$670,300.00 through Central Valley Community Bank and

WHEREAS, the PPP loan was used to pay costs that are eligible for forgiveness (i.e., payroll costs to retain employees; business mortgage interest payments; business rent or lease payments; or business utility payments), and at least 60% of the loan proceeds were used to pay payroll costs; and

WHEREAS, on June 15th, 2020 the SBA published an application for borrowers to apply for forgiveness, which it updated on October 31st, 2020; and Central Valley Community Bank is accepting applications for forgiveness October 2, 2020 ; and

WHEREAS, TACMO is prepared to provide Central Valley Community Bank with a completed forgiveness application and documentation verifying the number of full-time equivalent employees on TACMO’s payroll as well as the dollar amounts of eligible payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the twenty-four-week period following this loan (as needed); and

WHEREAS, TACMO staff has verified that the information provided in its application for forgiveness and the information provided in all supporting documents and forms is true and accurate in all material respects; now, therefore, be it

Resolved by the Board of Trustees of TACMO, that TACMO meets all requirements for forgiveness of the PPP loan; and be it further

Resolved by the Board of Trustees of TACMO, that TACMO will submit an application for forgiveness for the PPP loan in a manner consistent with the requirements of the SBA and Central Valley Community Bank; and be it further



Resolved by the Board of Trustees of TACMO, that TACMO will return any funds not forgiven by the SBA on the schedule set forth by Central Valley Community Bank according to the original terms of the PPP loan; and be it further

Resolved by the Board of Trustees of TACMO, that the Superintendent of TACMO is hereby instructed to review any additional guidance relating to the PPP forgiveness as it is released by the SBA and Central Valley Community Bank and is hereby authorized to take appropriate steps, including submitting the initial application and documentation and providing additional documentation as requested, to complete the forgiveness process.

* * *

IN WITNESS WHEREOF, the Board of Trustees has adopted the above resolution by the following vote at a regular Board meeting this January 21st, 2021.

AYES:

NOS:

ABSTENTIONS:

By: _____
Alex Tietjen, Secretary
TACMO

Enc. No. 11

Blue Oak Academy

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Blue Oak Academy
Street	28050 Rd 148
City, State, Zip	Visalia, Ca, 93292
Phone Number	5597307422
Principal	Dana Stinson
Email Address	dstinson@blueoakacademy.org
Website	http://www .blueoakacademy.org
County-District-School (CDS) Code	54105460135459

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Blue Oak Academy
Phone Number	5597307422
Superintendent	Donya Ball
Email Address	dball@theacademiescharters.org
Website	https://www.theacademiescharters.org/

School Description and Mission Statement (School Year 2020-2021)

Blue Oak Academy (BOA) is a tuition-free, Visalia charter school that opened August 2017. The school is a replication of Sycamore Valley Academy, a high performing and nationally recognized K-8 Charter School. Blue Oak Academy was founded to provide the excellent educational programs of Sycamore Valley Academy to the diverse children in Tulare County. The school opened to grades K-2 in 2017-18 and will expand each year until reaching full TK-8 capacity in the 2022-23 school year. We offer a site-based, academically accelerated instructional program with project-based learning, differentiated/individualized instruction, multi-aged classrooms, and an enriched curriculum (including Spanish language, hands-on science, service-learning, and arts instruction). These approaches support all students, especially those who have the desire to work ahead or work deeper in their studies. Our constructivist educational philosophy and our gifted education program makes our school unique in the Visalia area.

The MISSION of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our VISION: The Academies' charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

About Our School: Welcome to our amazing community of Blue Oak Academy, a TK-5 charter school. We can proudly state that though we are only in our fourth year, we have had many successes as evidence of our relentless pursuit of excellence. “Mighty oaks from tiny acorns grow.”-Proverb Each oak tree produces the potential for limitless acorns, and ultimately a legacy of strong oak trees. This is true for all of our acorns; our students. With an environment that inspires, cares, and educates each child individually, our school is creating a whole grove of happy and courageous individuals that will provide beauty, strength and life for our community now and future generations. As Blue Oak Academy is a school of choice; our families are all here because they share in our vision for education. Let me share some of the unique, core philosophies of that vision.

- We are a mission-driven institution, a special community of educators and parents working together to provide our students with an excellent K-8 education.
- We operate from principled, core beliefs about learning and children.
- We believe children find the greatest benefit in their formal education when they are empowered, active participants-- students in an environment that responds to their interests, their questions, and their desire to define the world.
- We provide an enriching learning environment (a school with academic breadth, constructivist—hands on, collaborative teaching methods).Our enriched curriculum includes project-based thematic learning, Spanish language, hands-on Science, History/Social Studies, Art, Music, and Physical Education.
- We believe in teaching the “whole child”. Blue Oak Academy believes students should be educated in matters of the heart as well as the mind. In addition to our rigorous academic program, a Blue Oak Academy education reaches beyond the walls of the classroom through social-emotional learning and community service.
- We teach our students to recognize need and to mobilize their resources of intellect, compassion, and altruistic action to better the world. Through their learning at Blue Oak Academy, our students are equipped to reach their fullest potential, amplify their talents, and improve their world.
- We educate our students by providing quality differentiated instruction that challenges them. Within the context of pursuing their personal best, our students nurture a range of higher-level thinking skills while building meaningful relationships with each other and our caring, passionate staff.
- We believe that how we teach is just as important as what we teach. Our passionate staff understands that our highest purpose in education is to develop habits of mind that enable students to become independent learners: to learn how to learn. In order to facilitate this, we employ a variety of lesson types, from more traditional direct instruction to inquiry-based lessons, where students are guided to discover the concept/idea themselves.

The heart of Blue Oak is that we operate from the conviction that EVERY child deserves to have equal opportunities to learn as they explore their world.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	42
Grade 1	41
Grade 2	42
Grade 3	42
Grade 4	46
Total Enrollment	213

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.5
Hispanic or Latino	55.9
White	41.3
Two or More Races	1.4
Socioeconomically Disadvantaged	51.2
English Learners	9.4
Students with Disabilities	8.5
Homeless	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	9	13	13
Without Full Credential	4	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten:</p> <p>Expeditionary Learning</p> <p>Phonemic Awareness by Michael Heggerty</p> <p>Nancy Fetzter Reading and Writing Strategies</p> <p>Goalbook Pathways Assessments and Lessons</p> <p>Rigby, Scholastic, Decodeables and Booksource Leveled Readers</p> <p>Words Their Way (word sorts)</p> <p>High Frequency Word List (kinder words)</p> <p>Project Based Learning Units</p> <p>Writing journals</p> <p>Teacher Read Alouds</p> <p>Individualized Computer Programs: Lexia and Mindplay</p> <p>iPad applications such as Starfall and Epic</p> <p>NWEA Measures of Academic Progress ("MAP")</p> <p>Calkins Reading Assessment System</p> <p>Calkins Units of Study in Writing and Reading</p> <p>Grades 1-4:</p> <p>Expeditionary Learning</p> <p>Phonemic Awareness by Michael Heggerty</p> <p>Nancy Fetzter Reading and Writing Strategies</p> <p>Goalbook Pathways Assessments and Lessons</p> <p>Rigby, Scholastic, Decodeables and Booksource Leveled Readers</p> <p>Words Their Way (word sorts)</p> <p>High Frequency Word List (0-400 1st Grade) (300-700 2nd Grade)</p> <p>Project Based Learning Units</p> <p>Writing journals</p> <p>Teacher Read Alouds</p> <p>Individualized Computer Programs: (Literacy) Pathblazer and Mindplay (Math) Dreambox</p> <p>iPad applications such as Starfall and Epic</p> <p>NWEA Measures of Academic Progress ("MAP")</p> <p>Calkins Reading Assessment System</p> <p>Calkins Units of Study in Writing and Reading</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Kindergarten:</p> <p>Pearson Investigations 3- CCSS</p> <p>Math Perspectives (Kathy Richardson)</p> <p>Math in Practice (Heinemann)</p> <p>NWEA Measures of Academic Progress ("MAP")</p> <p>Goalbook Pathways Assessments and Lessons</p> <p>Math manipulatives/ hands-on materials</p> <p>iPad applications</p> <p>Teaching Elementary & Froebel Gifts & Montessori Works (sensorial)</p> <p>Teaching Elementary & Children's Mathematics- CGI</p> <p>Grades 1-4</p> <p>Pearson Investigations 3-CCSS</p> <p>Math Perspectives (Kathy Richardson)</p> <p>Math in Practice (Heinemann)</p> <p>NWEA Measures of Academic Progress ("MAP")</p> <p>Goalbook Pathways Assessments and Lessons</p> <p>Math manipulatives/ hands-on materials</p> <p>iPad applications</p> <p>Teaching Elementary & Children's Mathematics- CGI</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Kindergarten</p> <p>Expeditionary Learning Units AIMS Units Hands-on materials and experiments Websites Nearpod lessons Project Based Units NGSS Standards-aligned, teacher created lessons</p> <p>Grades 1-4</p> <p>Expeditionary Learning Units AIMS Units Project Based Units Hands-on materials and experiments Websites Nearpod lessons NGSS Standards-aligned, teacher created lessons</p>	Yes	0.00 %
History-Social Science	<p>Kindergarten</p> <p>Expeditionary Learning Units Patriotic exercises, songs Geography- continents and oceans American Symbols AIMS lessons Rules/Procedures See and Step Project Based Units</p> <p>Grades 1-2</p> <p>Expeditionary Learning Units Project Based Units including topics such as: heroes/important figures, American symbols, Geography and Maps (states and countries), and farm to table economics</p> <p>Grades 3-4</p> <p>Project Based Units including topics such as: constitution, native people groups, Visalia and California history, and Missions</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>Kindergarten</p> <p>El Mundo de Pepita- Year 1 Spanish Curriculum Pack</p> <p>Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner</p> <p>Variety of Picture Books in Spanish</p> <p>Grades 1-2</p> <p>El Mundo de Pepita- Year 1 Spanish Curriculum Pack</p> <p>Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner</p> <p>Variety of Picture Books in Spanish</p> <p>Grades 3-4</p> <p>Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner</p> <p>Fluency Matters Novels and Picture Books in Spanish</p> <p>Real Spanish Right Away Curriculum</p>	Yes	0.00 %
Health	<p>PE units/Teacher created</p> <p>standards aligned activities</p> <p>PFT Prep</p>	Yes	0.00 %
Visual and Performing Arts	<p>K-4</p> <p>Art Books (Raboff)-- for example, Camille & the Sunflowers</p> <p>Art Supplies</p> <p>At least one lesson in all six elements of art</p> <p>Percussion basics</p> <p>Grades 1-4</p> <p>A lesson is on each of the elements of art is taught using a variety of mediums. Lessons coordinate to integrate with current Project Based Learning unit.</p>	Yes	0.00 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Blue Oak Academy school site received an overall "good" rating on the majority of areas on our recent FIT report (January 2020). The "good" ratings were given in systems, cleanliness, restrooms/fountains, safety, structural and external domains. The report gave a "poor" on interior surfaces and a "fair" rating in electrical.

Planned facility improvements: classrooms will be added to house the new grade additions for the 2021-22 year (one fifth grade room) as well as a library space. Plans are in process to update and add permanent facilities over the next couple of years.

Maintenance: The vermin issue in the playground areas causing trip hazards are being addressed.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	-exhaust fans not working
Interior: Interior Surfaces	Poor	<ul style="list-style-type: none"> • ceiling tiles have water stains • missing ceiling tiles • broken ceiling tiles • holes in ceiling tiles • wall tiles are broken • formica trim is missing • carpet is torn and stained • linoleum flooring is lifting
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	<ul style="list-style-type: none"> • two are unkept; used as storage • vermin holes are creating trip hazards
Electrical: Electrical	Fair	<ul style="list-style-type: none"> • extension cords and surge protector are daisy chained creating a trip hazard • multiple light panels are out • multiple bulbs needing replacing • ethernet box is loose • light covers missing • outlet covers missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<ul style="list-style-type: none"> • drinking fountains have low flow • faucet has a drip • faucet is loose at the base • faucet handle is broken • missing cap on drinking fountain

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	<ul style="list-style-type: none"> peeling paint daisy-chained extension cords as trip hazard
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	42	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	49	N/A	33	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Our school enjoys high parent involvement. Due to covid-19 and the limitations associated with it, we have had to be creative in our approaches to connect with families. We invite parent/family participation in a myriad of ways, including the following:

- 1) Due to the unique and constantly changing circumstances from covid-19, Dr. Ball has offered monthly parent forums via Zoom. She updated our families on the current situation at that moment and the impact on schools. The conclusion of the forum has time set aside for families to ask questions and provide feedback. These forums are advertised on all social media venues. Parents are also encouraged to share comments and concerns at the monthly board meetings.
- 2) School Events: BOA provides many fabulous connection and learning opportunities for families throughout the school year, including assemblies, student performances, and PTO sponsored family nights at local eateries.
- 3) Parent Communication/Engagement via our News & Notes, email and mass communication platform Bloomz. BOA provides caregivers research-based, effective tools to equip parents with information to help them make wise choices at home to support their child's learning and growth. Prior topics have included Developing Resilience/ Grit, Growth Mindset, Supporting Your Emerging Reader, Emotional Tools, and Importance of Student Engagement. Student work and efforts are highlighted. Parents are informed of upcoming, relevant events.
- 4) Parent Teacher Organization (BOA PTO): The enthusiastic parents and guardians of Blue Oak Academy students have formed a PTO to promote the school's mission and support the staff of this school. They have been working on various fundraisers for the year, including Virtual Scholastic Book Fair. This group meets monthly via Zoom and the PTO board meets more frequently when working on specific projects.
- 5) Volunteering: Parents and guardians and grandparents are invited to set up a regular time to volunteer in our digital classrooms.
- 6) Parent Representatives on the BOA Board of Directors: The governing board of our school always contains between 1-4 parents of current BOA students.
- 7) Parent Representatives serve on our organization's committees, collaborating with staff on items such as charter renewal, strategic planning, outreach for diversity, and policy updating.
- 8) LCAP forums and surveys: all families and guardians are invited to share their feedback and experiences with their student(s).
- 9) Parent surveys to gather input including areas such as returning to in-person instruction or choosing distant learning

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.0	3.3	3.0	3.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.3	3.3	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Blue Oak Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated, with board approval in August 18, 2020. Staff receives full training annually prior to the start of the new school year. Monthly, at staff development sessions, our administration reviews basic procedures for more common incidents (fire drill, earthquake, lock down) with our teaching and administrative staff. Students on campus are prepared for the various drills that are scheduled monthly. Our School Safety Plan consists of responses to lock down, campus disorder, firearm/shooting, hostage/barricaded subject, threatening intruder, shelter in place, drop/cover/hold, earthquake, aircraft accident, fire/explosion, flood and bomb threat, and active shooter. We run monthly fire drills and have earthquake/drop, cover, shelter-in-place, and hold and lockdown drills three times per year in accordance with state law . Our plan includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations and setups and general campus classroom and facility locations. We include a visual representation of our Incident Command Structure, with staff roles indicated, a listing of all emergency response teams and a buddy teacher list for emergency situations. There is also a student release plan, complete with the necessary release forms and information. Further, the BOA Safety Plan includes an assessment of strategies currently in place, and concerns regarding physical safety of students, school climate, youth development, compliance with laws, and community partnering.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		2		21		2	2	21			
1									14	3		
2	27		3		29		3		14			3
3					22		2		14	3		
4									15	3		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,287.00	\$1,638.00	\$9,649.00	\$65,799.00
District	N/A	N/A	\$9,649.00	\$65,799.00
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	23.1	

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Blue Oak Academy offers English Language Arts, Mathematics, History, Art, Spanish, Project-based learning, Social-emotional learning, service-learning, Science, and PE courses to our students.

Our disciplinary system is based on Restorative Justice principles and is called our "social contract". The social contract includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior--whether physical property, the functioning of a classroom, or relationships with peers or staff. This approach takes significant staff time to facilitate, but sends the right message to students and is worth the investment of time in the yield it produces with preventing suspensions and building strong, trusting relationships among students, parents, and staff.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	8

Enc. No. 12

Sycamore Valley Academy

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sycamore Valley Academy
Street	6832 Ave 280
City, State, Zip	Visalia
Phone Number	15596223236
Principal	Allan Benton
Email Address	abenton@sycamorevalleyacademy.org
Website	Sycamorevalleyacademy.org
County-District-School (CDS) Code	54105460125542

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sycamore Valley Academy
Phone Number	15596223236
Superintendent	Donya Ball
Email Address	dball@theacademiescharters.org
Website	theacademiescharters.org

School Description and Mission Statement (School Year 2020-2021)

Sycamore Valley Academy (SVA) is a tuition-free, K-8 Visalia charter school that opened in August of 2012.

The MISSION of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our VISION: The Academies' charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

LEARNING OUTCOMES:

As a result of receiving their K-8 education with us, our alumni will be...

- Inquisitive & Critical Thinkers
- Virtuous, Courageous & Intelligent Individuals
- Self-motivated, Life-long Learners
- Confident Leaders for the 21st Century
- Creative & Effective Problem Solvers
- Empowered Citizens in a Democratic Society

To achieve these desired learning outcomes, we borrow and merge the best ideas from well-respected educational traditions like Constructivism (including influences such as DeVries, Dewey, Froebel, Montessori, and Steiner) and the Classical Education Model.

We offer a site-based, academically accelerated instructional program with thematic units, project-based learning, and enriched curriculum (including Spanish language, hands-on science, service-learning, and arts instruction) to support students who have the desire to work ahead or work deeper in their studies. Our constructivist educational philosophy and program for gifted learners makes our school unique in the area.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	42
Grade 1	42
Grade 2	42
Grade 3	45
Grade 4	45
Grade 5	45
Grade 6	45
Grade 7	40
Grade 8	32
Total Enrollment	378

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Hispanic or Latino	44.7
White	43.4
Two or More Races	9.8
Socioeconomically Disadvantaged	38.6
English Learners	4.2
Students with Disabilities	10.3
Foster Youth	0.3
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	17	19	19
Without Full Credential	6	5	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten</p> <p>Rigby, Scholastic, Superkids, and Booksource Leveled Readers</p> <p>Listening Stations, Teacher Read Alouds</p> <p>TCRWP Guided Reading Level Assessment System & NW EA Measures of Academic Progress ("MAP")</p> <p>Fry's List (kinder words)</p> <p>Writing journals</p> <p>Lucy Calkins Units of Study in Writing and Reading</p> <p>Nancy Fetzner- Early literacy</p> <p>Grades 1-2</p> <p>Rigby, Superkids (Intervention), Booksource Leveled Readers, Reading A-Z online leveled readers</p> <p>Listening Stations, Teacher Read Alouds, Websites on Chromebooks</p> <p>TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP")</p> <p>Words I Use When I Write- student consumable dictionaries</p> <p>Words Their Way- word sorts</p> <p>Fry's Lists (0-400 1st Grade) (300-700 2nd Grade)</p> <p>Daily 5 Reading Workshop Management</p> <p>Comprehension Connections for reading mini-lessons</p> <p>Lucy Calkins Writing Units of Study</p> <p>Lucy Calkins Reading Units of Study</p> <p>Author Studies</p> <p>Nancy Fetzner- Emergent Readers</p> <p>Grades 3-4</p> <p>Guided Reading Library</p> <p>Teacher Read Alouds</p> <p>Lucy Calkins Leveled Assessment System (K-6)</p> <p>TCRWP Guided Reading Level Assessment System & NW EA Measures of Academic Progress ("MAP")</p> <p>Fry's Lists</p> <p>Lucy Calkins Writing Units of Study</p> <p>Lucy Calkins Reading Units of Study</p> <p>Words Their Way Sorts</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Whole – Class Novels (1 per trimester) Literature Circles/Book Clubs Caught Ya Grammar</p> <p>Grades 5-6 Guided Reading Library Teacher Read Alouds- Bud Not Buddy, Percy Jackson the Lightning Thief, Frightful's Mountain, Dragon Wings, John Paul Jones, Egyptian Diary, The Silk Road, TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP") Lucy Calkins Writing Units of Study Lucy Calkins Reading Units of Study Lucy Calkins writing rubrics Literature Circles Engage NY Standards-Based Literature Units</p> <p>Grades 7-8 Lucy Calkins Writing Rubrics Critical Reading and Writing: Bobbi Mason This I Believe-NPR Story Corps-NPR Assorted Novel Sets- Night by Elie Wiesel, Fast Food Nation by Eric Schlosser, Call of the Wild by Jack London, Macbeth, Hamlet, Romeo and Juliet-Shakespeare, The Crucible by Arthur Miller NWEA Measures of Academic Progress ("MAP")</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Kindergarten Math manipulatives/ hands-on materials Pearson Investigations 3- CCSS Math Perspectives (Kathy Richardson) Teaching Elementary & Middle School Mathematics (Vande Walle) Froebel Gifts & Montessori Works (sensorial) Children's Mathematics- CGI Math in Practice (Heinemann) NWEA Measures of Academic Progress ("MAP")</p> <p>Grades 1-2 Math manipulatives/ hands-on materials Pearson Investigations 3-CCSS Math Perspectives (Kathy Richardson) Interact Simulation: Kid Town Teaching Elementary & Middle School Mathematics (Van de Walle) Children's Mathematics- CGI Math in Practice (Heinemann) NW EA Measures of Academic Progress ("MAP")</p> <p>Grades 3-4 Math manipulatives/ hands-on materials Pearson Investigations 3- CCSS Children's Mathematics- CGI Extending Children's Mathematics- CGI Math in Practice (Heinemann) NW EA Measures of Academic Progress ("MAP")</p> <p>Grades 5-6 Math manipulatives/ hands-on materials Pearson Investigations 3- CCSS (Grade 5) Illustrative Mathematics (Grade 6) Math in Practice (Heinemann- Grade 5) NWEA Measures of Academic Progress ("MAP")</p> <p>Grades 7-8 Algebra Lab Gear (Manipulatives for Algebra) Transition to Algebra (Text) Exeter Mathematics 1 (Text) Challenge Math- Edward Zaccaro (T ext) Real World Algebra- Edward Zaccaro (T ext) Mathematics Assessment Project (Assessments)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	NWEA Measures of Academic Progress ("MAP")		
Science	<p>Kindergarten AIMS Units Hands-on materials and experiments Websites NGSS Standards-aligned, teacher created lessons</p> <p>Grades 1-2 AIMS Units Hands-on materials and experiments Websites NGSS Standards-aligned, teacher created lessons</p> <p>Grades 3-4 AIMS Units Audubon Website National Geographic Website (and other web-based sources) Hands-on materials NGSS Standards-aligned, teacher created lessons</p> <p>Grades 5-6 AIMS Units National Geographic Website (and other web-based resources) Hands-on materials NGSS Standards-aligned, teacher created lessons Development & Sexual Health: Planned Parenthood curriculum & instructors</p> <p>Grades 7-8 Project based Inquiry Science from It's About Time Publishers, New York Education and the Environment Initiative (CA.gov) Units NGSS Standards-aligned, teacher created lessons Development & Sexual Health: Planned Parenthood curriculum & instructors</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Kindergarten Daily patriotic exercises, songs Geography- continents and oceans American Symbols AIMS: Now & Long Ago Rules/Procedures See and Step</p> <p>Grades 1-2 Looping: Heroes/important figures, American symbols PBL Geography- countries, types of maps PBL Map/Geography – World Cultures PBL Farm to Table /Economics PBL</p> <p>Grades 3-4 Looping: Visalia history, California history Visalia History Harcourt School Publishers, Reflections: California: A Changing State Interact Simulation: Gold Rush PBL- Vota, Farmworkers, Visalia History/Constitution/Missions Game Board/Sutter’s Fort</p> <p>Grades 5-6 Looping: American history, Ancient World history (grade 5) Social Studies Alive: America’s Past (grade 6) History Alive: T he Ancient World PBL- Y ear A:Revolutionary War Graphic Novels in Tri 1, and Immigration in Western Expansion in Tri 3 PBL-Y ear B: Building Ancient Civilizations in Tri 1, and Greek Tragedies in Tri 3</p> <p>Grades 7-8 Stanford Education Group: Reading Like a Historian, Beyond the Bubble, Civic Online Reasoning Howard Zinn Education Project A Young People’s History of the United States-Howard Zinn A Different Mirror: A Young People’s History of Multicultural America- Ronald Takaki An Indigenous People’s History of the United States- Roxanne Dunbar-Ortiz</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>Spanish</p> <p>Kindergarten</p> <p>El Mundo de Pepita- Year 1 Spanish Curriculum Pack</p> <p>Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner</p> <p>Variety of Picture Books in Spanish</p> <p>Grades 1-2</p> <p>El Mundo de Pepita- Year 1 Spanish Curriculum Pack</p> <p>Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner</p> <p>Variety of Picture Books in Spanish</p> <p>Grades 3-4</p> <p>Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner</p> <p>Fluency Matters Novels and Picture Books in Spanish</p> <p>Real Spanish Right Away Curriculum</p> <p>Grades 5-6</p> <p>SOMOS- Spanish 1 Curriculum from The Comprehensible Classroom</p> <p>Grades 7-8</p> <p>SOMOS- Spanish 1 Curriculum from The Comprehensible Classroom</p>	Yes	0
Health	<p>K-8</p> <p>Sparks PE units/Teacher created, standards aligned activities, PFT Prep</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>Kinder Art Books (Raboff)-- for example, Camille & the Sunflowers Art Supplies Ed Emberley At least one lesson in all six elements of art Patriotic Songs – CD. Orchestra Book & CD / Rhythm Book</p> <p>Grades 1-2 A lesson is on each of the elements of art is taught using a variety of mediums. At least one art always compliments the current grade level PBL.</p> <p>Grades 3-4 Elements of art are incorporated into projects using a variety of mediums. One art lessons always compliments the current PBL. Music : 3rd – music theory/composers/singing; 4th - Ukuleles</p> <p>Grades 5-6 Elements of art are incorporated into projects using a variety of mediums. One art lessons always compliments the current PBL. Recently incorporated the use of Flipgrid as a means for students to record and share their artist statements. Students have option for musical theater elective</p> <p>Grades 1-6 Teacher pulls art images & lesson plan ideas from a variety of sources including various art museums such as MOMA, Art of Ed, Incredible Art Department, Deep Space Sparkle and art conferences teachers have attended. Currently base lessons on National Art Standards, but will be using the new California Art Standards once they are adopted next year.</p> <p>Grades 7-8</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Year A- Teacher opens with a unit on color theory. We use and work with complementary colors, writing about their meaning and use. We do some crayon art for practice and reinforce with paint mixing. We learn values and do a citrus wedge painting to practice. Felt sewing in the winter. In the late winter and spring, we do exploratory to expository work on understanding artworks in their context (artist bio, date time and place of creation, work of contemporaries, etc.). Picasso's Guernica is the anchor for this. That study turns into producing art work about their PBL topic for the end of year show .</p> <p>Year B- work on shape and form with some paper cutting and layering projects early in the year.</p> <p>Study of Henri Matisse and Henri Rousseau to contrast styles and introduce art talks and components of work.</p> <p>We did a "mashup" piece, building on the ideas from earlier. We do a tissue layering project to revisit value and introduce another medium. Embroidery in the winter which we connected to science with our microscope views.</p> <p>We looked at artworks as a system of components, focusing on a local's work as the springboard for that. We did some graphic design study to support their PBL presentations and had our final show in class.</p> <p>Students have options for musical theater elective.</p>		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Sycamore Valley Academy's facilities are rated as "good" in its latest Facility Inspection Tool report. Cleanliness and safety are both rated as "good". Additionally, SVA facilities score higher than "reasonably equivalent" nearby comparison school sites as measured by the Facility Inspection Tool.

Completed facility improvement:

During 19/20 school year and the summer following, using Prop 51 monies, and in coordination with VUSD school district, Sycamore Valley Academy will

undergo a facility modernization project. Improvements will be done to the oldest building on campus to bring it up to compliance with all ADA and other applicable laws and regulations. This will include updates to the nurse station and office spaces, the addition of bathrooms in the kinder rooms, the nurse station and one external. This improvement also includes removal of the current stage from the cafeteria to meet ADA compliance.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 1/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Vent cover loose in girls restroom. Exhaust fan not working in boys restroom. Exhaust fan not working in staff restroom. Exhaust fan not working in girls restroom (middle school).
Interior: Interior Surfaces	Poor	Admin office- ceiling tile has water stain. (repaired in modernization project) Unisex Restroom-Linoleum flooring is coming loose at seam and wall. Room 7-Wall paper is torn. Rubber molding is loose. Room 8- Formica trim is missing on countertop. Room 10- Carpet is torn. Ceiling tiles are torn. Weak spot in floor (corner near entry). Room 11- Carpet is torn. Room 12-Carpet is torn. Room 13-Carpet is torn. Room 15-Ceiling tiles are torn. Ceiling tile has a hole. Room 16- Ceiling tiles are torn. Room 17-Rubber molding is missing. Ceiling tile torn. Room 19- Ceiling tile is torn. Room 21-Ceiling tiles are loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gopher holes present in play field area.
Electrical: Electrical	Fair	Front Office-Electrical covers are missing. Cafeteria- One light panel is out. Both repaired in modernization project. Room 3-Electrical cover missing in ceiling. Room 7-One light diffuser missing. Room 17-Outlet cover missing.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Front Office-Faucet leaking at handle. (repaired during modernization project)
Safety: Fire Safety, Hazardous Materials	Good	Custodial Closet- Flammable materials stored improperly. (items removed immediately and stored properly) Front Office-Paint peeling on walls (fixed in modernization project) Cafeteria-Paint peeling on facia board (fixed in modernization) Room 9-Paint peeling on the eaves.
Structural: Structural Damage, Roofs	Good	Boys restroom-Dry rot on window frame.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Custodial Closet-Door closer broken. (fixed in modernization) Room 16-Window screen missing.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	44	N/A	33	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	37	N/A	32	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Our school enjoys high parent involvement. We invite parent participation in myriad ways, including the following:

1. School Events: SVA and our Parent/Teacher Organization sponsor many fun events throughout the school year, including monthly awards assemblies, two performances per year, a Fall Carnival, a night at the roller rink, field trips for every class, campus beautification day, and sports events.

2. Parent Support in our News & Notes Email Content: Sycamore Valley Academy provides parents and guardians with articles and information to support them in the challenging job of raising healthy children. Through this rotating email content send every other week, SVA provides caregivers research-based, effective tools to equip parents with information to help them make wise choices at home to support their child's learning and growth. Prior topics have included Developing Resilience/ Grit, Relational Aggression, Growth Mindset, Supporting Your Emerging Reader.

3. Parent Communication App: Sycamore Valley Academy utilizes the Bloomz communication app for up to get up to the minute information to families, to share upcoming events and links, and to build culture and community.

4. Monthly Parent Forums: One evening and one morning per month, the superintendent and site administration hold open parent forums where information is shared and parents have the opportunity to voice concerns, or contribute ideas and thoughts on school-related topics.
5. Parent/Teacher Organization (SVA PTO): The enthusiastic parents and guardians of Sycamore Valley Academy students have formed a PTO to promote the school's mission and support the staff of this school. The SVA PTO organized and ran a very successful Fall Carnival, a Jog-a-thon, a Spring Fundraiser Event, and a Pizza Garden fundraiser. This group meets monthly and the PTO board and subcommittees meet more frequently when working on specific projects.
6. Room Parents: Each classroom has two room parents who organize classroom parties and teacher appreciation activities.
7. Volunteering: Parents and guardians and grandparents are invited to set up a regular time to volunteer in our classrooms or to chaperone on field trips. Parents help our staff by providing students with more attention and supervision during recesses/ lunch, and more support during instructional time.
8. Parent Representative on the SVA Board of Directors: The governing board of our school always contains between 1-4 parents of current SVA students.
9. Parent Representatives serving on our organization's committees, collaborating with staff on items such as strategic planning, outreach for diversity, and policy

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	3.1	1.5	3.1	3.5	3.5
Expulsions	0	0	0	0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.7	3.7	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated August 20, 2020. Staff receives full training annually prior to the start of the new school year. Monthly, at staff development sessions, our Vice Principal reviews basic procedures for more common incidents

(fire drill, earthquake, lock down) with our teaching and administrative staff. Our School Safety Plan consists of responses to lock down, campus disorder, firearm/shooting, hostage/barricaded subject, threatening intruder, shelter in place, drop/cover/hold, earthquake, aircraft accident, fire/explosion, flood and bomb threat. We run monthly fire drills and have earthquake/drop, cover, hold and lockdown drills three times per year in accordance with state law. Our plan includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations and setups and general campus classroom and facility locations. We include a visual representation of our Incident Command Structure, with staff roles indicated, a listing of all emergency response teams and a buddy teacher list for emergency situations. There is also a student release plan, complete with the necessary release forms and information. Further, the SVA Safety Plan includes an assessment of strategies currently in place, and concerns regarding physical safety of students, school climate, youth development, compliance with laws, and community partnering.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21		2		21	1	1	2	21			
1									14	3		
2	28		3		28		3		14			3
3									15	3		
4	28		3		28		3		15	3		
5									15	3		
6	28		3		27		3		15	3		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5

Title	Number of FTE* Assigned to School
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,387	1,009	9,378	77,017
District	N/A	N/A	9,378	77,017
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	19.0	

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Sycamore Valley Academy offers ELA, Mathematics, History, Art, Music, Spanish, Project-based learning, Social-emotional learning, Theatre, Journalism, service-learning, Science, and PE courses to our students. We also have clubs and teams (both academic, like Reading Revolution and Spelling Bee, and athletic, like basketball and track) that compete at county and league competitions. Our disciplinary system is based on Restorative Justice principles and is called our "social contract". The social contract includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior--whether physical property, the functioning of a classroom, or relationships with peers or staff. This approach takes significant staff time to facilitate, but sends the right message to students and is worth the investment of time in the yield it produces with preventing suspensions and building strong, trusting relationships among students, parents, and staff.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	8

Apart from these full days of staff development, Sycamore Valley Academy also has early release time for staff meetings nearly every week on Wednesday afternoons (or Friday afternoons during COVID).

Enc. No. 13



OCTOBER 2021 (19)

MON	TUES	WED	THU	FRI
				1
4	5	6 E	7	8 X
11 H	12	13 E	14	15
18	19	20 E	21	22
25	26	27 E	28	29

JANUARY 2022 (15)

MON	TUES	WED	THU	FRI
3 L	4 L	5 L	6 L	7 L
10	11	12 E	13	14
17 H	18	19 E	20	21
24	25	26 E	27	28
31				

APRIL 2022 (15)

MON	TUES	WED	THU	FRI
				1
4	5	6 E	7	8
11 L	12 L	13 L	14 L	15 L
18 L	19	20 E	21	22
25	26	27 E	28	29

No Student Attendance: School NOT in Session

Regular School Day: Grades TK-8

Early Release Day: Grades TK-8 dismiss at 1:00 PM

Minimum Day: Grades TK-8 dismiss at 12:15 PM

*End of Trimester

NOVEMBER 2021 (16)

MON	TUES	WED	THU	FRI
1	2	3 E	4	5*
8	9	10 E	11 H	12
15	16	17 E	18	19
22 L	23 L	24 L	25 H	26 L
29	30			

FEBRUARY 2022 (19)

MON	TUES	WED	THU	FRI
	1	2 E	3	4
7	8	9 E	10	11
14	15	16 E	17	18
21 H	22	23 E	24	25
28				

MAY 2022 (21)

MON	TUES	WED	THU	FRI
2	3	4 E	5	6
9	10	11 E	12	13
16	17	18 E	19	20
23	24	25 E	26	27
30 H	31			

DECEMBER 2021 (13)

MON	TUES	WED	THU	FRI
		1 E	2	3
6	7	8 E	9	10
13	14	15 E	16	17 ■
20 L	21 L	22 L	23 L	24 H
27 L	28 L	29 L	30 L	31 H

MARCH 2022 (20)

MON	TUES	WED	THU	FRI
	1	2 E	3	4*
7	8	9 E	10 C	11 C
14	15	16 E	17	18
21 X	22	23 E	24	25
28	29	30 E	31	

JUNE 2022 (3)

MON	TUES	WED	THU	FRI
		1 E	2	3* ■

C = Conference Day

H = National Holiday

L = Local Student
Non-Attendance Day

X = Staff Development

T = Teacher Work Day

Enc. No. 14

CALCULATION OF INSTRUCTIONAL MINUTES FOR 2021-22 @ THE ACADEMIES CMO

TRANSITIONAL KINDERGARTEN AND KINDERGARTEN

Transitional Kindergarten and Kindergarten minute counts (only) include recess time, per Ed Code.

# MINIMUM DAYS: 2	Minutes per Minimum Day: 240
# EARLY RELEASE DAYS: 0	Minutes per Early Release Day: N/A
# REGULAR DAYS: 173	Minutes per Regular Day: 340
TOTAL # DAYS: 175	

Annual total # of minutes: 59,300
Required Annual #: 36,000
Difference: + 23,300

GRADES 1-3

# MINIMUM DAYS: 2	Minutes per Minimum Day: 225
# EARLY RELEASE DAYS: 38	Minutes per Early Release Day: 290
# REGULAR DAYS: 135	Minutes per Regular Day: 365
TOTAL # DAYS: 175	

Annual total # of minutes: 60,745
Required Annual #: 50,400
Difference: + 10,345

GRADES 4-6

# MINIMUM DAYS: 2	Minutes per Minimum Day: 225
# EARLY RELEASE DAYS: 38	Minutes per Early Release Day: 290
# REGULAR DAYS: 135	Minutes per Regular Day: 365
TOTAL # DAYS: 175	

Annual total # of minutes: 60,745
Required Annual #: 50,400
Difference: + 10,345

GRADES 7-8

# MINIMUM DAYS: 2	Minutes per Minimum Day: 225
# EARLY RELEASE DAYS: 38	Minutes per Early Release Day: 290
# REGULAR DAYS: 135	Minutes per Regular Day: 375
TOTAL # DAYS: 175	

Annual total # of minutes: 60,095
Required Annual #: 54,000
Difference: + 8,095

Enc. No. 15

	Name	Board Member Since	Parent?	Office	Term Expiration 2 Year Terms w/ option to renew
1	Harold Rollin, Esq.	Aug 2015	SVA	Chair	January 31, 2022
2	Erin Andersen	Jan 2017	SVA	Vice Chair	January 31, 2022
3	Alex Tietjen	Feb 2018	BOA	Secretary	January 31, 2022
4	Lily Wachter	July 2019	No	Treasurer	June 30, 2021
5	Craig Wheaton	Feb 2017	No	Community Member	January 31, 2022
6 (min)	Michelle Phillips	June 2019	BOA	Board Member	June 30, 2021
7			No/ BOA/ SVA	Board Member	
8			No/ BOA/ SVA	Board Member	
9 (max)			No/ BOA/ SVA	Board Member	

By 19-20: min =6, max= 9; No fewer than 4 and no greater than 8 members are Parent Reps with no fewer than 2 per school; minimum one non-parent community member on the Board; authorizer MAY (but is not required to) have a representative on the Board.

SVA Administration	
Name	Title
Donya Ball	Superintendent
Allan Benton	Principal
Jonna Rasner	Vice Principal

BOA Administration	
Name	Title
Donya Ball	Superintendent
Dana Stinson	Principal
Corey Morse	Vice Principal

Enc. No. 16

BEFORE THE GOVERNING BOARD
THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION
RESOLUTION 21-002

IN THE MATTER OF
REORGANIZATION OF BOARD OFFICES
FOR THE BOARD OF DIRECTORS OF THE ACADEMIES CHARTER MANAGEMENT
ORGANIZATION

WHEREAS, The Academies Charter Management Organization must vote annually upon officers and members of its Board of Directors, pursuant to Article IV, Section 4 of The Academies CMO corporate bylaws,

THEREFORE BE IT RESOLVED THAT the Governing Board has voted this evening to elect individuals to voting membership in The Academies Charter Management Organization Board of Directors, and to the following positions within the Board:

_____ - Board Chairperson
_____ - Board Vice Chairperson
_____ - Board Secretary
_____ - Board Treasurer
_____ - Board Member
_____ - Board Member

I, _____, Secretary of The Academies Charter Management Organization Board of Directors, do hereby certify that the foregoing is a true account of the Board's voting for reorganization, and is a true copy of a resolution passed by the Board at a regular meeting of the Board held on January 21, 2021.

Date

Secretary, The Academies CMO Board of Directors

Enc. No. 17

BEFORE THE GOVERNING BOARD
THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION
RESOLUTION 21-003

IN THE MATTER OF

APPLYING FOR GRANTS IN THE 2021 CALENDAR YEAR

ON BEHALF OF THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION, SYCAMORE VALLEY ACADEMY, AND BLUE OAK ACADEMY

WHEREAS, The Academies Charter Management Organization and its schools may benefit from securing additional funding in the form of grants,

THEREFORE BE IT RESOLVED THAT the Governing Board has voted this evening to permit the Superintendent to apply for grants on behalf of the Academies Charter Management Organization, Sycamore Valley Academy and Blue Oak Academy, consistent with the mission and vision for the organization.

Ayes _____

Nos _____

Abstentions _____

Absent _____

I, _____, Secretary of The Academies Charter Management Organization Board of Directors, do hereby certify that the foregoing is a true account of the Board's voting, and is a true copy of a resolution passed by the Board at a regular meeting of the Board held on January 21, 2021.

Date

Secretary, The Academies CMO Board of Directors

Enc. No. 18



COMMERCIAL LEASE AGREEMENT

(C.A.R. Form CL, Revised 12/15)

Date (For reference only): Jan 7, 2021

Robert E. Stacy, Leal ("Landlord") and
The Academies Charter Management Organization ("Tenant") agree as follows:

1. **PROPERTY:** Landlord rents to Tenant and Tenant rents from Landlord, the real property and improvements described as: 815 W. Center St, Visalia CA ("Premises"), which comprise approximately _____ % of the total square footage of rentable space in the entire property. See exhibit _____ for a further description of the Premises.

2. **TERM:** The term begins on (date) March 1, 2021 ("Commencement Date"), (Check A or B):

☒ A. Lease: and shall terminate on (date) Aug 31, 2025 at 5 ☐ AM ☒ PM. Any holding over after the term of this agreement expires, with Landlord's consent, shall create a month-to-month tenancy that either party may terminate as specified in paragraph 2B. Rent shall be at a rate equal to the rent for the immediately preceding month, payable in advance. All other terms and conditions of this agreement shall remain in full force and effect.

☐ B. Month-to-month: and continues as a month-to-month tenancy. Either party may terminate the tenancy by giving written notice to the other at least 30 days prior to the intended termination date, subject to any applicable laws. Such notice may be given on any date.

☐ C. RENEWAL OR EXTENSION TERMS: See attached addendum _____.

3. BASE RENT:

A. Tenant agrees to pay Base Rent at the rate of (CHECK ONE ONLY):

☐ (1) \$ _____ per month, for the term of the agreement.

☐ (2) \$ _____ per month, for the first 12 months of the agreement. Commencing with the 13th month, and upon expiration of each 12 months thereafter, rent shall be adjusted according to any increase in the U.S. Consumer Price Index of the Bureau of Labor Statistics of the Department of Labor for All Urban Consumers ("CPI") for _____ (the city nearest the location of the Premises), based on the following formula: Base Rent will be multiplied by the most current CPI preceding the first calendar month during which the adjustment is to take effect, and divided by the most recent CPI preceding the Commencement Date. In no event shall any adjusted Base Rent be less than the Base Rent for the month immediately preceding the adjustment. If the CPI is no longer published, then the adjustment to Base Rent shall be based on an alternate index that most closely reflects the CPI.

☐ (3) \$ _____ per month for the period commencing _____ and ending _____ and
\$ _____ per month for the period commencing _____ and ending _____ and
\$ _____ per month for the period commencing _____ and ending _____.

☐ (4) In accordance with the attached rent schedule.

☒ (5) Other: See Addendum A

B. Base Rent is payable in advance on the 1st (or ☐) day of each calendar month, and is delinquent on the next day.

C. If the Commencement Date falls on any day other than the first day of the month, Base Rent for the first calendar month shall be prorated based on a 30-day period. If Tenant has paid one full month's Base Rent in advance of Commencement Date, Base Rent for the second calendar month shall be prorated based on a 30-day period.

4. RENT:

A. Definition: ("Rent") shall mean all monetary obligations of Tenant to Landlord under the terms of this agreement, except security deposit.

B. Payment: Rent shall be paid to (Name) Robert Leal at (address) PO BOX 2031, Tulare CA 93275, or at any other location specified by Landlord in writing to Tenant.

C. Timing: Base Rent shall be paid as specified in paragraph 3. All other Rent shall be paid within 30 days after Tenant is billed by Landlord.

5. EARLY POSSESSION: Tenant is entitled to possession of the Premises on _____.

If Tenant is in possession prior to the Commencement Date, during this time (i) Tenant is not obligated to pay Base Rent, and (ii) Tenant ☐ is ☐ is not obligated to pay Rent other than Base Rent. Whether or not Tenant is obligated to pay Rent prior to Commencement Date, Tenant is obligated to comply with all other terms of this agreement.

6. SECURITY DEPOSIT:

A. Tenant agrees to pay Landlord \$ 1334.00 as a security deposit. Tenant agrees not to hold Broker responsible for its return. (IF CHECKED:) ☐ If Base Rent increases during the term of this agreement, Tenant agrees to increase security deposit by the same proportion as the increase in Base Rent.

B. All or any portion of the security deposit may be used, as reasonably necessary, to: (i) cure Tenant's default in payment of Rent, late charges, non-sufficient funds ("NSF") fees, or other sums due; (ii) repair damage, excluding ordinary wear and tear, caused by Tenant or by a guest or licensee of Tenant; (iii) broom clean the Premises, if necessary, upon termination of tenancy; and (iv) cover any other unfulfilled obligation of Tenant. SECURITY DEPOSIT SHALL NOT BE USED BY TENANT IN LIEU OF PAYMENT OF LAST MONTH'S RENT. If all or any portion of the security deposit is used during tenancy, Tenant agrees to reinstate the total security deposit within 5 days after written notice is delivered to Tenant. Within 30 days after Landlord receives possession of the Premises, Landlord shall: (i) furnish Tenant an itemized statement indicating the amount of any security deposit received and the basis for its disposition, and (ii) return any remaining portion of security deposit to Tenant. However, if the Landlord's only claim upon the security deposit is for unpaid Rent, then the remaining portion of the security deposit, after deduction of unpaid Rent, shall be returned within 14 days after the Landlord receives possession.

C. No interest will be paid on security deposit, unless required by local ordinance.

Landlord's Initials (RL) (SL)

Tenant's Initials (_____) (_____)



Premises: 815 W Center Visalia CA Date 1/7/21

7. PAYMENTS:

	TOTAL DUE	PAYMENT RECEIVED	BALANCE DUE	DUE DATE
A. Rent: From <u>3/1/21</u> To <u>3/30/21</u>	\$ <u>1334</u>	\$ _____	\$ _____	<u>3/1/21</u>
B. Security Deposit	\$ <u>1334</u>	\$ _____	\$ _____	<u>3/1/21</u>
C. Other: _____ Category _____	\$ _____	\$ _____	\$ _____	_____
D. Other: _____ Category _____	\$ _____	\$ _____	\$ _____	_____
E. Total:	\$ <u>2668</u>	\$ _____	\$ _____	_____

8. PARKING: Tenant is entitled to _____ unreserved and _____ reserved vehicle parking spaces. The right to parking ☐ is not included in the Base Rent charged pursuant to paragraph 3. If not included in the Base Rent, the parking rental fee shall be an additional \$ _____ per month. Parking space(s) are to be used for parking operable motor vehicles, except for trailers, boats, campers, buses or trucks (other than pick-up trucks). Tenant shall park in assigned space(s) only. Parking space(s) are to be kept clean. Vehicles leaking oil, gas or other motor vehicle fluids shall not be parked in parking spaces or on the Premises. Mechanical work or storage of inoperable vehicles is not allowed in parking space(s) or elsewhere on the Premises. No overnight parking is permitted.

9. ADDITIONAL STORAGE: Storage is permitted as follows: no additional storage. The right to additional storage space ☐ is not included in the Base Rent charged pursuant to paragraph 3. If not included in Base Rent, storage space shall be an additional \$ _____ per month. Tenant shall store only personal property that Tenant owns, and shall not store property that is claimed by another, or in which another has any right, title, or interest. Tenant shall not store any improperly packaged food or perishable goods, flammable materials, explosives, or other dangerous or hazardous material. Tenant shall pay for, and be responsible for, the clean-up of any contamination caused by Tenant's use of the storage area.

10. LATE CHARGE; INTEREST; NSF CHECKS: Tenant acknowledges that either late payment of Rent or issuance of a NSF check may cause Landlord to incur costs and expenses, the exact amount of which are extremely difficult and impractical to determine. These costs may include, but are not limited to, processing, enforcement and accounting expenses, and late charges imposed on Landlord. If any installment of Rent due from Tenant is not received by Landlord within 5 calendar days after date due, or if a check is returned NSF, Tenant shall pay to Landlord, respectively, \$ 100.00 as late charge, plus 10% interest per annum on the delinquent amount and \$25.00 as a NSF fee, any of which shall be deemed additional Rent. Landlord and Tenant agree that these charges represent a fair and reasonable estimate of the costs Landlord may incur by reason of Tenant's late or NSF payment. Any late charge, delinquent interest, or NSF fee due shall be paid with the current installment of Rent. Landlord's acceptance of any late charge or NSF fee shall not constitute a waiver as to any default of Tenant. Landlord's right to collect a Late Charge or NSF fee shall not be deemed an extension of the date Rent is due under paragraph 4, or prevent Landlord from exercising any other rights and remedies under this agreement, and as provided by law.

11. CONDITION OF PREMISES: Tenant has examined the Premises and acknowledges that Premise is clean and in operative condition, with the following exceptions: _____
Items listed as exceptions shall be dealt with in the following manner: _____

12. ZONING AND LAND USE: Tenant accepts the Premises subject to all local, state and federal laws, regulations and ordinances ("Laws"). Landlord makes no representation or warranty that Premises are now or in the future will be suitable for Tenant's use. Tenant has made its own investigation regarding all applicable Laws.

13. TENANT OPERATING EXPENSES: Tenant agrees to pay for all utilities and services directly billed to Tenant Electric, gas & water to be prorated between 801 & 815 W. Center - 5290 charged to 815

14. PROPERTY OPERATING EXPENSES: & 4890 charged to 801
A. Tenant agrees to pay its proportionate share of Landlord's estimated monthly property operating expenses, including but not limited to, common area maintenance, consolidated utility and service bills, insurance, and real property taxes, based on the ratio of the square footage of the Premises to the total square footage of the rentable space in the entire property.

OR B. ☐ (If checked) Paragraph 14 does not apply.

15. USE: The Premises are for the sole use as General Office. No other use is permitted without Landlord's prior written consent. If any use by Tenant causes an increase in the premium on Landlord's existing property insurance, Tenant shall pay for the increased cost. Tenant will comply with all Laws affecting its use of the Premises.

16. RULES/REGULATIONS: Tenant agrees to comply with all rules and regulations of Landlord (and, if applicable, Owner's Association) that are at any time posted on the Premises or delivered to Tenant. Tenant shall not, and shall ensure that guests and licensees of Tenant do not, disturb, annoy, endanger, or interfere with other tenants of the building or neighbors, or use the Premises for any unlawful purposes, including, but not limited to, using, manufacturing, selling, storing, or transporting illicit drugs or other contraband, or violate any law or ordinance, or committing a waste or nuisance on or about the Premises.

17. MAINTENANCE:

A. Tenant OR ☐ (If checked, Landlord) shall professionally maintain the Premises including heating, air conditioning, electrical, plumbing and water systems, if any, and keep glass, windows and doors in operable and safe condition. Unless Landlord is checked, if Tenant fails to maintain the Premises, Landlord may contract for or perform such maintenance, and charge Tenant for Landlord's cost.

B. Landlord OR ☐ (If checked, Tenant) shall maintain the roof, foundation, exterior walls, common areas and landscape

Landlord's Initials (CL) (ST)

Tenant's Initials (_____) (_____)



Premises: 815 W Center, Visalia CA

Date 1/7/21

18. **ALTERATIONS:** Tenant shall not make any alterations in or about the Premises, including installation of trade fixtures and signs, without Landlord's prior written consent, which shall not be unreasonably withheld. Any alterations to the Premises shall be done according to Law and with required permits. Tenant shall give Landlord advance notice of the commencement date of any planned alteration, so that Landlord, at its option, may post a Notice of Non-Responsibility to prevent potential liens against Landlord's interest in the Premises. Landlord may also require Tenant to provide Landlord with lien releases from any contractor performing work on the Premises.
19. **GOVERNMENT IMPOSED ALTERATIONS:** Any alterations required by Law as a result of Tenant's use shall be Tenant's responsibility. Landlord shall be responsible for any other alterations required by Law.
20. **ENTRY:** Tenant shall make Premises available to Landlord or Landlord's agent for the purpose of entering to make inspections, necessary or agreed repairs, alterations, or improvements, or to supply necessary or agreed services, or to show Premises to prospective or actual purchasers, tenants, mortgagees, lenders, appraisers, or contractors. Landlord and Tenant agree that 24 hours notice (oral or written) shall be reasonable and sufficient notice. In an emergency, Landlord or Landlord's representative may enter Premises at any time without prior notice.
21. **SIGNS:** Tenant authorizes Landlord to place a FOR SALE sign on the Premises at any time, and a FOR LEASE sign on the Premises within the 90 (or ☐) day period preceding the termination of the agreement.
22. **SUBLETTING/ASSIGNMENT:** Tenant shall not sublet or encumber all or any part of Premises, or assign or transfer this agreement or any interest in it, without the prior written consent of Landlord, which shall not be unreasonably withheld. Unless such consent is obtained, any subletting, assignment, transfer, or encumbrance of the Premises, agreement, or tenancy, by voluntary act of Tenant, operation of law, or otherwise, shall be null and void, and, at the option of Landlord, terminate this agreement. Any proposed sublessee, assignee, or transferee shall submit to Landlord an application and credit information for Landlord's approval, and, if approved, sign a separate written agreement with Landlord and Tenant. Landlord's consent to any one sublease, assignment, or transfer, shall not be construed as consent to any subsequent sublease, assignment, or transfer, and does not release Tenant of Tenant's obligation under this agreement.
23. **POSSESSION:** If Landlord is unable to deliver possession of Premises on Commencement Date, such date shall be extended to the date on which possession is made available to Tenant. However, the expiration date shall remain the same as specified in paragraph 2. If Landlord is unable to deliver possession within 60 (or ☐) calendar days after the agreed Commencement Date, Tenant may terminate this agreement by giving written notice to Landlord, and shall be refunded all Rent and security deposit paid.
24. **TENANT'S OBLIGATIONS UPON VACATING PREMISES:** Upon termination of agreement, Tenant shall: (i) give Landlord all copies of all keys or opening devices to Premises, including any common areas; (ii) vacate Premises and surrender it to Landlord empty of all persons and personal property; (iii) vacate all parking and storage spaces; (iv) deliver Premises to Landlord in the same condition as referenced in paragraph 11; (v) clean Premises; (vi) give written notice to Landlord of Tenant's forwarding address; and (vii) _____

All improvements installed by Tenant, with or without Landlord's consent, become the property of Landlord upon termination. Landlord may nevertheless require Tenant to remove any such improvement that did not exist at the time possession was made available to Tenant.

25. **BREACH OF CONTRACT/EARLY TERMINATION:** In event Tenant, prior to expiration of this agreement, breaches any obligation in this agreement, abandons the premises, or gives notice of tenant's intent to terminate this tenancy prior to its expiration, in addition to any obligations established by paragraph 24, Tenant shall also be responsible for lost rent, rental commissions, advertising expenses, and painting costs necessary to ready Premises for re-rental. Landlord may also recover from Tenant: (i) the worth, at the time of award, of the unpaid Rent that had been earned at the time of termination; (ii) the worth, at the time of award, of the amount by which the unpaid Rent that would have been earned after expiration until the time of award exceeds the amount of such rental loss the Tenant proves could have been reasonably avoided; and (iii) the worth, at the time of award, of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Tenant proves could be reasonably avoided. Landlord may elect to continue the tenancy in effect for so long as Landlord does not terminate Tenant's right to possession, by either written notice of termination of possession or by reletting the Premises to another who takes possession, and Landlord may enforce all Landlord's rights and remedies under this agreement, including the right to recover the Rent as it becomes due.
26. **DAMAGE TO PREMISES:** If, by no fault of Tenant, Premises are totally or partially damaged or destroyed by fire, earthquake, accident or other casualty, Landlord shall have the right to restore the Premises by repair or rebuilding. If Landlord elects to repair or rebuild, and is able to complete such restoration within 90 days from the date of damage, subject to the terms of this paragraph, this agreement shall remain in full force and effect. If Landlord is unable to restore the Premises within this time, or if Landlord elects not to restore, then either Landlord or Tenant may terminate this agreement by giving the other written notice. Rent shall be abated as of the date of damage. The abated amount shall be the current monthly Base Rent prorated on a 30-day basis. If this agreement is not terminated, and the damage is not repaired, then Rent shall be reduced based on the extent to which the damage interferes with Tenant's reasonable use of the Premises. If total or partial destruction or damage occurs as a result of an act of Tenant or Tenant's guests, (i) all Landlord shall have the right, at Landlord's sole discretion, within 30 days after such total or partial destruction or damage to treat the lease as terminated by Tenant, and (ii) Landlord shall have the right to recover damages from Tenant.
27. **HAZARDOUS MATERIALS:** Tenant shall not use, store, generate, release or dispose of any hazardous material on the Premises or the property of which the Premises are part. However, Tenant is permitted to make use of such materials that are required to be used in the normal course of Tenant's business provided that Tenant complies with all applicable Laws related to the hazardous materials. Tenant is responsible for the cost of removal and remediation, or any clean-up of any contamination caused by Tenant.
28. **CONDEMNATION:** If all or part of the Premises is condemned for public use, either party may terminate this agreement as of the date possession is given to the condemner. All condemnation proceeds, exclusive of those allocated by the condemner to Tenant's relocation costs and trade fixtures, belong to Landlord.
29. **INSURANCE:** Tenant's personal property, fixtures, equipment, inventory and vehicles are not insured by Landlord against loss or damage due to fire, theft, vandalism, rain, water, criminal or negligent acts of others, or any other cause. Tenant is to carry Tenant's own property insurance to protect Tenant from any such loss. In addition, Tenant shall carry (i) liability insurance in an amount of not less than \$ 1,000,000 and (ii) property insurance in an amount sufficient to cover the replacement cost of the property if Tenant is responsible for maintenance under paragraph 17B. Tenant's insurance shall name Landlord and Landlord's agent as additional insured. Tenant, upon Landlord's request, shall provide Landlord with a certificate of insurance establishing Tenant's compliance. Landlord shall maintain liability insurance insuring Landlord, but not Tenant, in an amount of at least \$ _____, plus property insurance in an amount sufficient to cover the replacement cost of the property unless Tenant is responsible for maintenance pursuant to paragraph 17B. Tenant is advised to carry business interruption insurance in an amount at least sufficient to cover Tenant's complete rental obligation to Landlord. Landlord is advised to obtain a policy of rental loss insurance. Both Landlord and Tenant release each other, and waive their respective rights to subrogation against each other, for loss or damage covered by insurance.

Landlord's Initials (EL) (SK)

Tenant's Initials (_____) (_____)

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COMMERCIAL LEASE AGREEMENT (CL PAGE 3 OF 6)

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Stacy Leal



Premises: 815 W Center, Visalia CA

Date 1/7/21

30. **TENANCY STATEMENT (ESTOPPEL CERTIFICATE):** Tenant shall execute and return a tenancy statement (estoppel certificate), delivered to Tenant by Landlord or Landlord's agent, within 3 days after its receipt. The tenancy statement shall acknowledge that this agreement is unmodified and in full force, or in full force as modified, and state the modifications. Failure to comply with this requirement: (i) shall be deemed Tenant's acknowledgment that the tenancy statement is true and correct, and may be relied upon by a prospective lender or purchaser; and (ii) may be treated by Landlord as a material breach of this agreement. Tenant shall also prepare, execute, and deliver to Landlord any financial statement (which will be held in confidence) reasonably requested by a prospective lender or buyer.

31. **LANDLORD'S TRANSFER:** Tenant agrees that the transferee of Landlord's interest shall be substituted as Landlord under this agreement. Landlord will be released of any further obligation to Tenant regarding the security deposit, only if the security deposit is returned to Tenant upon such transfer, or if the security deposit is actually transferred to the transferee. For all other obligations under this agreement, Landlord is released of any further liability to Tenant, upon Landlord's transfer.

32. **SUBORDINATION:** This agreement shall be subordinate to all existing liens and, at Landlord's option, the lien of any first deed of trust or first mortgage subsequently placed upon the real property of which the Premises are a part, and to any advances made on the security of the Premises, and to all renewals, modifications, consolidations, replacements, and extensions. However, as to the lien of any deed of trust or mortgage entered into after execution of this agreement, Tenant's right to quiet possession of the Premises shall not be disturbed if Tenant is not in default and so long as Tenant pays the Rent and observes and performs all of the provisions of this agreement, unless this agreement is otherwise terminated pursuant to its terms. If any mortgagee, trustee, or ground lessor elects to have this agreement placed in a security position prior to the lien of a mortgage, deed of trust, or ground lease, and gives written notice to Tenant, this agreement shall be deemed prior to that mortgage, deed of trust, or ground lease, or the date of recording.

33. **TENANT REPRESENTATIONS; CREDIT:** Tenant warrants that all statements in Tenant's financial documents and rental application are accurate. Tenant authorizes Landlord and Broker(s) to obtain Tenant's credit report at time of application and periodically during tenancy in connection with approval, modification, or enforcement of this agreement. Landlord may cancel this agreement: (i) before occupancy begins, upon disapproval of the credit report(s); or (ii) at any time, upon discovering that information in Tenant's application is false. A negative credit report reflecting on Tenant's record may be submitted to a credit reporting agency, if Tenant fails to pay Rent or comply with any other obligation under this agreement.

34. **CONSTRUCTION-RELATED ACCESSIBILITY STANDARDS:** Landlord states that the Premises ☐ has, or ☒ has not been inspected by a Certified Access Specialist. If so, Landlord states that the Premises ☐ has, or ☒ has not been determined to meet all applicable construction-related accessibility standards pursuant to Civil Code Section 55.53.

35. **DISPUTE RESOLUTION:**

A. **MEDIATION:** Tenant and Landlord agree to mediate any dispute or claim arising between them out of this agreement, or any resulting transaction, before resorting to arbitration or court action, subject to paragraph 35B(2) below. Paragraphs 35B(2) and (3) apply whether or not the arbitration provision is initiated. Mediation fees, if any, shall be divided equally among the parties involved. If for any dispute or claim to which this paragraph applies, any party commences an action without first attempting to resolve the matter through mediation, or refuses to mediate after a request has been made, then that party shall not be entitled to recover attorney fees, even if they would otherwise be available to that party in any such action. THIS MEDIATION PROVISION APPLIES WHETHER OR NOT THE ARBITRATION PROVISION IS INITIALED.

B. **ARBITRATION OF DISPUTES:** (1) Tenant and Landlord agree that any dispute or claim in Law or equity arising between them out of this agreement or any resulting transaction, which is not settled through mediation, shall be decided by neutral, binding arbitration, including and subject to paragraphs 35B(2) and (3) below. The arbitrator shall be a retired judge or justice, or an attorney with at least 5 years of real estate transactional law experience, unless the parties mutually agree to a different arbitrator, who shall render an award in accordance with substantive California Law. In all other respects, the arbitration shall be conducted in accordance with Part III, Title 9 of the California Code of Civil Procedure. Judgment upon the award of the arbitrator(s) may be entered in any court having jurisdiction. The parties shall have the right to discovery in accordance with Code of Civil Procedure §1283.05.

(2) **EXCLUSIONS FROM MEDIATION AND ARBITRATION:** The following matters are excluded from Mediation and Arbitration hereunder: (i) a judicial or non-judicial foreclosure or other action or proceeding to enforce a deed of trust, mortgage, or installment land sale contract as defined in Civil Code §2985; (ii) an unlawful detainer action; (iii) the filing or enforcement of a mechanic's lien; (iv) any matter that is within the jurisdiction of a probate, small claims, or bankruptcy court; and (v) an action for bodily injury or wrongful death, or for latent or patent defects to which Code of Civil Procedure §337.1 or §337.15 applies. The filing of a court action to enable the recording of a notice of pending action, for order of attachment, receivership, injunction, or other provisional remedies, shall not constitute a violation of the mediation and arbitration provisions.

(3) **BROKERS:** Tenant and Landlord agree to mediate and arbitrate disputes or claims involving either or both Brokers, provided either or both Brokers shall have agreed to such mediation or arbitration, prior to, or within a reasonable time after the dispute or claim is presented to Brokers. Any election by either or both Brokers to participate in mediation or arbitration shall not result in Brokers being deemed parties to the agreement.

"NOTICE: BY INITIALING IN THE SPACE BELOW YOU ARE AGREEING TO HAVE ANY DISPUTE ARISING OUT OF THE MATTERS INCLUDED IN THE 'ARBITRATION OF DISPUTES' PROVISION DECIDED BY NEUTRAL ARBITRATION AS PROVIDED BY CALIFORNIA LAW AND YOU ARE GIVING UP ANY RIGHTS YOU MIGHT POSSESS TO HAVE THE DISPUTE LITIGATED IN A COURT OR JURY TRIAL. BY INITIALING IN THE SPACE BELOW YOU ARE GIVING UP YOUR JUDICIAL RIGHTS TO DISCOVERY AND APPEAL, UNLESS THOSE RIGHTS ARE SPECIFICALLY INCLUDED IN THE 'ARBITRATION OF DISPUTES' PROVISION. IF YOU REFUSE TO SUBMIT TO ARBITRATION AFTER AGREEING TO THIS PROVISION, YOU MAY BE COMPELLED TO ARBITRATE UNDER THE AUTHORITY OF THE CALIFORNIA CODE OF CIVIL PROCEDURE. YOUR AGREEMENT TO THIS ARBITRATION PROVISION IS VOLUNTARY."

"WE HAVE READ AND UNDERSTAND THE FOREGOING AND AGREE TO SUBMIT DISPUTES ARISING OUT OF THE MATTERS INCLUDED IN THE 'ARBITRATION OF DISPUTES' PROVISION TO NEUTRAL ARBITRATION."

Landlord's Initials EL, SL Tenant's Initials I

Landlord's Initials (EL) (SL)

Tenant's Initials () ()

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COMMERCIAL LEASE AGREEMENT (CL PAGE 4 OF 6)

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Stacy Leal



Premises: 815 W Center Visalia CA Date 1/7/21

36. **JOINT AND INDIVIDUAL OBLIGATIONS:** If there is more than one Tenant, each one shall be individually and completely responsible for the performance of all obligations of Tenant under this agreement, jointly with every other Tenant, and individually, whether or not in possession.

37. **NOTICE:** Notices may be served by mail, facsimile, or courier at the following address or location, or at any other location subsequently designated:

Landlord: Robert Leal
P.O. Box 2031
Tulare CA 93275

Tenant: _____

Notice is deemed effective upon the earliest of the following: (i) personal receipt by either party or their agent; (ii) written acknowledgement of notice; or (iii) 5 days after mailing notice to such location by first class mail, postage pre-paid.

38. **WAIVER:** The waiver of any breach shall not be construed as a continuing waiver of the same breach or a waiver of any subsequent breach.

39. **INDEMNIFICATION:** Tenant shall indemnify, defend and hold Landlord harmless from all claims, disputes, litigation, judgments and attorney fees arising out of Tenant's use of the Premises.

40. **OTHER TERMS AND CONDITIONS/SUPPLEMENTS:** Addendum A

The following ATTACHED supplements/exhibits are incorporated in this agreement: ☐ Option Agreement (C.A.R. Form OA)

41. **ATTORNEY FEES:** In any action or proceeding arising out of this agreement, the prevailing party between Landlord and Tenant shall be entitled to reasonable attorney fees and costs from the non-prevailing Landlord or Tenant, except as provided in paragraph 35A.

42. **ENTIRE CONTRACT:** Time is of the essence. All prior agreements between Landlord and Tenant are incorporated in this agreement, which constitutes the entire contract. It is intended as a final expression of the parties' agreement, and may not be contradicted by evidence of any prior agreement or contemporaneous oral agreement. The parties further intend that this agreement constitutes the complete and exclusive statement of its terms, and that no extrinsic evidence whatsoever may be introduced in any judicial or other proceeding, if any, involving this agreement. Any provision of this agreement that is held to be invalid shall not affect the validity or enforceability of any other provision in this agreement. This agreement shall be binding upon, and inure to the benefit of, the heirs, assignees and successors to the parties.

43. **BROKERAGE:** Landlord and Tenant shall each pay to Broker(s) the fee agreed to, if any, in a separate written agreement. Neither Tenant nor Landlord has utilized the services of, or for any other reason owes compensation to, a licensed real estate broker (individual or corporate), agent, finder, or other entity, other than as named in this agreement, in connection with any act relating to the Premises, including, but not limited to, inquiries, introductions, consultations, and negotiations leading to this agreement. Tenant and Landlord each agree to indemnify, defend and hold harmless the other, and the Brokers specified herein, and their agents, from and against any costs, expenses, or liability for compensation claimed inconsistent with the warranty and representation in this paragraph 43.

44. **AGENCY CONFIRMATION:** The following agency relationships are hereby confirmed for this transaction:

Listing Agent: _____ (Print Firm Name) is the agent of (check one):

☐ the Landlord exclusively; or ☐ both the Tenant and Landlord.

Selling Agent: _____ (Print Firm Name) (if not same as Listing Agent) is the agent of (check one):

☐ the Tenant exclusively; or ☐ the Landlord exclusively; or ☐ both the Tenant and Landlord.

Real Estate Brokers are not parties to the agreement between Tenant and Landlord.

Landlord's Initials (RL) (SL)

Tenant's Initials (_____) (_____)

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COMMERCIAL LEASE AGREEMENT (CL PAGE 5 OF 6)

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Stacy Leal



Premises: 815 W Center, Visalia CA Date 1/7/21

Landlord and Tenant acknowledge and agree that Brokers: (i) do not guarantee the condition of the Premises; (ii) cannot verify representations made by others; (iii) will not verify zoning and land use restrictions; (iv) cannot provide legal or tax advice; (v) will not provide other advice or information that exceeds the knowledge, education or experience required to obtain a real estate license. Furthermore, if Brokers are not also acting as Landlord in this agreement, Brokers: (vi) do not decide what rental rate a Tenant should pay or Landlord should accept; and (vii) do not decide upon the length or other terms of tenancy. Landlord and Tenant agree that they will seek legal, tax, insurance, and other desired assistance from appropriate professionals.

Tenant _____ Date _____

(Print name)

Address _____ City _____ State _____ Zip _____

Tenant _____ Date _____

(Print name)

Address _____ City _____ State _____ Zip _____

☐ **GUARANTEE:** In consideration of the execution of this Agreement by and between Landlord and Tenant and for valuable consideration, receipt of which is hereby acknowledged, the undersigned ("Guarantor") does hereby: (i) guarantee unconditionally to Landlord and Landlord's agents, successors and assigns, the prompt payment of Rent or other sums that become due pursuant to this Agreement, including any and all court costs and attorney fees included in enforcing the Agreement; (ii) consent to any changes, modifications or alterations of any term in this Agreement agreed to by Landlord and Tenant; and (iii) waive any right to require Landlord and/or Landlord's agents to proceed against Tenant for any default occurring under this Agreement before seeking to enforce this Guarantee.

Guarantor (Print Name) _____

Guarantor _____ Date _____

Address _____ City _____ State _____ Zip _____

Telephone _____ Fax _____ E-mail _____

Landlord agrees to rent the Premises on the above terms and conditions.

Landlord Robert J. Leal Date 1/7/21

(owner or agent with authority to enter into this agreement)

Address PO BOX 2031 City Tulare State CA Zip 93275

Landlord Stacy E. Leal Date 1/7/21

(owner or agent with authority to enter into this agreement)

Address PO BOX 2031 City Tulare State CA Zip 93275

Agency relationships are confirmed as above. Real estate brokers who are not also Landlord in this agreement are not a party to the agreement between Landlord and Tenant.

Real Estate Broker (Leasing Firm) _____ CalBRE Lic. # _____

By (Agent) _____ CalBRE Lic. # _____ Date _____

Address _____ City _____ State _____ Zip _____

Telephone _____ Fax _____ E-mail _____

Real Estate Broker (Listing Firm) _____ CalBRE Lic. # _____

By (Agent) _____ CalBRE Lic. # _____ Date _____

Address _____ City _____ State _____ Zip _____

Telephone _____ Fax _____ E-mail _____

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COMMERCIAL LEASE AGREEMENT (CL PAGE 6 OF 6)

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Stacy Leal

Addendum A

815 W Center, Visalia CA 93291

This approximate 2108 sq. feet of rentable space shall be occupied jointly by The Academies Charter Management Organization & Harold L Rollin, A Professional Law Corp. Base rent and monthly utilities shall be divided by the two entities with The Academies Charter Management Org. (TACMO) paying 2/3 of monthly rent and Harold Rollin paying 1/3 of monthly rent. In the event that either party wishes to vacate prior to the termination date of 8/31/25, the other party agrees to pay full monthly amount of rent for duration of lease.

Base Rent Schedule

Year 1: 3/1/21-8/31/21 Monthly Rent \$2003.00	TACMO-\$1334.00	Rollin-\$669.00
Year 2: 9/1/21-8/31/22 Monthly Rent \$2063.00	TACMO-\$1375.00	Rollin-\$688.00
Year 3: 9/1/22-8/31/23 Monthly Rent \$2124.00	TACMO-\$1416.00	Rollin-\$708.00
Year 4: 9/1/23-8/31/24 Monthly Rent \$2187.00	TACMO-\$1458.00	Rollin-\$729.00
Year 5: 9/1/24-8/31/25 Monthly Rent \$2252.00	TACMO-\$1501.00	Rollin-\$751.00

Harold L Rollin, President

Harold L Rollin, A Professional Law Corp.

Robert J Leal

Donya Ball

The Academies Charter Management Org.

Stacy E Leal